# NATIONAL AMERICAN UNIVERSITY
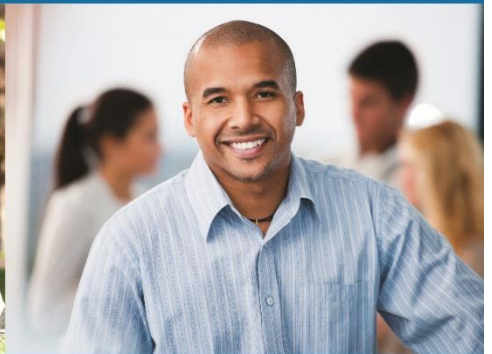
Quality higher education in a caring and supportive learning environment

That's the American Way.

*veritas*

ESTABLISHED 1941

2016-2017 Undergraduate Catalog

# TABLE OF CONTENTS

Published January 2016

# NATIONAL AMERICAN UNIVERSITY LOCATIONS

**Central Administration**
5301 S. Highway 16
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)

**Minnetonka**
10901 Red Circle Drive, Suite 150
Minnetonka, MN 55343
(952) 562-4200
(952) 562-4205 (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 S. Highway 16
Rapid City, SD 57701
(605) 394-4953
(800) 770-2959 General Information
(800) 209-0182 Admissions
(605) 394-5082 (FAX)

**Rapid City**
5301 S. Highway 16
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 S. Highway 16
Rapid City, SD 57701
(855) 299-7915

**TEXAS**
**Allen Service Center**
1101 Central Expressway S., Suite 100
Allen, TX 75013
(972) 649-5650
(972) 649-5652 (FAX)

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

**Austin South**
6800 Westgate Blvd., Suite 102
Austin, TX 78745-4868
(512) 651-4750
(512) 651-4755 (FAX)

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

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

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

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

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

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

# GENERAL INFORMATION

## 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
- Master of Business Administration with emphasis in Accounting
- Master of Business Administration with emphasis Aviation Management
- Master of Business Administration with emphasis in E-Marketing
- Master of Business Administration with emphasis in Health Care Administration
- Master of Business Administration with emphasis in Human Resource Management
- Master of Business Administration with emphasis in Information Technology Management
- Master of Business Administration with emphasis in International Business
- Master of Business Administration with emphasis in Management
- Master of Business Administration with emphasis in Operations and Configuration Management
- Master of Business Administration with emphasis in Project and Process Management
- Master of Management
- Master of Management with emphasis in Aviation Management
- Master of Management with emphasis in Criminal Justice Management
- Master of Management with emphasis in E-Marketing
- Master of Management with emphasis in Health Care Administration
- Master of Management with emphasis in Higher Education
- Master of Management with emphasis in Human Resource Management
- Master of Management with emphasis in Information Technology Management
- Master of Management with emphasis in Operations and Configuration Management
- Master of Management with emphasis in Project and Process Management
- 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 EntrepreneurshipBachelor 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, Roseville campus, and Minnetonka 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 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 S. Highway 16, 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 September 2016. 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 the university community, the undergraduate and graduate catalogs have been published online. Students may access the catalog at www.national.edu or through the student portal. The most current version of the catalog will always be posted online. The university also reserves the right to correct clerical errors. Therefore, students should refer to the online version for updates, clerical corrections and other changes.

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

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

## ACADEMIC CALENDAR 2016 - 2017

**Fall 2016**

| | |
|---|---|
| September 6 | Quarter begins |
| September 12 | **Last day to add classes; last day to drop classes without incurring charges for tuition and fees.**<br><br>(Drop/add paper work must be submitted to the campus office by 6:00pm, September 15) |
| September 27 | Interim begins |
| October 3 | **Last day to drop or add interim classes; last day to drop classes without incurring charges for tuition and fees.**<br>(Drop/add paper work must be submitted to the campus office by 6:00pm, October 6) |
| October 14 | End of first 5-1/2 week classes and beginning of second 5-1/2 week classes |
| October 21 | **Last day to drop regular term classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.** |
| October 29 | **Last day to drop Interim classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.** |
| November 5 | Make-up day for Veterans Day |
| November 11 | Veterans Day - No classes |
| November 15 - 21 | Final exams |
| November 21 | Quarter ends |
| November 22 - 30 | Quarter break |

**Winter 2016 - 2017**

| | |
|---|---|
| December 1 | Quarter begins |
| December 7 | **Last day to add classes; last day to drop classes without incurring charges for tuition and fees.**<br>(Drop/add paper work must be submitted to the campus office by 6:00pm, December 9) |
| December 22 - January 3 | Winter break - No classes |
| January 4 | Classes resume |
| January 4 | Interim begins |
| January 10 | **Last day to drop or add interim classes; last day to drop classes without incurring charges for tuition and fees.**<br>(Drop/add paper work must be submitted to the campus office by 6:00pm, January 12) |
| January 14 | Make-up day for Martin Luther King Jr. Day |
| January 16 | Martin Luther King Jr. Day - No classes |
| January 21 | End of first 5-1/2 week classes and beginning of second 5-1/2 week classes |
| January 28 | **Last day to drop regular term classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.** |

| | |
|---|---|
| February 5 | **Last day to drop Interim classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.** |
| February 22 - 28 | Final exams |
| February 28 | Quarter ends |
| March 1 - 8 | Quarter break - No classes |

**Spring 2017**

| | |
|---|---|
| March 9 | Quarter begins |
| March 15 | **Last day to add classes; last day to drop classes without incurring charges for tuition and fees.** (Drop/add paper work must be submitted to the campus office by 6:00pm, March 14) |
| March 30 | Interim Begins |
| April 5 | **Last day to drop or add interim classes; last day to drop classes without incurring charges for tuition and fees.** (Drop/add paper work must be submitted to the campus office by 6:00pm, April 4) |
| April 8 | Make up day for Good Friday |
| April 14 | Good Friday - No classes |
| April 16 | End of first 5-1/2 week classes and beginning of second 5-1/2 week classes |
| April 23 | **Last day to drop regular term classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.** |
| May 1 | **Last day to drop Interim classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.** |
| May 15 - 24 | Final exams |
| May 24 | Quarter ends |
| May 25 - June 5 | Quarter break |

**Summer 2017**

| | |
|---|---|
| June 6 | Quarter begins |
| June 12 | **Last day to add classes; last day to drop classes without incurring charges for tuition and fees.** (Drop/add paper work must be submitted to the campus office by 6:00pm, June 15) |
| June 27 | Interim Begins |
| July 1 | Make-up day for Independence Day |
| July 3 | **Last day to drop or add interim classes; last day to drop classes without incurring charges for tuition and fees.** (Drop/add paper work must be submitted to the campus office by 6:00pm, July 6) |
| July 4 | Independence Day - No classes |
| July 14 | End of first 5-1/2 week classes and beginning of second 5-1/2 week classes |
| July 21 | **Last day to drop regular term classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.** |
| July 29 | **Last day to drop Interim classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.** |

| | |
|---|---|
| August 15 - 21 | Final exams |
| August 21 | Quarter ends |
| August 22 - September 5 | Quarter break |

**Fall 2017**

| | |
|---|---|
| September 6 | Quarter begins |
| September 12 | **Last day to add classes; last day to drop classes without incurring charges for tuition and fees.** (Drop/add paper work must be submitted to the campus office by 6:00pm, September 13) |
| September 27 | Interim begins |
| October 3 | **Last day to drop or add interim classes; last day to drop classes without incurring charges for tuition and fees.** (Drop/add paper work must be submitted to the campus office by 6:00pm, October 4) |
| October 14 | End of first 5-1/2 week classes and beginning of second 5-1/2 week classes |
| October 21 | **Last day to drop regular term classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.** |
| October 28 | **Last day to drop Interim classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.** |
| November 4 | Make-up day for Veteran's Day |
| November 10 | Veteran's Day - No classes |
| November 15 - 21 | Final exams |
| November 21 | Quarter ends |

# HISTORY

National American University (NAU) has been a cornerstone of higher education in western South Dakota since its humble beginnings in 1941. Originally known as National School of Business, the institution first opened its doors in downtown Rapid City with offerings in specialized business training that centered primarily on its secretarial and accounting programs.

Anticipating a post-war demand for business education, the college's administrators designed a business administration curriculum that featured new classes in accounting, marketing, and management. When the demand came, the institution was ready with programs geared toward the educational needs of returning veterans, and other men and women who wanted business training and sought an expanded role in the developing business world.

It was in late 1960 that the university, now nearly two decades old and growing rapidly, moved its operations to its new facilities at 321 Kansas City Street in downtown Rapid City, where it existed for more than 50 years. The expanded campus location included a new two-story brick building that housed classrooms, administrative offices, the library, and the university bookstore. Three years later, construction of the new student residence hall was completed, which resulted in a significant influx of students from outside of the region. Students arrived from all corners of the United States, and from all around the world, creating a vibrant student population that was unusually diverse and energized.

With the dramatic increase in student enrollment, the number of faculty and staff increased as well. As National American University's stature in the educational community grew, the university soon expanded its base of programs, as well as its campus facilities. Throughout the late 1960's and the early 1970's, the university added several new buildings, including a library, a gymnasium, as well as additions to the classroom/administration building and the student residence hall.

In 1996, NAU began to develop online courses to be offered through the emerging resource of the World Wide Web. Since that time, the university's distance learning program has created a thriving virtual campus offering degree programs in a number of academic areas. With the addition of online course offerings and degrees, National American University students have access to learning 24 hours a day from anywhere the Internet can be accessed.

In May of 1997, the university changed its name from National College to its current name of National American University to reflect its standing as a multi-campus institution offering postgraduate programs. Today National American University continues to offer quality business-related degree programs to students from all walks of life through its affiliations with colleges and universities throughout the United States and from around the world. NAU offers a Master in Business Administration program, a Master in Management program, and a Master of Science in Nursing program for students wishing to extend their education beyond a bachelor's degree. The university has also expanded its program offerings to include allied health and nursing programs. More recently, an educational doctorate was added to support administrative interests in community colleges.

For more than 75 years, National American University has been a recognized leader in academic excellence. Students from all over the globe are enrolled in NAU's master's, bachelor's, associate degree and diploma programs. With dedicated staff and faculty guiding these students to their ultimate goals, it is easy to recognize that from National School of Business in 1941 through National American University in 2014-15, the university has experienced a dramatic and perhaps unprecedented evolution as an academic institution.

# ADMISSIONS

It is recommended that applicants and their families visit National American University so that they may become acquainted with the personnel and facilities of the university. A personal interview should be scheduled with a member of the admissions staff.

## ADMISSION REQUIREMENTS - UNDERGRADUATE

**Regular Admission**

For admission to one or more of NAU's diploma or undergraduate degree programs, students must:

1. Complete and submit a Student Application for Admission (Go to www.national.edu); and

2. Have graduated from a recognized high school (or the U.S. Department of Education-accepted equivalent); or

3. Submit an official transcript from an accredited U.S. higher education institution indicating completion of a post-secondary education program of at least two years in length with a minimum cumulative grade point average of 2.0. The official transcript request must be completed during the application process for university approval during the first term of attendance. Students who received their secondary education outside the United States, United States territories, or Department of Defense-recognized U.S. high schools located on military bases outside the territorial United States must provide evidence of secondary-level education completion. Students must submit one or more of the following document(s) during the first term of attendance for university approval prior to the end of the first term:

    a. An official document evidencing completion of the equivalent of a U.S. high school education (Go to International Undergraduate Student Admissions at www.national.edu for further details on country-specific equivalencies of U.S. high school education.). International documentation may include an official academic transcript or marks sheet and/or examination results (Diplomas or certificates of government examinations must show the academic subjects passed, and grades/marks received. All records should be submitted in the original 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.); or

    b. An original General Education Development (GED) examination report demonstrating passing marks for the overall examination; or

    c. An official transcript that indicates completion of a post-secondary program of at least two years in length with a minimum cumulative grade point average of 2.0/4.0 or the equivalent from (i) an international higher education institution that is approved by the country's national ministry of education or appropriate approval body or (ii) an accredited U.S. higher education institution (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.).

**Non-Native English Speaking Students**

In addition to the above-listed 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:

1. Provide an official Test of English as a Foreign Language (TOEFL) score report indicating a minimum score of 520 for a paper-based, 190 for a computer-based, or 68 for an Internet-based exam. (The TOEFL must have been taken within the past two calendar years. Official test scores must be sent from the testing agency to National American University. When ordering TOEFL test results, include the university's school code of 6464.); or

2. Provide an official Test of English for International Communication (TOEIC) score report indicating a minimum score of 750 (not applicable to students enrolled in the nursing program).

3. Provide an official International English Language Testing System (IELTS) score report with an overall minimum score of 5. (The IELTS must have been taken

within the past two calendar years. Official test scores must be sent from the testing agency to NAU.); or

4. Provide evidence of completion of two semesters (or the equivalent) of college-level English (excluding ESL courses) with a grade of "C" or higher at an accredited college or university whose language of instruction is English; or

5. Provide evidence of English language proficiency by completing the Accuplacer ESL English assessment exam with minimum scores in the following categories:

• Reading skills of 102 or higher.

• Sentence meaning of 100 or higher.

• Language usage of 95 or higher.

• Writing sample of 5 or higher.

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.

### Full-time Students

Students who enroll for 12 or more credit hours per quarter are considered to be full-time.

### Part-time Students

If a student chooses not to attend full-time, a schedule may be arranged for one or more courses. Credits earned may be applied to degree or diploma programs.

### Special Students

A special student is one who is not enrolled in a diploma or degree program. Special students are generally not eligible for federal financial aid. However, alternative loan programs may be available. Contact an NAU financial services representative for more information.

### Transfer Students

Students who have successfully completed course work at other accredited post-secondary institutions may apply for admission to NAU. University policies on transfer credits, residency requirements, and other admissions requirements are outlined in this catalog.

## ACADEMIC SUCCESS APPRAISAL

The purposes of the academic success appraisal is to:

1. Encourage academic success and degree completion.

2. Identify existing knowledge and skills in both reading and sentence skills.

3. Provide students with feedback about their skills.

4. Aid in the appropriate placement in English (EN) courses.

5. Recommend a course of study in which the student may reasonably expect to achieve academic success.

As an open-enrollment institution, NAU requires diploma and degree-seeking students to complete the academic success appraisal at the time of enrollment or provide evidence of successfully completed college-level English courses or equivalent. Course completion or equivalents are defined as follows:

1. A student has successfully completed composition ("C" grade or above) and has submitted a copy of a college transcript as documentation.

2. A student has successfully completed the CLEP College Composition examination with a passing score as defined by the CLEP program, and has submitted a copy of the official CLEP transcript as documentation.

3. A student has successfully completed the equivalent Advanced Placement (AP) English examinations with a score of 3 or above and has submitted a copy of the official AP transcript as documentation.

## BACKGROUND CLEARANCE

National American University offers a number of academic programs that may ultimately lead to certification and/or licensure in any given field. In that regard, governing/regulatory agencies or bodies may require the demonstration of a criminal background clearance prior to granting such certification and/or licensure. It is incumbent upon students to verify whether a specific criminal background clearance is required in their field of study prior to beginning course work. Upon request, university personnel will assist students with contacting the proper agencies or authorities in making this determination.

## 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.

# FINANCES

Students who are out-of-state residents pay the same tuition and fees as in-state students. All charges are due and payable on the first day of each new quarter. Advance payment by mail or other means is advised. Financial aid is available for those students who qualify. Tuition and fees are subject to change without notice. Drafts and checks should be made payable to National American University.

# IMMUNIZATION REQUIREMENTS

## Minnesota Students

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

## South Dakota Students

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

# INTERNATIONAL STUDENTS

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.

## Admission Requirements

International student applicants who wish to study at NAU in an undergraduate program:

1. Complete and submit an International Student Application for Admission (See www.national.edu);

2. Provide evidence of secondary and/or post-secondary education completion through *one* of the following requirements:

   a. An official credential evaluation of the academic transcript or marks sheets from the country where secondary education was completed. The documents presented should be those which would allow the student access to post-secondary education in the home country. Diplomas or certificates of government examinations must show the subjects passed, and grades or marks received. All records must be submitted to a NACES (National Association of Credential Evaluation Services) member approved credential evaluation service following the requirements listed by the service. The original report should be sent directly to the NAU location where the student intends to enroll. Copies of all documents evaluated by the service must accompany the original report when it is forwarded to the registrar's office; or

   b. An official transcript that indicates completion of a post-secondary program of at least two years in length with a minimum cumulative grade point average of 2.0/4.0 or the equivalent from (i) an international higher education institution that is approved by the country's national ministry of education or appropriate approval body or (ii) an accredited U.S. higher education institution. Any international official transcripts must be evaluated by a NACES recognized evaluation service. The original course-by-course evaluation report and copies of the transcript evaluated should be sent directly to the National American University location where the student intends to enroll; or

   c. An original General Educational Development (GED) examination report demonstrating passing marks for the overall examination.

3. Demonstrate proficiency in English through satisfaction of one of the following requirements:

   a. Provide an official Test of English as a Foreign Language (TOEFL) score report indicating a minimum score of 520 for a paper-based, 190 for a computer-based, or 68 for an Internet-based exam. (The TOEFL must have been taken within the past two calendar years. Official test scores must be sent

from the testing agency to National American University. When ordering TOEFL test results, include the university's school code of 6464.); or

b. An official Test of English for International Communication (TOEIC) score report indicating a minimum score of 750 (not applicable to students enrolled in the nursing program); or

c. Provide an official International English Language Testing System (IELTS) score report with an overall minimum score of 5 (The IELTS must have been taken within the past two calendar years. Official test scores must be sent from the testing agency to National American University.); or

d. Provide evidence of completion of two semesters (or equivalent) of college-level English (excluding ESL courses) with a grade of "C" or higher at an accredited college or university whose language of instruction is English; or

e. Provide evidence of English language proficiency by completing the English assessment exam, Accuplacer ESL, with minimum scores in the following categories:

- Reading skills of 102 or higher
- Sentence meaning of 100 or higher
- Language usage of 95 or higher
- Writing sample of 5 or higher

**Students Requesting the Certificate of Eligibility (Form I-20)**

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

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 (Form I-20) needed to apply for an F-1 student visa. In addition, students planning to bring a spouse and/or children are required to show additional funds for those individuals.

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

Additional documentation in support of an applicant's candidacy may be requested as deemed necessary by NAU.

The university reserves the right to reject documentation and to request verification of documents as necessary. Admissions documentation will be considered the property of the university and will not be returned to the applicant (some exceptions may apply). NAU reserves the right to reject any and all student applicants.

**Financial Aid**

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

**New International Students**

New international students may participate in new student orientation during the first week of the quarter. Students will receive information about academic issues, as well as an orientation to the campus and the local area.

# LEARNER SERVICES

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

## 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, our 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 our 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.

## UNEXPECTED MILITARY DUTY

NAU is committed to providing consideration to military students enrolled at any NAU campus or in the online program. When a student, who is also serving our country, is deployed he/she may choose one of the following options to complete the work he/she is enrolled in at the time of deployment. Be aware that military regulations governing the allowable time to replace Incomplete (I) grades differ between military branches. NAU strongly recommends that before choosing an option requesting an Incomplete beyond the end of the current term, students contact their military Education Office to determine their military branch's specific policy for recoupment of Tuition Assistance funds.

A student may select one of the 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]. The form must be completed within 30 days of your last date of attendance. If not, the university withdrawal policy as found in the current catalog will be applied.

Before you sign the form, please speak to your NAU financial aid advisor and an NAU military finance coordinator.

Options one and two are available for all students regardless of the status of their financial aid disbursement.

**Option One:**

You may elect to finish your class(es) by accelerating your work and completing it before you leave or by finishing your class via mail, e-mail or learning management system (distance students) to your instructor. Please note: students wishing to complete their work via e-mail or learning management system must have web access at their deployment location.

Grade: You will receive the grade you earned in your class at the end of the current term.

Financial Aid: You will pay for your class(es) this quarter. Military assistance or federal financial aid may be used to pay for the class if all other eligibility requirements are met.

**Option Two:**

If your financial aid has not been disbursed and your deployment is within three weeks of the start of a term, you may request to be "no-showed" from your class(es). Your attendance and enrollment will be deleted from the system.

Grade: The course will not be recorded on your transcript.

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

Options three, four and five are available for students whose federal financial aid quarterly disbursement has been disbursed while you were in attendance, thus, prior to your deployment.

**Option Three:**

You may elect to take an incomplete in your classes. You will need to notify your instructor who will process the incomplete paperwork. You will have one year from the date your incomplete was granted to finish your 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 until the incomplete grade has been converted to a final grade.

Grade: If you chose this option, an "I" will appear on your transcript until the work is completed or a year has passed. If the work is completed, the instructor will submit a grade change and award you the grade earned on all of your work. If the work is not completed within one year, the instructor will award you a grade based on the work completed up to the time you dropped the class. In many cases, this will be a grade of an "F."

Financial Aid: You will pay for this class this quarter. Federal financial aid may be used to pay for the class but must be disbursed while you are in attendance and prior to your deployment and all other eligibility requirements are met. You should also check with your education office to make sure you will not be personally billed for this class as some branches of the service will not allow an incomplete to be open for this amount of time.

**Option Four:**

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

Grade: You will receive a "W" on your transcript for your classes.

Financial Aid: You will pay for your class(es) this quarter. Federal financial aid may be used to pay for the class but must be disbursed prior to your deployment. If your last date of attendance is within the refund period, any refund will be pro-rated. If you are beyond the refund period, no refund will be given.

**Option Five:**

You may contact your education officer to request a waiver for this term. The waiver allows you to retake the class at a later date and to receive military assistance for the class a second time. If the waiver is granted you must also request to be dropped from all of your classes.

Grade: You will receive a "W" on your transcript for the current class. When you enroll the second time, the second

class will also be on your transcript along with the grade earned that term.

Financial Aid: You will receive a pro-rated refund based on the university's refund policy from the date you drop the class. You will be required to pay for the class the second time with the waiver allowing you 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 S. Highway 16
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, contactgraduniversityservices@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.

## 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.

## 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.

**Procedure and Appeals**

1. Any staff or faculty member may file charges against a student for violations of the Student Code of Conduct. A charge shall be prepared in writing and directed to the campus executive officer within 30 days of the alleged violation.

2. Students who are disruptive, damage university property, or pose a threat to any person on the campus may be immediately suspended and escorted from the premises (or removed from the NAU online classroom) by the campus executive officer.

3. If the campus executive officer observes or otherwise becomes aware of a violation of the Student Code of Conduct, the campus executive officer or designee may either choose to meet with the student to discuss the concerns or move directly to convene a student conduct committee. For minor or inadvertent violations, the campus executive officer may choose to informally correct the student's behavior.

4. The student conduct committee will investigate reported violations of the Student Code of Conduct. The committee is composed of the campus executive officer (or designee), the academic dean, a director of student success, and one student. The student must be independent of incident and student under investigation. The student conduct committee will determine if the charge(s) of misconduct have merit and/or if the charge(s) can be disposed of administratively.

5. The student will be provided written notice of the time and date for a disciplinary hearing from the student conduct committee. The disciplinary hearing will be scheduled within 5 days of notification to the student.

6. The student is permitted to be assisted by an advisor (such as a parent, relative, or a member of the university community) present during the disciplinary hearing, but the advisor will not be permitted to speak or participate directly in the hearing. The student will not be permitted to bring an attorney to the hearing.

7. Witnesses with relevant knowledge of the alleged violation of the Student Code of Conduct may be presented on behalf of the student or the university.

8. The student conduct committee's decision will be provided to the student on the Student Conduct Form within five days of the hearing. If the student conduct committee determines that a violation of the Student Code of Conduct has occurred, appropriate sanctions will be imposed. Sanctions of permanent suspension or revocation of admission and/or degree may only be imposed by the system vice president for academic administration and regulatory affairs upon recommendation from the student conduct committee.

9. The student has a right to appeal the decision of the student conduct committee to the system vice president for academic administration and regulatory affairs for sanctions identified in paragraph 1 a-c. This request must be made on the Student Conduct Form and delivered to the system vice president for academic administration and regulatory affairs within 72 hours of the student conduct committee's decision. The system vice president for academic administration and regulatory affairs will convene a student conduct appeals committee, composed of three university administrators, to review the proceedings of the student conduct committee. Any sanctions imposed pursuant to paragraph 1 d-e will be automatically appealed to the student conduct appeals committee.

10. The student conduct appeals committee will render a decision within five (5) business days after receipt of the student's appeal. The decision of the student conduct appeals committee is final.

# 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.

## 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

      iiii. 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

   iiii. 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 S. Highway 16, 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 S. Highway 16, 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.

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

   iiiii. 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.

iiiiii. 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.

## LEARNER SERVICES

NAU campuses have a number of programs intended to assist students in gaining the optimum benefit from their academic experience. Tutoring is perhaps one of the oldest and most supportive activities sponsored by the university.

Advising contacts between students and members of the faculty and the professional staff are also very important in planning and achieving goals for education, for careers, and for life.

## 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.

# 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.

# 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
Albuquerque Office:
5201 Golden Thread Dr. NE

Albuquerque, NM 87113
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

## 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.

## 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.

## ORIENTATION

The university conducts a variety of orientation activities and programs prior to student entrance into the university and classes; students thereby become acquainted with faculty, staff and curriculum. It is important that the student's and the university's goals and philosophies match. Orientation programs are both formal and informal. It may be desirable in many instances to include family members or friends in visitation, tours and general orientation activities. Students and family members routinely visit the campus as part of the orientation and enrollment process.

University publications, including this catalog, play a role in orienting students to NAU. Select university courses extend orientation and student development into the classroom and beyond.

## PART-TIME EMPLOYMENT

The director of student success office will assist students who want part-time employment, on or off campus, while attending the university.

## 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.

## TITLE IX: SEX DISCRIMINATION AND SEXUAL MISCONDUCT

**Sexual Assault Reporting**

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

**Sexual Harassment and Discrimination Reporting**

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

Karen Hoffman
Title IX Coordinator
System Director for the Office of Student Concerns
5301 S. Highway 16
Rapid City, SD 57701
605-394-4805 (Office)
khoffman@national.edu

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

**External Resources**

**Sexual Assault Hotlines**

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

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

**Counseling Services**

Student Assistance Counseling Program
mycampus.national.edu

**Local Resources***

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

*Additional resources may be available in your local community. Please contact your campus executive officer or the Title IX coordinator for additional resources.

**External Complaint Filing**

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

## STUDENT CONCERNS - MISSOURI STUDENTS

The Missouri Department of Higher Education serves as a clearinghouse for postsecondary student complaints. The MDHE complaint policy may be found at www.dhe.mo.gov/documents/POLICYONCOMPLAINTRESOLUTION.pdf. This website contains information about the complaint process and includes instructions for how to file a formal complaint. Note that the policy provides that a student who wishes to file a complaint with the department must first exhaust all formal and informal avenues provided by the institution to resolve disputes.

## VIOLENCE AND WEAPONS POLICY

Unless otherwise prescribed by applicable law, possession or use of handguns or other weapons while on university premises is strictly prohibited. This prohibition applies to all employees, independent contractors, temporary employees, visitors and students, including those who have a valid permit to carry a concealed weapon. University employees, independent contractors, and temporary employees also are prohibited from possessing or using handguns or other weapons while operating a university vehicle or while engaging in university business off-premises, except in the individual's own home. This weapons prohibition does not apply to authorized security or law enforcement personnel.

If you are aware that a co-worker, visitor, student or other individual possesses a handgun or other weapon while on university premises or while engaged in university business off premises, you should immediately report the conduct at issue to the campus executive officer or other university personnel.

Violence or threats of violence are strictly prohibited on university premises and in any university-related off-premises event. If you become aware of a threat of violence or other harm to university-related persons or property, you should take the following action, even if you think the threat may be only a joke:

1. Obtain emergency assistance in any situation that you feel is an emergency;

2. Take immediate action to protect yourself and others from harm where you can do so safely; and

3. Advise the campus executive officer or other university personnel of the situation.

Any violation of this policy by students at the university will result in disciplinary action, up to and including permanent dismissal from the university.

# TUITION, FEES AND REFUND POLICY

## TUITION

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

Tuition and fees are due on the first day of each quarter unless advanced arrangements are made. A commitment for tuition and fees is made subject to the current refund policy. Students may qualify for short-term financial assistance to complete their registration. Tuition does not include the cost of books and supplies.

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

## FEES

Student Accident and Sickness Insurance Plan (optional) (Inquire for available options.)

Matriculation Fee (paid once) - $75

Portfolio Fee (per credit hour) - $50

Technology Fee (All NAU students excluding Ellsworth AFB and/or those with special billing rates.) - $20 per credit hour

A list of specialty course and/or program fees is available to all students and prospective students in the student account office.

Students enrolled in specific programs are required to purchase program wearable items, accessories, or uniforms, or receive immunizations for program participation. A $100 program allowance is available per academic year to assist with these costs.

## 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 - Undergraduate

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

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)*

# ADMINISTRATIVE FEE

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

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

# FINANCIAL AID PROGRAMS

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

## FEDERAL PELL GRANTS

A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree. The federal government determines eligibility. Pell Grant awards for the 2016-2017 academic year range from $598 to $5815.

## FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANTS (FSEOG)

The FSEOG program is designed to assist undergraduate students with an exceptional financial need. First priority is given to Federal Pell Grant recipients. National American University FSEOG awards range from $750 to $1000 per quarter. Amounts are limited, and early application is important.

## FEDERAL WORK STUDY PROGRAM

The Federal Work Study Program (FWS) provides jobs for undergraduate and graduate students with a financial need, to assist them with their educational expenses. Students may work up to 20 hours per week while the university is in session.

The National American University Financial Services Office — or on the Rapid City campus the Career Services Office — assists students with obtaining either on-campus or community service FWS positions. Funds are limited; therefore, early application is important.

## FEDERAL DIRECT LOAN PROGRAMS

Loans made through these programs are referred to as Direct Student Loans. The federal government provides funds and guarantees these student loans. Direct Student Loans include subsidized and unsubsidized Stafford Loans, and Parent Loans for Undergraduate Students (PLUS). Students and parents repay these loans to the servicer assigned by the federal government.

## DIRECT STAFFORD LOANS

Direct Stafford Loans are for undergraduate, graduate and professional degree students. You must be attending as at least a half-time student to be eligible for a Direct Stafford Loan.

There are two types of Direct Stafford Loans: subsidized and unsubsidized. You must have financial need to receive a Subsidized Stafford Loan. Financial need is not a requirement to obtain an Unsubsidized Stafford Loan. The U.S. Department of Education will pays the interest that accrues on Subsidized Stafford Loans while the student is in school at least half time and during times of authorized deferment. The U.S. Department of Education does not pay the interest during the grace period, or during times of forbearance or repayment.

**Annual and Aggregate (Program) Limits for Direct Subsidized (SUB) and Unsubsidized (UNSUB) Stafford Loans**

| Academic Level | Dependent Limits | | Independent Limits | |
|---|---|---|---|---|
| | Sub | Unsub | Sub | Unsub |
| 1st year | $3,500 | $2,000 | $3,500 | $6,000 |
| 2nd year | $4,500 | $2,000 | $4,500 | $6,000 |
| 3rd and up | $5,500 | $2,000 | $5,500 | $7,000 |
| Master's and Doctoral | N/A | N/A | N/A | $20,500 |
| Aggregate Undergraduate (Subsidized Loan Included) | $31,000 (no more than $23,000 may be Subsidized) | | $57,500 (no more than $23,000 may be Subsidized) | |
| Aggregate Master's and Doctoral (Subsidized and Undergraduate Loan Included) | N/A | N/A | $138,500 (no more than $65,500 may be Subsidized) | |

# DIRECT PARENT LOAN FOR UNDERGRADUATE STUDENTS (PLUS)

Direct PLUS loans are for parents to borrow to help pay for their dependent child's education. The Direct PLUS loan provides additional funds for education expenses. Direct PLUS loans enable parents with good credit histories to borrow for each child who is enrolled at least half-time. The annual loan limit is the student's cost of education minus any estimated financial aid received. The U.S. Department of Education will at no time pay the interest that accrues on Direct PLUS loans.

For information about federal student aid from the U.S. Department of Education, visit www.studentaid.ed.gov.

# SCHOLARSHIPS

We understand affordability is an important factor in considering your education goals. That's why we encourage you to research the multitude of scholarships available, including those offered by NAU.

Scholarship Searches take time, but they are worth it! Scholarships are free money for school.

• Federal Student Aid -

https://studentaid.ed.gov/sa/types/grants-scholarships/finding-scholarships

Scholarship search sites we recommend:

• US Department of Labor -

http://careerinfonet.org/scholarshipsearch/ScholarshipCategory.asp?searchtype=category&nodeid=22

• Fastweb -

http://www.fastweb.com/

• Scholarships.com -

https://www.scholarships.com/scholarship-search.aspx

• Scholarship Experts -

https://www.unigo.com/scholarships#/fromscholarshipexperts

Nursing scholarship site:

• Nurse Corps -

www.hrsa.gov/loanscholarships/scholarships/nursing/

In the reference section of the university 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.

# ACADEMICS

## ACADEMIC HONORS

Honors awarded at NAU are divided into four groups: President's List, Dean's List, Honorable Mention List, and Academic Excellence Certificate and special recognition.

### President's and Dean's List

Each quarter, students who earn a designated grade point average are eligible for the following honors:

• **Full-Time Students:**

**President's List** – 4.0 and enrolled in 12 or more credits
**Dean's List** – 3.65 to 3.99 and enrolled in 12 or more credits with no grade below a "B"
**Honorable Mention List** – 3.33 to 3.64 and enrolled in 12 or more credits with no grade below a "C"

• **Part-Time Students:**

**Academic Excellence Certificate** – 4.0 GPA and enrolled in at least eight credits but less than 12 credits

### Graduation Honors

Upon meeting bachelor of science degree graduation requirements, those students who have exhibited academic excellence will be awarded the designations to indicate that they have graduated with honors. To be eligible for these honors, a student must have a cumulative grade point average on credits earned at NAU according to the following schedule:

• Cum Laude - An average of 3.5 to 3.69

• Magna Cum Laude - An average of 3.7 to 3.89

• Summa Cum Laude - An average of 3.9 or higher

Associate degree and diploma candidates who have a cumulative grade point average of 3.5 or higher for credits earned at NAU are eligible for the designation "With Distinction."

## ACADEMIC INTEGRITY

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

**Students**

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

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

*Cheating:*

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

*Plagiarism:*

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

*Fabrication and Falsification:*

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

*Multiple Submission:*

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

*Complicity in Academic Dishonesty:*

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

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

**Faculty**

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

**Penalties**

Penalties are given at the discretion of the academic dean and/or provost and are determined based on the severity of the violation and any prior history of academic dishonesty. Penalties include the following:

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

# ADVANCED PLACEMENT PROGRAM (AP)

Entering students who have completed an honors course in high school and who have taken and successfully passed the appropriate College Board Advanced Placement exam with a score of 3, 4 or 5 may receive course credit. The student shall receive credit without a specific grade for the exempted course.

# ASSESSMENT PHILOSOPHY - UNDERGRADUATE

The assessment of student learning outcomes is integral to achieving the NAU mission and purposes and core values. In order to prepare students for careers in technical and professional fields through quality higher education, student learning outcomes must be measured to document academic achievement and to identify opportunities for improvement. In addition to promoting continuous improvement, the assessment of student learning also encourages the university to be accountable to its constituents through the documentation and reporting of its academic outcomes.

The following are essential elements in the assessment of student learning at NAU:

• Qualified faculty design and approve new academic programs and support services after appropriate research and planning have been completed so that quality is embedded in all programs and services.

• Qualified faculty create program goals and student learning outcomes for each undergraduate and graduate academic program, consistent with the university mission and purposes and core values, program accreditation standards, and good practices in higher learning and in the profession. These learning outcomes are combined with faculty-developed criteria to serve as the basis for assessing the quality of teaching and learning, as well as related support services, provided within and across academic programs and campuses.

• Student learning outcomes for all academic programs are measured in a systematic and continuous manner, using multiple direct and indirect assessment methodologies to document achievement of outcomes, as well as learning over time. While most assessment methods will be objective and quantitative, others may be subjective and qualitative. There is no single best method for measuring and assessing student academic achievement and the complexities of higher learning. Use of multiple quantitative and qualitative methods is encouraged to allow for triangulation of the data and improve the validity and reliability of the conclusions drawn from assessment reports.

With the university's adoption of performance-based curriculum development, authentic assessments that measure student performance or work products are integrated, as appropriate, into program assessment plans. In addition, existing classroom assessments and data collected and reported to meet external accountability requirements are utilized where possible.

• Faculty peer groups with representatives from the university's colleges, regions, and campuses analyze the collected data to determine whether learning outcomes have been achieved or opportunities for improvement are present. Recommended actions for improvement are implemented, and learning outcomes continue to be assessed until improvement can be documented.

• Relevant findings from the assessment of student learning are included in the university's budget and strategic and operational plans to promote quality academic programs and support services and encourage excellent teaching and effective learning. Findings and

actions resulting from the assessment of student learning are also linked to scheduled academic program reviews and the university's institutional effectiveness efforts, where appropriate.

Consistent with this philosophy, every student at NAU participates in periodic assessments in order for the university to measure and improve student learning outcomes and academic support services. A variety of direct and indirect assessment methods are used and may include examinations, rubrics, competency checklists, portfolio analysis, and survey or interview participation.

Although measurement and evaluation of student learning is fundamental to the university's assessment program, outcomes are not intended to be used as the basis for evaluating faculty or for determining the graduation status of students. The assessment of student learning will not create barriers to hinder student progress toward educational goals.

## 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.

## 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.

# 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.

# BLOCK TRANSFER POLICY

NAU's block transfer policy (General Education Equivalency) applies to all bachelor's degree programs with the exception of the following: Nursing and the Management program offered in Kansas. All transfer course work must be college level (1000-level or above).

Block transfer does not apply to students residing or attending Minnesota campuses. If students were eligible for block transfer on enrollment, a subsequent change of degree program request will initiate the reevaluation of eligibility for block transfer in the new degree program.

Students who have earned a bachelor's or associate degree, regardless of the type, with the equivalent of at least 50 quarter credit hours of general education courses, meet the requirements for NAU's general education core area available for block transfer.

Students who have earned an Associate of Applied Science (AAS), Associate of General Studies degree, or a technical Bachelor of Applied Science degree from an accredited institution may be eligible for block transfer in the university's Bachelor of Science in Management and Bachelor of Science in Information Technology degree programs if sufficient general education transfer credits are available.

# 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.

# CANCELLATION OF COURSES

The university reserves the right to cancel any scheduled course for insufficient enrollment.

# 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 a new examination. Grade changes, other than incomplete grades, are limited to computational and/or recording errors.

# CHANGE OF PROGRAM

Students are limited to active enrollment in one program of study. Students wishing to change the program in which they are enrolled must meet with their academic advisor or

the academic dean to complete the required paperwork and to determine which courses and/or credits they have earned will meet the requirements of the new program.

# CHANGE OF PROGRAM WITH GRADE DELETION

Any student may apply one time for a change of program with grade deletion. To initiate this process, the student consults with his/her academic advisor who will explain the specific application guidelines.

If the student's request is granted, all grades that do not apply toward a new program curriculum will be deleted on the official transcript. Once the change has been finalized, all deletions are permanent. The course numbers and titles will continue to be included on the transcript, but no credits or grades will be reflected. This procedure is available only once in the student's academic career at NAU and may not be applied if the student has already received a "Fresh Start" under the Fresh Start Policy.

For Satisfactory Academic Progress purposes, the grades the student earned in the first program must be calculated in the cumulative GPA, and the corresponding credit hours must be calculated in the successful completion rate.

# CLASSIFICATION OF STUDENTS

| | |
|---|---|
| Freshman | A student who has not yet earned 40 quarter hours of credit. |
| Sophomore | A student who has earned 40-79 quarter hours of credit. |
| Junior | A student who has earned 80-119 quarter hours of credit. |
| Senior | A student who has earned 120 or more quarter hours of credit. |

In addition to completion of university courses, other ways to earn university credit are discussed in the catalog under the heading of "Prior Learning Credit."

# COMMENCEMENT

Formal commencement exercises are conducted annually following the spring quarter. Students graduating from the online campus are recognized through a virtual commencement; additionally, they are also encouraged to attend commencement exercises at any one of the university's campus locations.

# CORPORATE TRAINING

NAU provides specialized short-term training customized to fit specific business and development needs. Contact

NAU to craft a specialized solution that is an exact fit to your requirements. With extensive academic and training experience, NAU can draw from past and existing content using non-credit and for-credit materials or can also convert your existing materials to an online format. In additional to classes, NAU can provide all of the required technology infrastructure to deliver, track and support your training program.

# COURSE LOAD POLICY - UNDERGRADUATE

In order to complete a degree in the standard time frame (two years for the associate degree and four years for the bachelor's degree), the student course load would be about 16 credit hours for three quarters per year. The per quarter course load includes regular, accelerated, online, and independent study courses, as well as externships and internships. A minimum of 12 credits per quarter is required to be considered as a full-time student. Registration for course loads exceeding 18 quarter credits requires a minimum cumulative grade point average and signature as follows:

| Credit Hours | Min. Cumulative GPA | Signature(s) |
| --- | --- | --- |
| 19-22.5 | 2.0 | Advisor |
| 23-27 | 3.0 | Advisor |

# COURSE REGISTRATION

Beginning dates for specific terms are listed in the Academic Calendar. Registrations are permitted within the first week of a regular quarter for all students and the first week of the eight-week interim term for new students only. Any subsequent changes in a student's registration (including class periods and adding or dropping courses) must be completed on a change of registration form and approved by the student's advisor or the academic dean.

Students registered in a given term are encouraged to register for the following quarter. There are advantages to doing so, including a greater selection of courses.

# CREDIT HOUR POLICY

This policy describes how credit hours for all courses and programs are awarded at NAU.

The university follows a quarter system for the undergraduate and master's programs with each quarter in the academic year consisting of eleven weeks of instruction, examinations, submission of papers, case studies, or projects. The university follows a trimester system for the doctoral program, which consists of sixteen weeks of instruction, examinations, submission of papers, case studies, or projects. Compressed formats are available in both the quarter and trimester systems.

For purposes of the application of this policy and in accordance with 34 CFR § 600.2, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or;

2. At least an equivalent amount of work as outlined in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

This credit hour policy applies to all undergraduate and graduate courses that appear on an official transcript issued by the university, regardless of the mode of delivery. Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.

The expectation of contact time inside the classroom and student effort outside the classroom is the same in all formats, regardless of the mode of delivery. Courses that have less structured classroom schedules, such as externships, internships, or practica, or any other academic work leading to the award of credit hours, at a minimum, should state clearly learning objectives and expected outcomes and workload expectations that meet the standards set forth above.

**Credit Hour Standard by Instructional Method**

The contact times below do not include breaks within a course meeting time or required out of class student work. Required out of class student work for each of these instructional delivery methods below is described in the National American University Instructional Modes of Delivery Guidelines.

Lecture/Seminar: Courses with multiple students that meet to engage in various forms of group instruction under the direct supervision of a university faculty member. A 4.5-credit course in the quarter will meet 2250 minutes over 10 weeks, and a three-credit course in the trimester will meet 2250 minutes over 15 weeks.

**Lecture/Seminar hours required per credit – quarter system**

| Credits awarded | Minimum contact time | Total minimum |
|---|---|---|
| 1 | 50 contact minutes | 500 contact minutes |
| 2 | 100 contact minutes | 1000 contact minutes |
| 2.5 | 125 contact minutes | 1250 contact minutes |
| 3 | 150 contact minutes | 1500 contact minutes |
| 4 | 200 contact minutes | 2000 contact minutes |
| 4.5 | 225 contact minutes | 2250 contact minutes |

**Lecture/Seminar hours required per credit – trimester system**

| Credits awarded | Minimum contact time | Total minimum |
|---|---|---|
| 1 | 50 contact minutes | 750 contact minutes |
| 2 | 100 contact minutes | 1500 contact minutes |
| 3 | 150 contact minutes | 2250 contact minutes |
| 4 | 200 contact minutes | 3000 contact minutes |

Laboratory: Courses with a focus on experimental learning under the direct supervision of a university faculty member wherein the student performs substantive work in a laboratory or studio setting. The minimum contact time per credit is twice that of a lecture (2:1 ratio)

**Laboratory hours required per credit – quarter system**

| Credits awarded | Lab minimum instruction time per week | Lab minimum |
|---|---|---|
| 1 | 100 contact minutes | 1000 contact minutes |
| 1.5 | 150 contact minutes | 1500 contact minutes |
| 2 | 200 contact minutes | 2000 contact minutes |
| 3 | 300 contact minutes | 3000 contact minutes |

Independent Study: Courses of study in which a university faculty member regularly interacts and directs student outcomes with weekly contact of at least 50 minutes per student.

Clinical/Externship/Internship/Practica/Field Experience: Courses of study in which a university faculty member regularly interacts and directs student outcomes with periodic contact. The learning experience also contains a site supervisor and directed activity or learning outside of a lecture setting. Required contact time is a minimum of 150 minutes each week during the 10-week period for each credit awarded.

Accelerated Courses: Courses offered: a) that are shorter in length than the standard quarter and trimester, b) in which contact time is reduced or c) both shorter in length and contact time. Contact time must be at least one-half of the values found in the lecture contact hour table. The content and substantive learning outcomes are the same as those in the standard quarter.

Distance Education (Online Courses): Courses offered entirely online without regard to face-to-face meetings. These courses have the same learning outcomes and substantive components of a standard lecture course with alternate delivery method. Contact time is satisfied by several means which can include, but is not limited to, the following: 1) regular instruction or interaction with a university faculty member once a week for each week the course runs or 2) Academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, engaging with class peers and computer tutorials graded and reviewed by faculty.

Blended Courses: Courses offered in blended format with one or more face-to-face class sessions per week and at least one or more online sessions with each containing direct interaction with a university faculty member.

University faculty members demonstrate through the syllabi that the content and activities equate to a standard assignment of lecture credit.

## DUAL USE OF CREDIT

National American University encourages high-performing high school students to extend their education through the completion of college-level courses while still enrolled in high school. In addition, with their high school district's approval, these courses may also be applied to high school graduation requirements. High school students wishing to take college-level courses at NAU must meet the following requirements:

1. Satisfy the university's requirements for enrollment into EN1150 Composition I and MA2050 College Algebra *or* have a minimum ACT score of 20 in English and math *or* a minimum SAT score of 500 in verbal and math;

2. Have a minimum 3.0 GPA on a 4.0 scale in all high school course work;

3. Complete the university's dual credit application with the appropriate parental and high school administrator's signatures;

4. Be a high school junior or senior. High school freshmen and sophomores with ACT or SAT scores in the 90th percentile or above may also be eligible for dual credit courses.

High school students enrolled in NAU dual-credit courses will be required to meet the same admissions and course requirements as regularly enrolled university students.

## ENROLLMENT DATES AND QUARTER SYSTEM

NAU is on a four-quarter calendar schedule. These quarters are 11 weeks in length. New students may begin classes during any of the four quarters.

A standard quarter credit hour is based upon 10 hours of instruction per quarter. A laboratory credit hour is based upon 20 hours of laboratory time per quarter. An externship /internship credit hour is based upon a minimum of 30 hours per quarter of on-the-job work experience. Nursing standards for laboratory credit hours and clinical credits vary. Please refer to the school of nursing student handbook for details.

## EXTERNSHIPS AND INTERNSHIPS

The purpose of the externship and internship program at NAU is to provide students an opportunity to apply skills gained in the academic program to a work situation. Students in an externship or internship will be assigned to a university-approved organization engaged in activities related to the student's academic program and career objectives. The student must have an externship or internship site approved by the appropriate university coordinator no later than the beginning of the quarter in which the externship or internship will be performed. The student will perform duties and services as assigned by the employer and the university coordinator.

## FRESH START POLICY

The Fresh Start Policy provides a student who left NAU without completing an academic program, an opportunity to return and start again with a new cumulative grade point average. The Fresh Start Policy is an option only for students who have not taken a course at NAU for at least five academic years.

The Fresh Start Policy student will retain previous credit that was completed with a grade of "C" or better. It will be applied to the requirements of the student's current academic program. An asterisk will denote courses deleted through the Fresh Start Policy on the transcript. For Satisfactory Academic Progress purposes, the grades the student earned during previous attendance must be calculated in the cumulative GPA, and the corresponding credit hours must be calculated in the successful completion rate.

The student must apply for consideration of the option at the time of readmission and the "Fresh Start" can be made only once during a student's academic career at NAU. The academic dean will review the student's request for entering the Fresh Start Program and his/her current academic goals before granting the student provisional admission into the Fresh Start Policy. The student will be considered on probation status until he/she has completed 12 new quarter hours. The eligible student will be granted Fresh Start Policy officially only after completion of 12 new quarter hours with a GPA of 2.0 or higher. Once accepted, the student cannot petition for any other transcript modification (such as a change of program with grade deletion).

## GRADE APPEAL POLICY

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

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

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

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

# 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.

# GRADING STANDARDS

Grade points are earned as follows for each credit hour:
A - 4 grade points - Excellent or Superior
B - 3 grade points - Good
C - 2 grade points - Satisfactory
D - 1 grade point - Passing

Grade designations for which grade points are not earned include:

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

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

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

WF **Withdrawal-Fail**. (Applies to the School of Nursing.) The student voluntarily withdrew from the course or was dropped from the course before completing 60 percent of the academic term. The student was earning a failing grade in the course at the time of withdrawal. This grade has no bearing on the grade point average but may affect eligibility for financial aid.

S **Satisfactory**. Used in courses in which credit is awarded and credit hours count toward graduation.

U **Unsatisfactory**. Used in courses for which credit is awarded and credit hours count toward graduation but are not calculated into the GPA.

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

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

# GRADUATION REQUIREMENTS

**Conferring of Degrees or Diplomas**

The degree or diploma is conferred by the NAU board of governors upon recommendation of the president and faculty after a student has completed all academic requirements for such degree or diploma.

## Bachelor of Science Degree Graduation Requirements

The requirements for obtaining a Bachelor of Science degree are detailed below:

1. CAPSTONE courses must be completed with a minimum "C" grade.

2. A minimum 2.0 grade point average is required overall in the MAJOR CORE and in the EMPHASIS CORE.

For nursing minimum grade point average requirements, please refer to the school of nursing student handbook.

3. Each professional course in the paralegal studies, and healthcare management must be completed with a minimum "C" grade.

4. A student must successfully complete three 3000-level and three 4000-level courses at National American University. These courses are chosen from the MAJOR CORE and EMPHASIS CORE.

5. 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. For the minimum number of courses or credits required for nursing, please refer to the school of nursing handbook.

    b. A minimum of 25% of the total number of program 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).

6. A graduation application must be submitted no earlier than three terms and no later than two terms prior to their anticipated graduation date.

7. Students must satisfy all financial obligations with the university.

8. Candidates for graduation must have official transcripts from all previous post-secondary institutions on file in the registrar's office. No student will be eligible for graduation while holding a special or non-degree status.

9. In all undergraduate bachelor's degree curricula, a minimum of 180-quarter hours of credit is required, however specific program requirements may vary.

## Associate of Applied Science/Associate of Science Degree Graduation Requirements

The requirements for obtaining an Associate of Applied Science or an Associate of Science degree are as follows:

1. Capstone courses must be completed with a minimum "C" grade.

2. A minimum 2.0 grade point average (GPA) is required overall and in the MAJOR CORE, except in the invasive cardiovascular technology and occupational therapy assistant programs where a 2.5 grade point average (GPA) is required overall and in the MAJOR CORE.

3. Each professional course in the clinical laboratory technician, criminal justice, health information technology, invasive cardiovascular technology, medical assisting, medical administrative assistant,

medical staff services management, occupational therapy assistant, paralegal studies, pharmacy technician, therapeutic massage, and veterinary technology programs must be completed with a minimum "C" grade. In addition, each general education course in the occupational therapy assistant program must be completed with a minimum "C" grade. For nursing minimum grade point average requirements, please refer to the school of nursing student handbook.

4. 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. For the minimum number of courses or credits required for nursing, please refer to the school of nursing handbook.

    b. A minimum of 25% of the total number of program 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).

5. A graduation application must be submitted no earlier than three terms and no later than two terms prior to their anticipated graduation date.

6. The student must satisfy all financial obligations with the university.

7. Candidates for graduation must have official transcripts from all previous postsecondary institutions on file in the registrar's office. No student will be eligible for graduation while holding a special or non-degree status.

8. In all associate programs, a minimum of 90-quarter hours of credit is required; however, specific program requirements may vary.

## Diploma Program Graduation Requirements

The requirements for obtaining a diploma are as follows:

1. A minimum 2.0 grade point average is required overall and in the MAJOR CORE.

2. Each professional course in the healthcare coding and therapeutic massage diploma program must be completed with a "C" grade. For nursing minimum grade point average requirements, please refer to the school of nursing student handbook.

3. 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. A minimum of 25% of the total number of program 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).

4. A graduation application must be submitted no earlier than three terms and no later than two terms prior to their anticipated graduation date.

5. The student must satisfy all financial obligations with the university.

6. Candidates for graduation must have official transcripts from all previous postsecondary institutions on file in the registrar's office. No student will be eligible for graduation while holding a special or non-degree status.

7. In all diploma programs, a minimum of 48-quarter hours of credit is required; however, specific program requirements may vary.

# INCOMPLETE POLICY - UNDERGRADUATE

A student may request an incomplete grade ("I") if the student did not complete all requirements of the course at the time grade reports are submitted. The student must also demonstrate that extenuating circumstances prevent 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 approved **prior** to the end of the course. If granted an incomplete grade, the student will be allowed a four-week extension from the end of the course to complete missing coursework. In circumstances that involve complications with pregnancy, military deployment, or natural disasters, students may request up to a year from the end of the course to complete their coursework (see Title IX policy and Emergency Military Deployment and Natural Disaster Academic Accommodation policies for more information). The Satisfactory Academic Progress (SAP) for the purpose of determining financial aid eligibility will not be evaluated for students who receive an incomplete grade until the incomplete grade has been converted to a final grade.

# INDEPENDENT STUDY - UNDERGRADUATE

Although most courses listed in the catalog may be taken by independent study, they are available only under extenuating circumstances. The student must consult with the academic dean to determine if he/she qualifies for an independent study.

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

1. Written approval of the academic dean must be obtained.

2. The student must have a minimum 2.5 cumulative grade point average.

3. The independent study cannot be used to improve an earned grade.

4. The student cannot enroll in an independent study if the course is listed on the on-campus or online class schedule.

5. No capstone course or therapeutic massage program course may be completed by independent study.

6. Indication of academic ability must be evidenced by:

   a. At least one year of successful college experience; *or*

   b. Successful completion of EN 1150 or EN 1300.

The independent study course will start on the first day of a term and end on the last day of the term. Students are expected to meet with the supervising faculty member at least one hour each week of the term. Independent study forms may be obtained by contacting the academic dean. Students are encouraged to submit forms prior to the start of the quarter. All forms should be submitted by the last day of the add/drop period.

# PRIOR LEARNING CREDIT

A student may obtain up to 50 percent of the required credit hours toward graduation from prior learning credit including: a) experiential learning or portfolio credit awarded by NAU, b) evaluated corporate training certificates, c) non-transcripted military training, and d) national testing. Letter grades are not assigned to prior learning credit awarded by NAU and are generally not transferable to another institution. Residency requirements are not satisfied through prior learning credit.

**Experiential Learning and Portfolio Credit**

Students possessing college-level knowledge and skills resulting from their learning experiences through their trade, business, profession or community involvement are encouraged to apply for portfolio credit. Students are required to write a separate portfolio for each college course for which they are requesting credit. The courses must be NAU courses. A $50 per credit hour portfolio fee is charged for each portfolio at the time of submission.

Credit is granted on the student's permanent record as portfolio credit. Interested students should contact their academic dean to obtain a copy of the portfolio guidelines.

**Corporate Training Certificate Credit**

National American University's corporate training certificate evaluation program is based upon sound education practices for colleges and universities designed in granting academic credit for high-quality educational courses offered by extra institutional learning providers, provided that the courses are appropriate to an individual's academic program.

NAU's program is founded on the principles and evaluation criteria established by the American Council on Education (ACE http://www.acenet.edu) as recommended by the Carnegie Commission on Nontraditional Study. The criteria and procedures that ACE established in 1945 for evaluation of military courses were adapted and extended for use in civilian organizations and are currently administered through the Council's College Credit Recommendation Service (CREDIT). NAU uses the ACE recommendations to grant credit to students for learning acquired from approved organizations.

Guidelines for awarding credit are as follows:

1. The training must be documented by a signed original certificate or a dated listing from the company training or education officer with an original signature and must include the following:
   a. Title or description of the training.
   b. Date(s) the training was held.
   c. The number of contact hours.
   d. Name of the company conducting the training.
2. The certificates will be evaluated by the university and credit may be granted as equivalent to specific NAU courses or for specialty core credit for the management degree.
3. Students interested in earning credit through the certificate evaluation process should contact the director of student success for more information.

## Military Training Credit

Transcripted military courses are treated the same as courses transferred from a higher education institution. Military course completion certificates which are not recorded on official military transcripts may be evaluated separately and used to complement other military records.

## National Testing

Students enrolled at NAU may receive credit for specific courses by satisfactorily completing appropriate College-Level Examination Program (CLEP) or Defense Activity for Nontraditional Education Supports (DANTES) examinations. Exam scores must meet or exceed the minimum qualifying scores established by these testing agencies to be accepted. If minimum scores are not met, students must wait for a time period specified by the testing agency before attempting the same standardized exam again.

In order to receive credit, students must be enrolled at NAU and have an official score report submitted to the registrar's office. Academic credit awarded through these standardized testing programs will be applied to the NAU degree requirement. Grades are not assigned on the academic transcript and exam results are not included in grade point average calculation.

Students may contact the academic deans at these campuses for further information about testing procedures and fees.

Credit for standardized tests will not be awarded if the student has received prior credit for the same course or an equivalent course.

Each college and university reserves the right to accept transfer credits on a course-by-course basis and will determine the number of hours to be accepted from transfer students. Results from standardized examinations may not be accepted in transfer by other institutions.

## PREREQUISITES

Some courses require successful completion of other specified courses prior to enrollment to help ensure student success. All requests for prerequisite waiver must be submitted to the registrar's office.

Students enrolled in the NAU School of Nursing should refer to their School of Nursing handbook for guidelines regarding prerequisites.

## REENTRY POLICY - UNDERGRADUATE

Students who reenter the university after more than four consecutive quarters of absence will be required to enter the university under current program requirements. For nursing readmission guidelines, please refer to the school of nursing student handbook.

An exception to this requirement will be made if the student has four or fewer courses left in his/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 readmittance consideration.

If the student was in academic suspension status when he/she left the university, he/she will be required to appeal his or her status to the campus academic standards

committee and his or her re-enrollment is conditioned upon a successful appeal with the committee.

# REPEATING COURSES - UNDERGRADUATE

Students may retake courses, in compliance with Federal regulations, as a result of failing a class or for the purposes of improving the grade and raising the student's cumulative grade point average.

- Students are limited to one retake of a course for the purposes of improving a grade. If a student receives a lower grade as a result of the retake, the original higher grade remains in place. If a student achieves a higher grade as a result of the retake, the higher grade replaces the former grade.
- Students are limited to retaking a course three times; i.e., taking a course four times, for the purposes of achieving a passing grade. If a student fails the same course for the fourth time, the failing grade remains on the student transcript.

Rare exceptions to this policy may be made by the Provost.

# RESOLUTION OF TRANSFER DISPUTES - TEXAS

The following procedures shall be followed by NAU in resolution of credit transfer disputes involving lower-division courses:

1. If NAU does not accept course credit earned by a student at another institution of higher education, it will give written notice to the student and to the sending institution that transfer of the course credit was denied, and will include in that notice the reasons for denying the credit. Attached to the written notice will be the procedures for resolution of transfer disputes for lower-division courses as outlined in this section, accompanied by clear instructions outlining the procedure for appealing the decision to the commissioner.

2. A student who received notice as specified in paragraph (1) above may dispute the denial of credit by contacting a designated official at either the sending or the receiving institution. At NAU, the designated official is the dean of academics.

3. The two institutions and the student will attempt to resolve the transfer of the course credit in accordance with board rules and guidelines.

4. If the transfer dispute is not resolved to the satisfaction of the student or the sending institution within 45 days after the date the student received written notice of denial, the sending institution may notify the commissioner in writing of the request for transfer dispute resolution, and NAU will notify the commissioner in writing of its denial and the reasons for the denial.

The commissioner or the commissioner's designee shall make the final determination about the dispute concerning the transfer of the course credit and give written notice of the determination to the involved student and institutions.

The Texas Coordinating Board will collect data on the types of transfer disputes that are reported and the disposition of each case that is considered by the commissioner or the commissioner's designee.

If NAU has cause to believe that a course being presented by a student for transfer from another school is not of an acceptable level of quality, it will first contact the sending institution and attempt to resolve the problem. In the event the two institutions are unable to come to a satisfactory resolution, NAU may notify the commissioner, who may investigate the course. If its quality is found to be unacceptable, the board may discontinue funding for the course.

*Source Note: the provisions of this are from the Texas Administrative Code, section 4.27 adopted to be effective May 27, 2003, 28 TexReg 4109. Chapter 4, Subchapter B – Transfer of Credit, Core Curriculum and Field of Study Curricula.*

# SERVICE MEMBERS OPPORTUNITY COLLEGES

NAU has been designated as an institutional member of Service Members Opportunity Colleges (SOC). As an SOC member, NAU has committed itself to easing the transfer of relevant course credits providing flexible academic residency requirement of no more than 25 percent of the total credit hours required for graduation, and credits for learning from appropriate military training and experiences.

For questions, email military@national.edu.

# TRANSFER OF CREDIT

Transfer credit will not be granted for designated capstone courses in the university's academic programs. Credit transfer may be restricted to that which has been completed within a recent time period. Students wishing to transfer credits must see that an official transcript of those credits is sent to the registrar. Transfer credits are also subject to the university's residency requirements. For specific articulations and agreements, the provost and the

president/CEO may adapt or make exceptions to its transfer policies.

A student who is enrolled at another university may also enroll for course work at NAU as a special student. It is the student's responsibility to request an official transcript of credits earned at NAU to be sent to the university at which he/she is a candidate for a degree.

Foundational nursing students eligible to receive transfer credits for one or more of their nursing foundation courses have the option to request that NAU not accept transfer credit in one or more of the nursing foundation courses. This request must be made at the time of admission and students must first see their nursing foundational core advisor to be advised regarding NAU's admission criteria into the nursing clinical core. The decision to reject the transfer of courses into the nursing foundation core is not reversible.

# 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.

# TRANSCRIPTS OF RECORDS

An official transcript is a certified copy of a student's permanent record that shows the academic status of the student at the time of issuance. The registrar in Rapid City will release transcripts upon formal written request by the student. Requests must include the student's full name, as recorded while attending NAU; Social Security Number or Student ID number; date of birth; campus last attended; current address, telephone number and e-mail address; number of copies desired; last term of attendance (if known); to whom and where the transcripts are to be sent; and the student's original signature. Transcripts may be withheld because of indebtedness to the university.

1. One copy of an official transcript will be issued to a graduate free of charge.
2. A $10 charge will be assessed for all subsequent official transcripts. A $15 charge will be assessed for same-day processing of any transcript.
3. No charge will be made for official transcripts issued directly to the following agencies:
   a. Scholarship agencies (i.e. embassies, BIA)
   b. Company/military tuition assistance
   c. Exam agencies (i.e. CPA, ABA)
   d. Prospective employers
4. There is no charge for an unofficial transcript (computer listing of courses and grades) released to current students.

## Military

The following documentation is required for the evaluation of military credit. Military completion certificates may be used to complement other records or when service courses are not recorded on official military transcripts. These certificates must include contact hours.

**Air Force**

Community College of the Air Force (CCAF) provides transcripts to all current and former active duty, guard, and reserve Air Force members who have completed training from November 9, 1972. A CCAF transcript may be obtained as follows:

1. Visit your Air Force education center. They can order your free transcript online.
2. Send a written request to the address below that includes your full name or former name if appropriate, social security number, and the address of the location you want the free transcript to be sent. Your signature is required for release of a transcript.

CCAF/DESS

100 South Turner BLVD
Gunter Annex AL 36114-3011.

3. For a minimum charge, you can order a transcript through Credentials Inc. online or via telephone. Express shipping is offered through this service. https://www.credentials-inc.com
4. 1-800-646-1858 or 1-847-446-1027 from 0700 hrs to 1900 hrs (CST)

*Notice: Transcript requests sent by fax or email will NOT be accepted.*

**Army/Navy/Marines/Coast Guard**

The Joint Service Transcript (JST) transcript is available to military members, active, reserve, guard, and veterans, who have not already completed their undergraduate degree, and Basic Active Service Date (BASD) is after October 1, 1981. A JST transcript may be obtained as follows:

1.  JST is only available in electronic format via the following website:

https://jst.doded.mil/smart/signIn.do
Choose the school "National American University-All Campuses"

2.  Submit a certified DD295 application for the evaluation of learning experiences during military service, to the college for any training that is not documented on your JST transcript.

*Notice: Transcript requests sent by mail will NOT be accepted.*

# 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.

# VETERANS UPWARD BOUND (RAPID CITY CAMPUS)

The purpose of the Veterans Upward Bound program is to provide educational assistance to qualified veterans for the improvement of their educational skills prior to attending a college, university, vocational school or technical school. The program is free to qualifying veterans with all supplies, instructional materials, and academic services provided at no cost. Classes are available each quarter in writing, math and basic computer.

Eligibility requirements are as follows:

1.  Provide verification of the DD Form 214 and the most recent 1040 tax return. (Not required if the veteran did not file taxes.)
2.  Must be discharged after January 31, 1955 and have served 181 days of active duty in the U.S. military or be service connected disabled.
3.  Discharged other than dishonorable.

Services available include:

1.  Academic preparatory/refresher courses in Basic Computer, Math and Writing
2.  Tutoring in Basic Computers, Math and Writing
3.  Career exploration
4.  Preparation for college entrance exams
5.  Academic advising and assistance and instruction in study skills
6.  Assistance with completion of admissions, financial aid and scholarship applications, and transcript requests
7.  Referral to the Veterans Administration, veterans support agencies, and community resources

Western Nebraska Community College, Scottsbluff, Neb. is affiliated with NAU, Rapid City, S.Dak., to bring the Veterans Upward Bound program to western South Dakota. Veterans Upward Bound is funded under Title IV of the Higher Education Act of 1965 with Western Nebraska Community College being the recipient of the grant.

For additional information about this program at the Rapid City campus, contact the Veterans Upward Bound representative at (605) 394-5002, toll-free at (888) 559-9622.

# WITHDRAWAL POLICY

Students may voluntarily withdraw or be administratively withdrawn from courses. Students withdrawing before the end of the add/drop period will have the course removed from their transcript, and tuition will not be charged. Students who officially withdraw after the end of the

add/drop period but before 60 percent of the academic term has elapsed will receive a "W" on their transcripts. The student's grade point average will not be affected by the "W" grade on the transcript, however the credits will count toward cumulative credits attempted.

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

# SATISFACTORY ACADEMIC PROGRESS POLICY

## SATISFACTORY ACADEMIC PROGRESS POLICY - UNDERGRADUATE

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

**Cumulative Grade Point Average**

- A student must maintain a minimum cumulative grade point average (CGPA) as calculated in the Satisfactory Academic Progress Table in this policy.  If a student is enrolled in an educational program of more than two academic years, the student must have a CGPA of a 2.0 or higher at the end of the second academic year.
- Satisfactory (S), Unsatisfactory (U), Withdrawal (W), and Withdrawal-Fail (WF) 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, including those attempted in remedial and English as a Second Language (ESL) courses.
- Credits transferred from another institution are included as credits attempted and completed for the purpose of calculating completion rate.
- The grades of A, B, C, D and S indicate successful course completion for purposes of this policy.  The grades of F, W, WF and U 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 bachelor's degree requiring 186 credit hours may attempt 279 credit hours to complete that degree.  (186 x 1.5 = 279)
- Credits transferred from another institution are included as credits attempted and completed for the purpose of calculating maximum time frame.
- Once a student reaches their maximum time frame or it is mathematically impossible for them to complete their degree within their maximum time frame, they are no longer eligible for federal financial aid.  The student may continue to attend National American University but must fund their education without federal financial aid.  Maximum time frame does not affect eligibility for Veteran's Educational Benefits.

**Satisfactory Academic Progress Status**

The satisfactory academic progress of each student is evaluated for the purpose of determining federal financial aid and Veteran's Educational Benefits eligibility, and to determine 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 quarter will be placed in suspension status.  A student in suspension status

is not eligible to receive federal financial aid or Veteran's Educational Benefits, but may continue to attend classes if the student makes other payment arrangements.  This status continues during periods of non-enrollment.  A student may re-establish eligibility for federal financial aid or Veteran's Educational Benefits as set forth in the following section entitled Re-Establishing Federal Financial Aid Eligibility.

Probation – A student in probation status has been granted such status by the SAP Committee in accordance with the following section entitled Re-Establishing Federal Financial Aid Eligibility.  Federal financial aid and Veteran's Educational Benefits are available to eligible students in probation status for one quarter, or longer, if the student meets the terms of an academic plan approved by the SAP Committee. If the student meets the conditions of their academic plan but has not returned to good standing, they remain in probation status.

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

approved by the provost on a student by student basis.

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

**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
- 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, and documentation of extenuating circumstance and documentation of circumstance resolution no later than the last day of add/drop week of the quarter for which the student wishes to enroll.
- The appeal form must be submitted to the campus director at the campus for which the student intends to enroll, regardless of whether the student has previously attended another NAU campus.
- A student may appeal no more than three times. A student who has exceeded maximum timeframe cannot re-establish eligibility for federal financial aid.  Maximum time frame does not affect eligibility for Veteran's Educational Benefits.

# SATISFACTORY ACADEMIC PROGRESS TABLES - UNDERGRADUATE

**Bachelor and Associate Degree Programs**

| Credits attempted and completed | Minimum CGPA |
|---|---|
| 0-18.5 | 1.5 |
| 19-49.5 | 1.7 |
| 50-79.5 | 1.9 |
| 80+ | 2.0 |

**Diploma Programs**

| Credits attempted and completed | Minimum CGPA |
|---|---|
| 0-18.5 | 1.5 |
| 19-45.5 | 1.7 |
| 46-71.5 | 1.9 |
| 72+ | 2.0 |

### Graduation Preparatory Courses

*Students taking preparatory courses for admission to a graduate program must maintain a 2.0 CGPA.*

# NATIONAL AMERICAN UNIVERSITY ONLINE PROGRAMS

National American University is excited to offer students the opportunity to participate in online courses using one of the most advanced learning delivery systems available. The university's online courses give students the opportunity to experience an enhanced learning environment, which transcends the traditional limitations of time and location. Students have access to "learning on demand" literally 24 hours a day from anywhere that has access to the Internet, locally, regionally, or globally. In selected classes, students will also be able to access live lectures over the Internet using an advanced, real-time learning system.

Online students can expect to receive the same high-quality educational experience students have come to expect from NAU. As with NAU's traditional on-site courses, instructors are experienced professionals with both appropriate academic credentials and professional real-life experience. In addition to quality academic programs, students also have access to outstanding technical and student services support. The combination of cutting-edge technology and solid online instruction gives students the opportunity to achieve more in their academic program and career.

## ADMISSIONS

It is recommended that applicants visit the NAU website at www.national.edu/online. Students may request additional information at that site or contact the admissions department at 1-800-209-0182 or via e-mail at info@national.edu.

**Instructions for Applying for Admission**

The regular admission procedure requires that students apply for admission online. The application can be found at www.national.edu/online.

**International Admission**

International student applicants who wish to study in the NAU undergraduate program through an affiliate college or university outside the United States or who wish to pursue their undergraduate studies entirely online must satisfy the following criteria for admission:

1. All applicants for admission must provide evidence of secondary and/or post-secondary education completion through one of the following requirements:

   a. Provide an official academic transcript or marks sheets from previous secondary education institutions attended. Diplomas or certificates of government examinations must show the subjects passed and grades/marks received. All records should be submitted in the original 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. To view secondary education equivalencies for country-specific information, visit www.national.edu/sites/default/files/files/Internatio nal%20High%20School%20Equivalencies.pdf.

   b. Provide an official transcript that indicates completion of a post-secondary program of at least two years in length with a minimum cumulative grade point average of 2.0/4.0 or the equivalent from (i) an international higher education institution that is approved by the country's national ministry of education or appropriate approval body (ii) an accredited U.S. higher education institution. Transcripts should show marks and credits earned for all post-secondary work. All records should be submitted in the native language, and credentials written in languages other than English must be accompanied by a certified English translation. Translations should be literal and not interpretive. A key to the marking system or grading scale should also be included if it is not indicated on the transcript.

   c. Provide an original General Educational Development (GED) examination report demonstrating passing marks for the overall examination.

2. All applicants for admission must affirm their completion of secondary-level education in the online admissions application. All applicants must subsequently provide evidence of secondary and/or post-secondary education through satisfaction of one of the following requirements:

   a. Provide an official academic transcript or marks sheet indicating graduation from a secondary-level education institution. Diplomas, transcripts, and/or

certificates related to government examinations must show the subjects passed, and grades/marks received. All records should be submitted in the original language, and credentials 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.

b. Provide an official transcript that indicates completion of a post-secondary program of at least two years in length with a minimum cumulative grade point average of 2.0/4.0 or the equivalent from (i) an international higher education institution that is approved by the country's national ministry of education or appropriate approval body or (ii) an accredited U.S. higher education institution. Transcripts should show marks and credits earned for all post-secondary work. All records should be submitted in the original language, and credentials 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.

c. Provide an official General Educational Development (GED) examination report demonstrating passing marks for the overall examination. In exceptional cases, an applicant may provide an official examination report from another test identified by National American University that demonstrates passing marks for the overall examination.

A student applicant that has been accepted by an NAU international affiliate but who has not satisfied this admissions requirement may enroll for up to six months as a provisionally accepted, degree-seeking student, until the point at which the student satisfies the admissions requirement through (a) (b) or (c) above.

3. All applicants whose secondary-level education was conducted in a language other than English must 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 520 for a paper-based exam, 190 for a computer-based exam, or 68 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 5. The IELTS must have been taken within the past two calendar years. Official test scores must be sent from the testing agency to National American University.

c. Provide evidence of completion of two semesters (or equivalent) of college-level English (excluding ESL courses) with a grade of "C" or higher at (i) an international higher education institution that is approved by the country's national ministry of education or appropriate approval body or (ii) an accredited U.S. college or university.

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

A student applicant that has been accepted by an NAU international affiliate but who has not satisfied this admissions requirement may enroll for a period of time determined at the university's sole discretion as a provisionally accepted, degree-seeking student, until the point at which the student satisfies the admissions requirement through (a) (b) (c) or (d) above.

In those circumstances where a student's secondary-level education was conducted in English, NAU reserves the right to require additional proof of English language proficiency, including through tests of English language proficiency as enumerated above.

In the event that students accepted for study online or through a National American University international affiliate wish to enroll in campus-based courses in the United States, students will be required to satisfy additional requirements as follows:

1. Complete the International Student Application for Admission.

2. Complete and submit an International Financial Certification form, available from the NAU Office of Admissions, and attach an original bank statement.

3. International students are required, as part of the application process, to show sufficient funding to cover tuition, fees, and living expenses through the duration of their studies. The amount and source of funds are also shown on the Certificate of Eligibility (I-20) required for application for an F-1 visa.

4. Students planning to bring a spouse and/or children to the United States are required to demonstrate the availability of additional funds to support those individuals.

Students requesting the Form I-20 to apply for an F-1 visa to enter the U.S. to attend NAU must fulfill all the aforementioned international admissions requirements. Upon acceptance by and approval from the university, Form I-20 will be issued to eligible students.

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

# FINANCES

All charges are due and payable on or before the first day of each new quarter. Advance payment by mail or other means is advised. Financial aid is available for those students who qualify. Tuition and fee charges are subject to change without notice. Drafts and checks should be made payable to National American University.

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.

# LEARNER SERVICES

NAU's dedicated directors of student success provide online students with easy access to convenient services. As a member of our online community, students receive personal guidance throughout their educational journey including academic advising, success coaching, technical support, course navigation, and additional support services. For technical assistance, students may call UServices at (800) 548-0602 or email uservices@national.edu.

## Online Orientation - Undergraduate

NAU's online orientation introduces students to Desire2Learn, the software program used by NAU to distribute all online courses. The online orientation familiarizes the student with the process of submitting assignments, participating in discussions, and communicating with the instructor online.

## Tutoring Services - Undergraduate

Tutoring services for selected courses are available. To request tutoring services students should contact their director of student success or their campus director.

## Technical Support - Undergraduate

Technical support is available for students taking online courses. Students experiencing technical problems are encouraged to contact NAU technical support at nausupport@national.edu.

## Learning Resource Center and Online Library

National American University's online library is dedicated to assisting and supporting students, faculty and staff at all campuses in achieving success in their academic programs and careers through the development and maintenance of a collection of current and timely information in a variety of formats. All campuses have access to the NAU online library. The online library provides access to the NAU online catalog, e-books, tutorials, and myriad electronic searchable full-text databases including those provided by: ProQuest, EBSCO, Gale, LearningExpress, NetLibrary, Elsevier, OVID, LexisNexis, NBC, eBrary, Credo, NBC Learn and WorldCat. All campus students have access to public libraries as well as often support from local university and college libraries in their region.

# ACADEMICS

NAU continually strives to provide students with an exceptional learning experience. At NAU, we take great pride in our unyielding commitment to the success of each of our students, and we fully understand the importance of our students' commitment to their own personal and academic growth.

NAU understands the demands of today's learners. Most NAU students are balancing their time between school, work, and family. Online courses allow students the flexibility to complete course work throughout the week. As long as students have Internet availability, they can access their courses 24/7 from anywhere around the world.

Students interested in learning more about online courses should visit NAU's website at www.national.edu/online.

**Attendance**

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

Online students are required to actively participate in a weekly activity in order to be counted present. Weekly activities may include completing a quiz, posting a substantial discussion post, or submitting a required item to the drop box. The online courses are designed to include at

least one of these items each week, please refer to the course schedule within the online classroom for weekly requirements.

Weekly participation in online classes is critical to each student's academic success. Failure to participate in weekly activities may affect a student's academic performance; furthermore, it may also result in administrative withdrawal.

Participation within the online courses can be verified through the student's access to the secured host site. As a result, the student's participation is permanently recorded through the learning management system.

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

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

### Test Proctoring

To help ensure the academic integrity of the examination process at NAU, each online student is required to utilize the test proctor system, which ensures that a verified, neutral third person administers certain formal examinations in the student's online courses. Students are able to complete their online, proctored final exams using a webcam in the virtual presence of a proctor.

# SELF-DIRECTED LEARNER STATEMENT

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

Success depends upon the individual student's self-motivation and ability to undertake independent study. Experience has shown that some students fail to realize the degree of effort and time that is required to successfully complete the course(s). Based upon the foregoing, NAU requires that students acknowledge their role as self-directed learners during the enrollment process

# ACADEMIC PROGRAMS

**COLLEGE OF BUSINESS, ACCOUNTING, AND TECHNOLOGY**

**Accounting**

- Accounting and Bookkeeping Diploma
- Accounting AAS
- Accounting BS**Business**

- Aviation Management BS
- Business Administration AAS
- Business Administration BS
- Business Administration BS, Emphasis in Entrepreneurship
- Business Administration BS, Emphasis in Financial Management
- Business Administration BS, Emphasis in Human Resource Management
- Business Administration BS, Emphasis in Management
- Business Administration BS, Emphasis in Management Information Systems
- Business Administration BS, Emphasis in Marketing
- Business Administration BS, Emphasis in Pre-Law
- Business Administration BS, Emphasis in Retail Management
- Business Administration BS, Emphasis Supply Chain Management
- Business Administration BS, Emphasis in Tourism and Hospitality Management
- Business Logistics AAS
- Construction Management AAS
- Construction Management BS
- Energy and Manufacturing Management BS
- Energy Management BS
- Management AAS
- Management BS
- Organizational Leadership BS
- Retail Management AAS
- Small Business Management AAS
- Health and Beauty Management AAS**Information Technology**

- Computer Support Specialist Diploma
- Computer Support Specialist AAS

- Electronic Health Record Support Specialist AAS
- Information Technology AAS
- Information Technology BS
- Information Technology BS, Emphasis in Applications Development
- Information Technology BS, Emphasis in Cybersecurity and Forensics
- Information Technology BS, Emphasis in Database Administration/Microsoft
- Information Technology BS, Emphasis in Internet Systems Development
- Information Technology BS, Emphasis in Management Information Systems
- Information Technology BS, Emphasis in Network Management/Microsoft
- Information Technology BS, Emphasis in Web Development
- Information Technology Game Software Development BS
- Network and Server Administrator Diploma
- Office Applications and Software Support Diploma**COLLEGE OF HEALTH AND SCIENCES**

- Emergency Medical Services AAS
- Emergency Medical Services Management BS
- Healthcare Management BS
- Surgical Technology AAS
- Veterinary Assisting Diploma**Allied Health**

- Health Information Technology AAS
- Healthcare Coding Diploma
- Invasive Cardiovascular Technology AAS
- Medical Administrative Assistant AAS
- Medical Assisting AAS
- Medical Billing and Coding Diploma
- Medical Laboratory Technician AAS
- Medical Staff Services Management AAS
- Therapeutic Massage Diploma**COLLEGE OF LEGAL STUDIES**

- Criminal Justice AAS

- Criminal Justice BS
- Paralegal Studies AAS
- Paralegal Studies BS
- Professional Legal Studies AASProfessional Legal Studies BS**SCHOOL OF NURSING**

- Nursing AS (ASN)
- Nursing BS (BSN)
- Nursing BS (LPN to BSN)
- Nursing BS (Online RN to BSN)
  *Program offerings change periodically. Please contact the university to inquire about specific program availability and requirements. Some courses may only be available online or through video synchronous learning. Students may be required to attend classes at different locations. Curriculum requirements may be different in different states. The university reserves the right to modify curriculum and correct clerical errors.*

## COLLEGE OF BUSINESS, ACCOUNTING, AND TECHNOLOGY

**Accounting**

•

**Accounting and Bookkeeping Diploma**
This program is offered online and limited to certain students. Students enrolled in this program may take on-ground classes if available, except at campuses located in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Course availability is subject to minimum class size requirements.

•

**Accounting AAS**
This program is offered online and through all campuses. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

•

**Accounting BS**
This program is offered online and through all campuses. Some courses may only be available online, and students may be required to attend classes at different locations. Students enrolled through campuses in Kansas and Minnesota are subject to additional curriculum requirements. Course availability is subject to minimum class size requirements.

**Business**

- **Aviation Management BS**
  This program is offered online and through all campuses for students who have previously completed a professional pilot training program, or can demonstrate completion of prior education/training in an approved aviation sub-specialty. Some courses may only be available online, and students may be required to attend classes at different locations. Students enrolled in this program may take on-ground classes if available, except at campuses located in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Course availability is subject to minimum class size requirements.

•

**Business Administration AAS**
This program is offered online and through all campuses. Some courses may only be available online, and students may be required to attend classes at different locations. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Course availability is subject to minimum class size requirements. Business Administration BS This program is offered online and through all campuses. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

•

**Business Administration BS, Emphasis in Accounting**
This program is offered online and through all campuses, except Colorado Springs, Rochester, and Zona Rosa. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

•

**Business Administration BS, Emphasis in Entrepreneurship**
This program is offered online and through all campuses, except Bellevue, Mesquite, and Richardson. Some courses may only be available online, and students may be required to attend classes at different locations. Students in this program may not take any on-ground classes at Bellevue. Course availability is subject to minimum class size requirements.

•

**Business Administration BS, Emphasis in Financial Management**
This program is offered online and through all campuses, except Zona Rosa. Some courses may only be available online, and students may be required to attend classes at

different locations. Course availability is subject to minimum class size requirements.

- 

### Business Administration BS, Emphasis in Human Resource Management

This program is offered online and through all campuses. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

- 

### Business Administration BS, Emphasis in Management

This program is offered online and through all campuses, except Zona Rosa. Some courses may only be available online. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

- 

### Business Administration BS, Emphasis in Management Information Systems

This program is offered online and through all campuses. Students enrolled through Kansas locations are subject to Kansas curriculum requirements. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

- 

### Business Administration BS, Emphasis in Marketing

This program is offered online and through all campuses, except Zona Rosa. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

- 

### Business Administration BS, Emphasis Retail Management

This program is offered online.  Students in this program may take on-ground classes, if available, at NAU campuses in Colorado, South Dakota, and Texas.  Business Administration BS, Emphasis in Pre-Law This program is offered through the Bloomington, Brooklyn Center, Burnsville, Independence, Lee's Summit, Minnetonka, Overland Park, Rapid City, Roseville, and Sioux Falls. Students enrolled through Overland Park are subject to Kansas curriculum requirements. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject

to minimum class size requirements.

New students are no longer being enrolled into this program. Please see the Professional Legal Studies BS degree program now being offered through the College of Legal Studies.

- 

### Business Administration BS, Emphasis Supply Chain Management

This program is offered online and through all campuses, except Richardson. Students in this program may not take any on-ground classes at Bellevue. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

- 

### Business Administration BS, Emphasis in Tourism and Hospitality Management

This program is offered online and through the Albuquerque, Albuquerque West, Austin, Bloomington, Brooklyn Center, Burnsville, Georgetown, Houston, Indianapolis, Lewisville, Minnetonka, Rapid City, Rochester, Roseville, Sioux Falls, Watertown, Wichita, and Wichita West locations. Students in this program may not take any on-ground classes at Bellevue. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

- 

### Business Logistics AAS

This program is offered online and through all campuses, except Bellevue, Garden City, Indianapolis, and Richardson. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Students in this program may not take any on-ground classes at Bellevue. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

- 

### Construction Management AAS

This program is offered online and through all campuses. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

-

**Construction Management BS**
This program is offered online and through all campuses. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

·

**Energy and Manufacturing Management BS**
This program is offered online and through the Lone Star location. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online. Course availability is subject to minimum class size requirements.

·

**Energy Management BS**
This program is offered online and through all campuses. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

·

**Management AAS**
This program is offered online and through all campuses. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

·

**Management BS**
This program is offered online and through all campuses, except Garden City, Overland Park, Wichita, and Wichita West. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

·

**Organizational Leadership BS**
This program is offered online and through all campuses, except Garden City, Rochester, Wichita, Wichita West, and Zona Rosa. Students in this program may not take any on-ground classes at Bellevue. Some courses may only be available online, and students may be required to attend

classes at different locations. Course availability is subject to minimum class size requirements.

·

**Retail Management AAS**
This program is offered online and through all campuses. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Some courses may only be available online. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

·

**Small Business Management AAS**
This program is offered online and through all campuses, except Garden City and Richardson. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

·

**Health and Beauty Management AAS**
The program is offered online and through all campuses. Students enrolled through locations in Indiana and Minnesota are subject to curriculum requirements of those states. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Information Technology**

·   **Computer Support Specialist Diploma**
    This program is offered online and through all campuses. Students in this program may not take any on-ground classes at Bellevue. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

·

**Computer Support Specialist AAS**
The program is offered online and through all campuses. Students enrolled through locations in Indiana and Minnesota are subject to curriculum requirements of those states. Some courses may only be available online, and students may be required to attend classes at different locations. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and

Oklahoma. Course availability is subject to minimum class size requirements.

•

### Electronic Health Record Support Specialist AAS
This program is offered online and through all campuses, except Richardson. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Students in this program may not take any on-ground classes at Bellevue. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

•

### Information Technology AAS
This program is offered online and through all campuses, except Garden City and Lone Star. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

•

### Information Technology BS
This program is offered online and through all campuses, except Zona Rosa. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

•

### Information Technology BS,
Emphasis in Applications Development This program is offered online and through all campuses. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

•

### Information Technology BS, Emphasis in Cybersecurity and Forensics
This program is offered online and through all campuses, except Richardson. Students in this program may not take any on-ground classes at Bellevue. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

•

### Information Technology BS, Emphasis in Database Administration/Microsoft

This program is offered online and through the Bellevue campus. Students in this program may not take any on-ground classes at Bellevue. Course availability is subject to minimum class size requirements.

•

### Information Technology BS, Emphasis in Internet Systems Development
This program is offered online and through Bellevue, Bloomington, Brooklyn Center, Burnsville, Ellsworth AFB, Georgetown, Houston, Independence, Indianapolis, Lee's Summit, Minnetonka, Rapid City, Rochester, Roseville, Tulsa, Wichita, and Wichita West. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

•

### Information Technology BS, Emphasis in Management Information Systems
This program is offered online and through all campuses. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

•

### Information Technology BS, Emphasis in Network Management/Microsoft
This program is offered online and through all campuses, except Garden City, Overland Park, and Zona Rosa. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

•

### Information Technology BS, Emphasis in Web Development
This program is offered online and through all campuses. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

•

### Information Technology Game Software Development BS
This program is offered online and through all campuses. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some

courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

•

**Network and Server Administrator Diploma**
This program is offered online and through all campuses, except Ellsworth AFB, Garden City, Richardson, and Tulsa. Students in this program may not take any on-ground classes at Bellevue. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

•

**Office Applications and Software Support Diploma**
This program is offered online only through Bellevue, Overland Park, Tulsa, Wichita, Wichita West, and Zona Rosa and limited to certain students.

## COLLEGE OF HEALTH AND SCIENCES
- **Emergency Medical Services AAS**
  This program is offered online and through all campuses to military personnel (active, Guard, or Reserve) who have already completed emergency medical technician training and hold a current EMT or paramedic certification. Students in this program may take on-ground classes where available, except in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Course availability is subject to minimum class size requirements.
- **Emergency Medical Services Management BS**
  This program is offered online and through all campuses to military personnel (active, Guard, or Reserve) who have previously completed emergency medical technician training and hold a current EMT or paramedic certification. Students in this program may take on-ground classes where available, except in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Course availability is subject to minimum class size requirements.
- **Healthcare Management BS**
  This program is offered through all campuses. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements Surgical Technology AAS This program is offered through Bellevue, Overland Park, Tulsa, and Wichita. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.
- **Veterinary Assisting Diploma**
  This program is offered through Rapid City. Some

courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Allied Health**
- **Health Information Technology AAS**
  This program is offered online. Course availability is subject to minimum class size requirements. Healthcare Coding Diploma This program is offered online and through Bellevue. Students in this program may take on-ground classes where available, except Ellsworth AFB. Course availability is subject to minimum class size requirements.
- **Invasive Cardiovascular Technology AAS**
  This program is offered through Austin, Austin South, and Georgetown. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.
- **Medical Administrative Assistant AAS**
  This program is offered online and through Albuquerque, Albuquerque West, Allen, Austin, Austin South, Bellevue, Bloomington, Brooklyn Center, Burnsville, Centennial, Colorado Springs, Colorado Springs South, Georgetown, Houston, Indianapolis, Mesquite, Minnetonka, Rapid City, Rochester, Roseville, Sioux Falls, Tulsa, Watertown, Wichita, Wichita West, and Zona Rosa. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Students in this program may not take any on-ground classes at Bellevue. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.
- **Medical Assisting AAS**
  This program is offered through all campuses, except Ellsworth AFB, Garden City, Houston, Rapid City, and Watertown. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.
- **Medical Billing and Coding Diploma**
  This program is offered online through Bellevue, Overland Park, Wichita, and Wichita West. Students in this program may take on-ground classes where available, except in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Course availability is subject to minimum class size requirements.

- **Medical Laboratory Technician AAS**
  This program is offered through Overland Park and Zona Rosa. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.
- **Medical Staff Services Management AAS**
  This program is offered online and through all campuses, except Bellevue. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Students in this program may not take any on-ground classes at Bellevue. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.
- **Occupational Therapy Assistant AAS**
  This program is offered through Centennial, Colorado Springs, Colorado Springs South, and Independence. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.
- **Therapeutic Massage Diploma**
  This program is offered through Bloomington, Brooklyn Center, Burnsville, Minnetonka, Roseville, and Sioux Falls. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

## COLLEGE OF LEGAL STUDIES

•

**Criminal Justice AAS**This program is offered online and through all campuses. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Students in this program may not take any on-ground classes at Bellevue. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

•

**Criminal Justice BS**
This program is offered online and through all campuses. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

•

**Paralegal Studies AAS**
This program is offered through Austin, Austin South, Bloomington, Brooklyn Center, Burnsville, Centennial,

Colorado Springs, Colorado Springs South, Garden City, Georgetown, Houston Independence, Lee's Summit, Lewisville, Mesquite, Minnetonka, Overland Park, Rapid City, Richardson, Rochester, Roseville, Sioux Falls, Tulsa, Wichita, Wichita West, and Zona Rosa. Some courses may only be available online or by video live feed, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements. The programs offered at the Rapid City and Sioux Falls locations 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, Roseville campus, and Minnetonka campus, is separately approved by the ABA.

•

**Paralegal Studies BS**
This program is offered through Austin, Austin South, Bloomington, Brooklyn Center, Burnsville, Centennial, Colorado Springs, Colorado Springs South, Garden City, Georgetown, Houston Independence, Lee's Summit, Lewisville, Mesquite, Minnetonka, Overland Park, Rapid City, Richardson, Rochester, Roseville, Sioux Falls, Tulsa, Wichita, Wichita West, and Zona Rosa. Some courses may only be available online or by video live feed, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements. The programs offered at the Rapid City and Sioux Falls locations 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, Roseville campus, and Minnetonka campus, is separately approved by the ABA.

•

**Professional Legal Studies AAS**
This program is offered online and through all campuses. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas (except Garden City), Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

•

**Professional Legal Studies BS**
This program is offered online and through all campuses. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas (except Garden City), Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online, and students may be required to attend

classes at different locations. Course availability is subject to minimum class size requirements.

### SCHOOL OF NURSING

•

### Nursing AS (ASN)
This program is offered through Zona Rosa. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

•

### Nursing BS (BSN)
This program is offered through Albuquerque, Austin, Bloomington, Overland Park, Rapid City, Sioux Falls, Wichita West, and Zona Rosa. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

•

### Nursing BS (LPN to BSN)
This program is offered through Overland Park and Wichita West. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

•

### Nursing BS (Online RN to BSN)
This program is offered online in all states except Tennessee. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

## 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.

# COLLEGE OF BUSINESS, ACCOUNTING, AND TECHNOLOGY

## Accounting

## Accounting and Bookkeeping: Diploma

NAU's Accounting and Bookkeeping Diploma program provides an introduction into using accounting tools that are useful in today's business environment.  Students will learn basic accounting and bookkeeping concepts and terminology including general ledger maintenance, adjusting entries, closing entries, invoicing, reconciliations, budgeting, and preparing basic financial statements.

This program is offered online and limited to certain students. Students enrolled in this program may take on-ground classes if available, except at campuses located in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Course availability is subject to minimum class size.

### Student Learning Outcomes

Graduates of the program will:

• Apply generally accepted accounting principles to routine financial accounting activities.

• Apply introductory concepts and theories in business.

### Accounting and Bookkeeping Diploma Requirements

**54 Credits**

**Accounting and Bookkeeping Major Core (40.5)**

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| AC1260 | Principles of Accounting III | 4.5 |
| AC2050 | Accounting Software Applications | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| | AC/CI/MT Elective | 18 |

**General Education Core (13.5)**

**Mathematics**

| | | |
|---|---|---|
| | Elective | 4.5 |

**General Education**

| | | |
|---|---|---|
| | General Education Elective | 9 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Accounting, AAS

The Associate of Applied Science in Accounting program provides specialized education for various entry-level positions in the accounting profession. The program is designed for easy transfer into the bachelor's degree program in accounting.

Graduates of this program may find employment as accounting technicians, payroll clerks, bookkeepers or clerical assistants in business, government, or nonprofit organizations. With experience, the graduate may also qualify for more advanced positions, such as payroll supervisor, lead accountant, or tax specialist.

This program is offered online and through all campuses. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Apply generally accepted accounting principles to routine financial accounting activities.
- Update and maintain accounting records to ensure accurate financial reporting.

## Accounting: Associate of Applied Science Degree Requirements

**90 Credits**

**Accounting Major Core (33)**

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| AC1260 | Principles of Accounting III | 4.5 |
| AC2050 | Accounting Software Applications | 4.5 |
| AC3050 | Intermediate Accounting I | 4.5 |
| AC3100 | Intermediate Accounting II | 4.5 |
| AC3150 | Intermediate Accounting III | 4.5 |
| AC3170 | Accounting Topics and Issues | 1.5 |

**Support Core (13.5)**

| | | |
|---|---|---|
| FN3000 | Business Finance I | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |

**Business/Accounting/CI Electives (4.5)**

*Business electives include EC, FN, LA, MG, MT, OL, or OM courses.*

**General Education Core (39)**

**Communication**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |
| | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Elective | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA1500 | Intermediate Algebra | 4.5 |
| | OR | |
| MA2050 | College Algebra | 4.5 |

**Humanities/Behavioral/Social Science**

| | | |
|---|---|---|
| | Humanities/Behavioral/Social Science Elective | 4.5 |

*Minnesota students must take a humanities elective*

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Accounting Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Accounting: Associate of Applied Science Degree Requirements (Indianapolis)

**96 Credits**

**Accounting Major Core (34.5)**

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| AC1260 | Principles of Accounting III | 4.5 |
| AC2050 | Accounting Software Applications | 4.5 |
| AC3050 | Intermediate Accounting I | 4.5 |
| AC3100 | Intermediate Accounting II | 4.5 |
| AC3150 | Intermediate Accounting III | 4.5 |
| AC3171 | Accounting Topics and Issues | 3 |

**Support Core (13.5)**

| | | |
|---|---|---|
| FN3000 | Business Finance I | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |

**Business/Accounting/CI Electives (4.5)**

*Business electives include EC, FN, LA, MG, MT, OL, or OM courses.*

**Open Electives (4.5)**

**General Education Core (39)**

**Communication**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |
| | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Elective | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA1500 | Intermediate Algebra | 4.5 |
| | OR | |
| MA2050 | College Algebra | 4.5 |

**Humanities/Behavioral/Social Science**

| | | |
|---|---|---|
| | Humanities/Behavioral/Social Science Elective | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career:  Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Accounting Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Accounting, BS

National American University's Bachelor of Science in Accounting degree program provides learners with the opportunity to develop the skills, ethics, and technical knowledge required to enter the accounting profession in the public and private business sectors. The program graduates lifelong learners who are prepared to be competent professionals and have the foundation to pursue graduate studies.

This program is offered online and through all campuses. Some courses may only be available online, and students may be required to attend classes at different locations. Students enrolled through campuses in Kansas and Minnesota are subject to additional curriculum requirements. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Apply generally accepted accounting principles, managerial/cost accounting principles, auditing standards, and taxation practices.
- Analyze practical accounting problems and financial statements using critical thinking skills.
- Adhere to ethical guidelines governing the conduct of accountants.
- Demonstrate effective collaboration and teamwork skills.

## Accounting: Bachelor of Science Degree Requirements

**180 Credits**

**Accounting Major Core (54)**

| | | |
|---|---|---|
| AC3050 | Intermediate Accounting I | 4.5 |
| AC3100 | Intermediate Accounting II | 4.5 |
| AC3150 | Intermediate Accounting III | 4.5 |
| AC3200 | Cost Accounting | 4.5 |
| AC3400 | Federal Income Tax I | 4.5 |
| AC3450 | Federal Income Tax II | 4.5 |
| AC3560 | Accounting Information Systems | 4.5 |
| AC3565 | Accounting for Governmental Entities | 4.5 |
| AC4050 | Advanced Accounting I | 4.5 |
| AC4200 | Auditing I | 4.5 |
| AC4250 | Auditing II | 4.5 |
| AC4291 | Accounting Case Analysis | 4.5 |

*AC4291: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

**Support Core (51)**

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| AC1260 | Principles of Accounting III | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| | OR | |
| EC2100 | Microeconomics | 4.5 |
| FN3000 | Business Finance I | 4.5 |
| LA3100 | Business Law I | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT4200 | Business Ethics | 4.5 |
| MT4441 | Business Review Lab | 1.5 |
| MT4450 | Strategic Management | 4.5 |

*MT4450: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

**Open Elective (9)**

**General Education Core (66)**

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communication**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Electives | 9 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Electives | 9 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

*(Course-by-course transfer)*

**Communication**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |
| | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2050 | College Algebra | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

**Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.**

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Accounting Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Accounting: Bachelor of Science Degree Requirements (Kansas)

**180 Credits**

**Accounting Major Core (54)**

| | | |
|---|---|---|
| AC3050 | Intermediate Accounting I | 4.5 |
| AC3100 | Intermediate Accounting II | 4.5 |
| AC3150 | Intermediate Accounting III | 4.5 |
| AC3200 | Cost Accounting | 4.5 |
| AC3400 | Federal Income Tax I | 4.5 |
| AC3450 | Federal Income Tax II | 4.5 |
| AC3560 | Accounting Information Systems | 4.5 |
| AC3565 | Accounting for Governmental Entities | 4.5 |
| AC4050 | Advanced Accounting I | 4.5 |
| AC4200 | Auditing I | 4.5 |
| AC4250 | Auditing II | 4.5 |
| AC4291 | Accounting Case Analysis | 4.5 |

*AC4291: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

**Support Core (60)**

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| AC1260 | Principles of Accounting III | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| FN3000 | Business Finance I | 4.5 |
| LA3100 | Business Law I | 4.5 |
| LA3150 | Business Law II | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT4200 | Business Ethics | 4.5 |
| MT4441 | Business Review Lab | 1.5 |

| | | |
|---|---|---|
| MT4450 | Strategic Management | 4.5 |

*MT4450: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

### General Education Core (66)

(Available for block transfer)

**Communication**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Electives | 9 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Electives | 9 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

*(Course-by-course transfer)*

**Communication**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2050 | College Algebra | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career:  Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Accounting Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Business

Degrees in business administration are for individuals interested in gaining a deeper understanding of the key functional areas of business. Emphasis is placed on communications, teamwork, ethics, and the skills for managing in diverse and globally engaged organizations, providing a solid foundation for success in the business field.

This versatile program is designed to prepare graduates for a variety of career opportunities in business, industry and government. It will also help students develop the skills to become successful entrepreneurs or grow an existing business. Graduates who complete the bachelor's degree programs will be prepared to enroll in graduate programs in fields such as business administration or management.

Courses focus on managing the interactions that occur between business functions when defining and solving real-world business problems. The curriculum is designed to emphasize performance-based active learning, and to make the course work directly relevant to the day-to-day challenges of working professionals. Students also have the option to select the following emphasis areas at selected campuses if they choose: entrepreneurship, financial management, human resource management, information systems, international business, management, marketing, pre-law, supply chain management, tourism & hospitality management, and management accounting.

The management degree program is distinct from the business administration degrees because it allows students to transfer credits from prior vocational, technical, specialty, or military education. Graduates from this program will find many career opportunities for advancement in business management areas, as well as management opportunities associated with their specialty field.

National American University has been providing quality business education for over 70 years. The Management and Business Administration degree programs at NAU are accredited by the International Assembly for Collegiate Business Education (IACBE).

## Aviation Management, BS

The Bachelor of Science Degree in Aviation Management integrates management and fundamental business principles into the aviation industry.  Students will take courses such as Introduction to Business, Business Statistics, Management Across Cultures, Aviation Law, and Aviation Marketing Management. The university promotes critical thinking, problem solving, and professional competence.

Please Note: Prior to enrollment, verification that the individual has completed a professional pilot training program, or that the individual can demonstrate completion of prior education/training in an approved, aviation sub-specialty must occur and is a program enrollment requirement. Examples of aviation sub-specialties may include FAA Certifications in Power Plant and Airframe, Avionics; and military training in aviation.

Prospective students interested in pursuing professional pilot training in conjunction with this degree program have the opportunity to do so at NAU by enrolling in the Bachelor of Science Aviation program offered at the Sioux

Falls, SD, campus, which includes flight and ground school training provided by NAU Cool Air, LLC and MzeroA.

The Bachelor of Science Degree in Aviation Management focuses on the management skills and business knowledge required due to the constantly changing environment of the aviation and aerospace industry. This degree will prepare Graduates for a career in aviation field related to management for airlines, aerospace/aviation companies, and state, local, and federal government agencies.

This program is offered online and through all campuses for students who have previously completed a professional pilot training program, or can demonstrate completion of prior education/training in an approved aviation sub-specialty. Some courses may only be available online, and students may be required to attend classes at different locations. Students enrolled in this program may take on-ground classes if available, except at campuses located in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Course availability is subject to minimum class size requirements.

### Student Learning Outcomes

Graduates of the program will:

- Apply concepts, theories, and analytical methods pertinent to the field of aviation management.
- Demonstrate critical thinking skills and problem-solving skills by analyzing issues and challenges that aviation managers are likely to face and recommend solutions.
- Demonstrate the knowledge and skills necessary for professional practice.

## Aviation Management: Bachelor of Science Requirements

### 180 Credits

### Aviation Management Major Core (45)

| | | |
|---|---|---|
| AM3000 | Air Career Operations | 4.5 |
| AM3005 | Aviation Marketing Management | 4.5 |
| AM3010 | Aviation Law | 4.5 |
| AM3015 | Aviation Safety Programs | 4.5 |
| AM4000 | Crew Resource Management I | 4.5 |
| AM4005 | Crew Resource Management II | 4.5 |
| AM6000 | Air Transportation System OR | 4.5 |
| AM4010 | Air Transportation System | 4.5 |
| AM6010 | Aviation and Airport | 4.5 |

| | | |
|---|---|---|
| | Security OR | |
| AM4015 | Airport Security | 4.5 |
| AM6015 | Airport Operations and Management OR | 4.5 |
| AM4020 | Airport Planning | 4.5 |
| AM4040 | Aviation Capstone Course | 4.5 |

*AM6000, AM6010, AM60150: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

### Aviation Management Support Core (18)

| | | |
|---|---|---|
| AC2760 | Financial Accounting for Managers | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT4300 | Management Across Cultures | 4.5 |

### Aviation Management Technical Specialty Core (42)

Consists of professional pilot training or another approved aviation sub-specialty. (If less than 42 credits are awarded for specialty core courses, open elective courses may be taken to make up the difference.)

### Open Electives (9)

| | | |
|---|---|---|
| 3000+ | Elective | 9 |

### General Education Core (66)

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

### Communications

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

### Science

| | | |
|---|---|---|
| SC | Science Electives | 9 |

### Humanities

| | | |
|---|---|---|
| | Humanities Electives | 9 |

### Behavioral/Social Science

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

(Course-by-course transfer)

### Communications

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional | 4.5 |

Communication

| | | |
|---|---|---|
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.*

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core and the Tourism and Hospitality Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Aviation Management: Bachelor of Science Requirements (Sioux Falls)

**180 Credits**

**Aviation Management Major Core (44)**

| | | |
|---|---|---|
| AM3000 | Air Career Operations | 4.5 |
| AM3005 | Aviation Marketing Management | 4.5 |
| AM3010 | Aviation Law | 4.5 |
| AM3015 | Aviation Safety Programs | 4.5 |
| AM4000 | Crew Resource Management I | 4.5 |
| AM4005 | Crew Resource Management II | 4.5 |
| AM6000 | Air Transportation System OR | 4.5 |
| AM4010 | Air Transportation System | 4.5 |
| AM6010 | Aviation and Airport Security OR | 4.5 |
| AM4015 | Airport Security | 4.5 |
| AM6015 | Airport Operations and Management | 4.5 |

| | | |
|---|---|---|
| | OR | |
| AM4020 | Airport Planning | 4.5 |
| AM4041 | Aviation Capstone Course | 3.5 |

*AM6000, AM6010, AM60150: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

**Aviation Management Support Core (18)**

| | | |
|---|---|---|
| AC2760 | Financial Accounting for Managers | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT4300 | Management Across Cultures | 4.5 |

**Aviation Management Technical Specialty Core (43)**

Flight & Ground School Courses Offered By Partners Cool Air, LLC and Gulfstream Media, LLC

| | | |
|---|---|---|
| AV1001 | Intro to Aviation | 3 |
| AV1002 | Intro to Meteorology | 0.6 |
| AV1003 | Fundamentals of Flight Theory | 3.5 |
| AV1150 | Introduction to Flight (Private Pilot) | 1.4 |
| AV2001 | Altitude Instrument Theory | 3 |
| AV2002 | Aviation Weather | 1.5 |
| AV2003 | Aviation Safety | 1.5 |
| AV2500 | Instrument Flight | 1.4 |
| AV3001 | Human Factors in Aviation | 0.6 |
| AV3002 | Commercial Pilot Theory I | 3.5 |
| AV3003 | Commercial Pilot Theory II | 3.5 |
| AV3500 | Commercial Flight Single Engine | 4.8 |
| AV3510 | Commercial Flight Multi Engine | 0.4 |
| AV4001 | Methods of Teaching In Aviation | 1.5 |
| AV4002 | Professional Flight Instructor Theory I | 5.4 |
| AV4003 | Professional Flight Instructor Theory I | 2.7 |
| AV4500 | Certificated Flight Instructor I | 3.5 |
| AV4510 | Professional Flight Instructor Theory II | 1.2 |

**Open Electives (9)**

| | | |
|---|---|---|
| 3000+ | Elective | 9 |

**General Education Core (66)**

(Available for block transfer)

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Electives | 9 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Electives | 9 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

(Course-by-course transfer)

**Communications**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career:  Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core and the Tourism and Hospitality Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Business Administration, AAS

The business administration associate degree program is designed to convey to students many of the basic and more fundamental concepts that begin to form the foundation for the breadth of knowledge and strategic mind-set that are requisite for career success in the field of business.

Students who complete the associate degree program are encouraged to continue in the bachelor's degree program in business administration. In choosing this academic path, they may also choose an emphasis in entrepreneurship, marketing, management, finance, human resource management, international business, management accounting, pre-law, information technology, supply chain management, or tourism & hospitality management.

Graduates of this program will be qualified for a variety of entry-level positions in business sectors such as banking, finance, sales, insurance, and management.

This program is offered online and through all campuses. Some courses may only be available online, and students may be required to attend classes at different locations. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Apply introductory concepts and theories in marketing, management, accounting, economics, and ethics.
- Analyze typical challenges that business decision makers are likely to face.
- Demonstrate effective collaboration and teamwork skills.

# Business Administration: Associate of Applied Science Requirements

**90 Credits**

**Business Administration Major Core (42)**

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| FN3000 | Business Finance I | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT3550 | Entrepreneurship and Small Business | 4.5 |
| MT3651 | Business Management Capstone | 1.5 |

**Business Electives (9)**

(Business electives include AC, EC, FN, LA, MG, MT, OL, or OM courses.)

**General Education Core (39)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Elective | 4.5 |

**Mathematics**

| MA2000 | Quantitative Reasoning | 4.5 |
|---|---|---|

**Humanities/Behavioral/Social Science**

| | Humanities/Behavioral/Social Science Elective | 4.5 |
|---|---|---|

*Minnesota students must take a humanities elective*

**General Education**

| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
|---|---|---|
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

## Business Administration: Associate of Applied Science Requirements (Indianapolis)

**99 Credits**

**Business Administration Major Core (42)**

| AC1060 | Principles of Accounting I | 4.5 |
|---|---|---|
| AC1160 | Principles of Accounting II | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| FN3000 | Business Finance I | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT3550 | Entrepreneurship and Small Business | 4.5 |
| MT3651 | Business Management Capstone | 1.5 |

**Business Electives (18)**

(Business electives include AC, EC, FN, LA, MG, MT, OL, or OM courses.)

**General Education Core (39)**

**Communications**

| EN1150 | Composition I | 4.5 |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |
| | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| SC | Science Elective | 4.5 |
|---|---|---|

**Mathematics**

| MA2000 | Quantitative Reasoning | 4.5 |
|---|---|---|

**Humanities/Behavioral/Social Science**

| | Humanities/Behavioral/Social | 4.5 |
|---|---|---|

| | Science Elective | |
|---|---|---|

**General Education**

| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
|---|---|---|
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Major Core. See catalog for additional graduation requirements.*

*(The university reserves the right to correct clerical errors.)*

# Business Administration, BS

The business administration bachelor's degree program is designed to convey to students the knowledge base and strategic mind-set that is requisite for career success in the field of business. Graduates of this program will be qualified for a wide range of career opportunities in for-profit and nonprofit business organizations and governmental institutions. This program is also an excellent foundation for students who may wish to pursue a business-related graduate degree.

This program is offered online and through all campuses. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Apply concepts, theories, and analytical methods in the functional areas of business.
- Analyze typical challenges that business decision makers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Demonstrate effective collaboration and teamwork skills.

## Business Administration: Bachelor of Science Requirements

**180 Credits**

**Business Administration Major Core (64.5)**

| AC1060 | Principles of Accounting I | 4.5 |
|---|---|---|
| AC1160 | Principles of Accounting II | 4.5 |
| AC1260 | Principles of Accounting III | 4.5 |
| EC2050 | Macroeconomics | 4.5 |

| | | |
|---|---|---|
| EC2100 | Microeconomics | 4.5 |
| FN3000 | Business Finance I | 4.5 |
| MG6500 | Marketing Administration OR | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT6300 | Managing Human Resources OR | 4.5 |
| MT3050 | Human Resource Management | 4.5 |
| MT3500/CI 3510 | Managing Information Systems | 4.5 |
| MT4200 | Business Ethics | 4.5 |
| MT4441 | Business Review Lab | 1.5 |
| MT4450 | Strategic Management | 4.5 |
| OM3000 | Operations Management | 4.5 |

*MG6500, MT6300: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*MT4450: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU*

### Business Option Core (27)

Courses must be coded AC, CI, EC, FN, LA, MG, MT, OL or equivalent transfer.

| | | |
|---|---|---|
| FN3000+ | Elective | 4.5 |
| MG3000+ | Elective | 4.5 |
| MT3000+ | Elective | 4.5 |
| 3000+ | Elective | 9 |
| MT6000DC+ | Elective OR | |
| 3000+ | Elective | 4.5 |

*MT6000DC: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective*

### Open Electives (22.5)

### General Education Core (66)

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

### Communications

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

### Science

| | | |
|---|---|---|
| SC | Science Electives | 9 |

### Humanities

| | | |
|---|---|---|
| | Humanities Electives | 9 |

### Behavioral/Social Science

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

*(Course-by-course transfer)*

### Communications

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

### Mathematics

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3000 | Business Statistics | 4.5 |

### General Education

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Business Administration, BS, Emphasis in Accounting

Managers today often need skills in financial management. The accounting emphasis provides the student with a strong background in financial accounting and budgeting as well as preparing the student for a career in management. The Bachelor of Science degree in Business Administration with an emphasis in Accounting prepares students for various management positions which also have responsibilities in budgeting and financial management.

This option does not prepare the student for the Certified Public Accountant Examination.

This program is offered online and through all campuses, except Colorado Springs, Rochester, and Zona Rosa. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

- Apply concepts, theories, and analytical methods in the functional areas of business.
- Analyze typical challenges that business decision makers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Demonstrate effective collaboration and teamwork skills.
- Apply generally accepted accounting principles to routine financial accounting activities.

## Business Administration: Bachelor of Science with Emphasis in Accounting Requirements

**180 Credits**

**Business Administration Major Core (64.5)**

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| AC1260 | Principles of Accounting III | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| FN3000 | Business Finance I | 4.5 |
| MG6500 | Marketing Administration OR | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT6300 | Managing Human Resources OR | 4.5 |
| MT3050 | Human Resource Management | 4.5 |
| MT3500/CI 3510 | Managing Information Systems | 4.5 |
| MT4200 | Business Ethics | 4.5 |
| MT4441 | Business Review Lab | 1.5 |
| MT4450 | Strategic Management | 4.5 |
| OM3000 | Operations Management | 4.5 |

*MG6500, MT6300: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course.*

*Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*MT4450: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

**Accounting Emphasis Core (27)**

(A minimum of 13.5 of the following 27 credits must be earned at NAU.)

| | | |
|---|---|---|
| AC3050 | Intermediate Accounting I | 4.5 |
| AC3100 | Intermediate Accounting II | 4.5 |
| AC3150 | Intermediate Accounting III | 4.5 |
| AC3400 | Federal Income Tax I | 4.5 |
| AC3450 | Federal Income Tax II | 4.5 |
| AC3560 | Accounting Information Systems | 4.5 |

*AC3050, AC3100, AC3150: Required*

**Open Electives (22.5)**

| | | |
|---|---|---|
| MT6000DC+ | Elective OR | |
| | Elective | 4.5 |
| | Open Electives | 18 |

*MT62000DC: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

**General Education Core (66)**

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Electives | 9 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Electives | 9 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

*(Course-by-course transfer)*

**Communications**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core and the Accounting Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Business Administration, BS, Emphasis in Entrepreneurship

Whether in the corporate or private business setting, entrepreneurship is an essential ingredient for success in the business field. Entrepreneurs serve as catalysts for economic growth by recognizing business opportunities and finding innovative ways to leverage those opportunities.

The Bachelor of Science Business Administration Emphasis in Entrepreneurship program prepares students to think like entrepreneurs and to utilize entrepreneurial tools and strategies, including opportunity scanning, product/service development plans, and pro forma financial statements to achieve success in the creation of new business ventures.

This program is offered online and through all campuses, except Bellevue, Mesquite, and Richardson. Some courses may only be available online, and students may be required to attend classes at different locations. Students in this program may not take any on-ground classes at Bellevue. Course availability is subject to minimum class size requirements.

## Student Learning Outcomes

- Apply concepts, theories, and analytical methods in the functional areas of business.
- Analyze typical challenges that business decision makers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Demonstrate effective collaboration and teamwork skills.
- Create a comprehensive business plan for a new business venture.

## Business Administration: Bachelor of Science with Emphasis in Entrepreneurship Requirements

**180 Credits**

**Business Administration Major Core (64.5)**

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| AC1260 | Principles of Accounting III | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| FN3000 | Business Finance I | 4.5 |
| MG6500 | Marketing Administration OR | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT6300 | Managing Human Resources OR | 4.5 |
| MT3050 | Human Resource Management | 4.5 |
| MT3500/CI 3510 | Managing Information Systems | 4.5 |
| MT4200 | Business Ethics | 4.5 |
| MT4441 | Business Review Lab | 1.5 |
| MT4450 | Strategic Management | 4.5 |
| OM3000 | Operations Management | 4.5 |

*MG6500, MT6300: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*MT4450: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

**Entrepreneurship Emphasis Core (27)**

Courses must be coded AC, CI, EC, FN, LA, MG, MT, OL, OM or equivalent transfer.

| | | |
|---|---|---|
| MT3550 | Entrepreneurship and Small Business | 4.5 |
| MT3600 | Strategic Entrepreneurship | 4.5 |
| MT3650 | Business Plan Development | 4.5 |
| MT4140 | Innovation, Creativity, and | 4.5 |

| | | |
|---|---|---|
| MT4240 | New Product Development International Entrepreneurship | 4.5 |
| MG6600 | Internet Marketing | 4.5 |
| | OR | |
| 3000+ | Elective | 4.5 |

*MG6660: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

**Open Electives (22.5)**

**General Education Core (66)**

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Electives | 9 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Electives | 9 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

*(Course-by-course transfer)*

**Communications**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |
| | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some***

***advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core and the Entrepreneurship Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Business Administration, BS, Emphasis in Financial Management

This emphasis program is designed for business students who have a particular interest in the field of finance. In addition to preparing students for a wide range of career opportunities in areas such as banking, financial planning, and insurance, the program is also an excellent foundation for students who may wish to pursue a business-related graduate degree.

This program is offered online and through all campuses, except Zona Rosa. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Apply concepts, theories, and analytical methods in the functional areas of business.
- Analyze typical challenges that business decision makers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Demonstrate effective collaboration and teamwork skills.
- Conduct detailed analyses using the financial statements of a business.

# Business Administration: Bachelor of Science with Emphasis in Financial Management Requirements

**180 Credits**

**Business Administration Major Core (64.5)**

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| AC1260 | Principles of Accounting III | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| FN3000 | Business Finance I | 4.5 |

| | | |
|---|---|---|
| MG6500 | Marketing Administration | 4.5 |
| | OR | |
| MG3000 | Marketing | 4.5 |
| | | |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| | | |
| MT6300 | Managing Human Resources | 4.5 |
| | OR | |
| MT3050 | Human Resource Management | 4.5 |
| | | |
| MT3500/CI 3510 | Managing Information Systems | 4.5 |
| MT4200 | Business Ethics | 4.5 |
| MT4441 | Business Review Lab | 1.5 |
| MT4450 | Strategic Management | 4.5 |
| OM3000 | Operations Management | 4.5 |

*MG6500, MT6300: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*MT4450: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

### Financial Management Emphasis Core (27)

Choose 27 of the 40.5 credits listed below.

| | | |
|---|---|---|
| FN3010 | Business Finance II | 4.5 |
| FN3050 | Investments and Portfolio Management | 4.5 |
| FN3060 | Corporate Investment Decisions | 4.5 |
| FN3100 | Risk Management and Insurance | 4.5 |
| FN3200 | Financial Statement Analysis | 4.5 |
| FN3600 | International Financial Management | 4.5 |
| FN4055 | Financial Institutions and Markets | 4.5 |
| FN4500 | Financial Case Analysis | 4.5 |
| FN4800-4840 | Finance Internship | 4.5-13.5 |
| | | |
| MT6000DC+ | Elective | |
| | OR | |
| | Elective | 4.5 |
| | | |
| | Open Electives | 18 |

*MT6000DC+: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*FN3010, FN4500: Required*

### General Education Core (66)

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Electives | 9 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Electives | 9 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

*(Course-by-course transfer)*

**Communications**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |
| | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core and the Financial Management Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Business Administration, BS, Emphasis in Human Resource Management

This emphasis program is designed for students who have an interest in the human resource management functions of business organizations. The program explores the broad human resource activities required to attract, maintain and develop an effective workforce, including strategic planning, recruitment and selection, training and development, appraising employee performance and compensation, and benefits administration. This exploration also includes a review of recent laws, court decisions, new technologies, and social forces that make human resource management a rapidly evolving career field. In addition, this program of study encourages students to develop a strategic mind-set in the context of human resource management policies and practices, and empowers them to become effective decision-makers in this specialized field of business management.

This program is offered online and through all campuses. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Apply concepts, theories, and analytical methods in the functional areas of business.

- Analyze typical challenges that business decision makers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.

- Demonstrate effective collaboration and teamwork skills.

- Analyze human resource management issues from a strategic perspective.

# Business Administration: Bachelor of Science with Emphasis in Human Resource Management Requirements

**180 Credits**

**Business Administration Major Core (64.5)**

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| AC1260 | Principles of Accounting III | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| FN3000 | Business Finance I | 4.5 |
| MG6500 | Marketing Administration OR | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |

| | | |
|---|---|---|
| MT2050 | Principles of Management | 4.5 |
| MT6300 | Managing Human Resources OR | 4.5 |
| MT3050 | Human Resource Management | 4.5 |
| MT3500/CI 3510 | Managing Information Systems | 4.5 |
| MT4200 | Business Ethics | 4.5 |
| MT4441 | Business Review Lab | 1.5 |
| MT4450 | Strategic Management | 4.5 |
| OM3000 | Operations Management | 4.5 |

*MG6500, MT6300: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*MT4450: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

**Human Resource Management Emphasis Core (27)**

| | | |
|---|---|---|
| MT6320 | Employee Evaluation and Compensation OR | 4.5 |
| MT3080 | Compensation and Benefits | 4.5 |
| MT3100 | Employee and Labor Relations | 4.5 |
| MT3230/PL 3230 | Employment Law | 4.5 |
| MT4050 | Training and Development | 4.5 |
| MT4420 | Strategic Human Resource Management | 4.5 |
| MT4501 | Human Resource Management Internship OR | 4.5 |
| MT4505 | Human Resource Management Action Research Project | 4.5 |

*MT6320: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

**Open Electives (22.5)**

**General Education Core (66)**

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Electives | 9 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Electives | 9 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

*(Course-by-course transfer)*

**Communications**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core and the Human Resource Management Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Business Administration, BS, Emphasis in Management

This business administration program is intended for students who aspire to management positions in a wide range of private industries and governmental agencies. Furthermore, the program is designed to cultivate in students a strategic mind-set that will empower them to reach innovative solutions to contemporary business challenges within their chosen business sector.

This program is offered online and through all campuses, except Zona Rosa. Some courses may only be available online. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Apply concepts, theories, and analytical methods in the functional areas of business.
- Analyze typical challenges that business decision makers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Demonstrate effective collaboration and teamwork skills.
- Analyze issues central to management in a global business environment.

# Business Administration: Bachelor of Science with Emphasis in Management Requirements

**180 Credits**

**Business Administration Major Core (64.5)**

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| AC1260 | Principles of Accounting III | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| FN3000 | Business Finance I | 4.5 |
| MG6500 | Marketing Administration OR | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT6300 | Managing Human Resources OR | 4.5 |
| MT3050 | Human Resource Management | 4.5 |
| MT3500/CI 3510 | Managing Information Systems | 4.5 |
| MT4200 | Business Ethics | 4.5 |
| MT4441 | Business Review Lab | 1.5 |
| MT4450 | Strategic Management | 4.5 |
| OM3000 | Operations Management | 4.5 |

*MG6500, MT6300: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course.*

*Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*MT4450: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

## Management Emphasis Core (27)

Students must have at least three emphasis courses that are different from any other BS Business Administration program in which they are enrolled.

| | | |
|---|---|---|
| MT3000+ | Electives | 18 |
| MT3230/PL 3230 | Employment Law | 4.5 |
| MT6570 | International Business OR | 4.5 |
| MT4300 | Management Across Cultures | 4.5 |

*MT6570: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

## Open Electives (22.5)

## General Education Core (66)

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**
| EN1150 | Composition I | 4.5 |
|---|---|---|

**Science**
| SC | Science Electives | 9 |
|---|---|---|

**Humanities**
| | Humanities Electives | 9 |
|---|---|---|

**Behavioral/Social Science**
| | Behavioral/Social Science Elective | 9 |
|---|---|---|

*(Course-by-course transfer)*

**Communications**
| EN1300 | Composition II | 4.5 |
|---|---|---|
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**
| MA2000 | Quantitative Reasoning | 4.5 |
|---|---|---|
| MA3000 | Business Statistics | 4.5 |

**General Education**
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
|---|---|---|
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core and the Management Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Business Administration, BS, Emphasis in Management Information Systems

In today's competitive business world, every company needs quality information for sound decision-making. NAU's Business Administration in Management Information System degree will help you learn the skills needed to handle the challenges of managing an organization's information resources. You will learn how to leverage technology to create innovative solutions focused on your internal customers. Our experienced faculty will create a caring and supportive learning environment where you can thrive. Learn more about the Business Administration in Management Information System degree and give your career a boost in this information age.

This program is offered online and through all campuses. Students enrolled through Kansas locations are subject to Kansas curriculum requirements. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Apply concepts, theories, and analytical methods in the functional areas of business.
- Analyze typical challenges that business decision makers are likely to face and recommend solutions,

using critical thinking skills and ethical decision making models.

• Demonstrate effective collaboration and teamwork skills.

• Provide solutions to organizational needs and issues in an MIS context.

## Business Administration: Bachelor of Science with Emphasis in Management Information Systems Requirements

**180 Credits**

### Business Administration Major Core (64.5)

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| AC1260 | Principles of Accounting III | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| FN3000 | Business Finance I | 4.5 |
| MG6500 | Marketing Administration OR | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT6300 | Managing Human Resources OR | 4.5 |
| MT3050 | Human Resource Management | 4.5 |
| MT3500/CI 3510 | Managing Information Systems | 4.5 |
| MT4200 | Business Ethics | 4.5 |
| MT4441 | Business Review Lab | 1.5 |
| MT4450 | Strategic Management | 4.5 |
| OM3000 | Operations Management | 4.5 |

*MG6500, MT6300: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*MT4450: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

### Management Information Systems Emphasis Core (27)

(A minimum of 18 of the following 27 credits must be earned at NAU.)

| | | |
|---|---|---|
| CI1320 | Computer Concepts | 4.5 |
| CI1420 | Principles of Programming | 4.5 |
| CI2011 | Introduction to Database | 4.5 |
| MT6621 | Intermediate Project Management OR | 4.5 |
| MT4230/CI 4220 | Project Management | 4.5 |
| CI4221 | Systems Analysis and Design | 4.5 |
| CI2020 | Visual Basic OR | 4.5 |
| CI2040 | C# Programming OR | 4.5 |
| CI3091 | Database Design and Management OR | 4.5 |
| CI3310 | Website and Web Application Design | 4.5 |

*MT6570: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

### Open Electives (22.5)

| | | |
|---|---|---|
| | Open Electives | 22.5 |

### General Education Core (66)

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Electives | 9 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Electives | 9 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

*(Course-by-course transfer)*

**Communications**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career:  Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core and the Management Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Business Administration: Bachelor of Science with Emphasis in Management Information Systems Requirements (Kansas)

**180 Credits**

**Business Administration Major Core (64.5)**

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| AC1260 | Principles of Accounting III | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| FN3000 | Business Finance I | 4.5 |
| MG6500 | Marketing Administration OR | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT6300 | Managing Human Resources OR | 4.5 |
| MT3050 | Human Resource Management | 4.5 |
| MT3500/CI 3510 | Managing Information Systems | 4.5 |
| MT4200 | Business Ethics | 4.5 |
| MT4441 | Business Review Lab | 1.5 |
| MT4450 | Strategic Management | 4.5 |
| OM3000 | Operations Management | 4.5 |

*MG6500, MT6300: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*MT4450: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

**Management Information Systems Emphasis Core (27)**

(A minimum of 18 of the following 27 credits must be earned at NAU.)

| | | |
|---|---|---|
| CI1320 | Computer Concepts | 4.5 |
| CI1420 | Principles of Programming | 4.5 |
| CI2011 | Introduction to Database | 4.5 |
| MT6621 | Intermediate Project Management OR | 4.5 |
| MT4230/CI 4220 | Project Management | 4.5 |
| CI4221 | Systems Analysis and Design | 4.5 |
| CI2020 | Visual Basic OR | 4.5 |
| CI2040 | C# Programming OR | 4.5 |
| CI3091 | Database Design and Management OR | 4.5 |
| CI3310 | Website and Web Application Design | 4.5 |

*MT6570: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

**Support Core (13.5)**

| | |
|---|---|
| Elective | 9 |

Courses must be at the 3000+ level and coded AC, CI, EC, FN, LA, MG, MT, OL, or OM

**Open Electives (9)**

| | |
|---|---|
| Open Elective | 9 |

**General Education Core (66)**

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Electives | 9 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Electives | 9 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

*(Course-by-course transfer)*

**Communications**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core and the Management Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Business Administration, BS, Emphasis in Marketing

Among the specializations a student may choose from in the field of business administration, marketing is currently one of the fastest-growing career fields. This degree program prepares students to effectively understand and evaluate marketing alternatives and be able to apply critical marketing-related skills. Moreover, this program is an excellent choice for students seeking a career in areas such as retail management, sales management, marketing research, advertising, and promotion.

This program is offered online and through all campuses, except Zona Rosa. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

• Apply concepts, theories, and analytical methods in the functional areas of business.

• Analyze typical challenges that business decision makers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.

• Demonstrate effective collaboration and teamwork skills.

• Develop a marketing plan for a product and/or service.

## Business Administration: Bachelor of Science with Emphasis in Marketing Requirements

**180 Credits**

**Business Administration Major Core (64.5)**

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| AC1260 | Principles of Accounting III | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| FN3000 | Business Finance I | 4.5 |
| MG6500 | Marketing Administration OR | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT6300 | Managing Human Resources OR | 4.5 |
| MT3050 | Human Resource Management | 4.5 |
| MT3500/CI 3510 | Managing Information Systems | 4.5 |
| MT4200 | Business Ethics | 4.5 |
| MT4441 | Business Review Lab | 1.5 |
| MT4450 | Strategic Management | 4.5 |
| OM3000 | Operations Management | 4.5 |

*MG6500, MT6300: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*MT4450: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

**Marketing Emphasis Core (27)**

(A minimum of 13.5 of the following 27 credits must be earned at NAU, excluding internship.)

| | | |
|---|---|---|
| MG3000+ | Electives | 9 |
| MG3050 | Marketing Management | 4.5 |
| MG3350 | Social Media Marketing | 4.5 |
| MG3500/PS 3500 | Consumer Behavior | 4.5 |
| MG4150 | Marketing Research | 4.5 |

**Open Electives (22.5)**

| | | |
|---|---|---|
| MT6000DC+ | Elective OR | |
| | Elective | 4.5 |
| | Open Electives | 18 |

*MT6000DC+: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

**General Education Core (66)**

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Electives | 9 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Electives | 9 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

(Course-by-course transfer)

**Communications**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career:  Set Up for Success! | |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core and the Marketing Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Business Administration, BS, Emphasis in Pre-Law

For students whose goal is to attend law school, National American University offers a Bachelor of Science Degree in Business Administration, with emphasis in Pre-law. The curriculum is designed to provide students with a foundation of knowledge and skills to facilitate their success in law school. Specialized courses promote the development of analytical and critical thinking skills, verbal and written communication skills, a fundamental understanding of substantive and procedural law, legal research skills, and knowledge of ethical guidelines governing the conduct of attorneys. Other courses in business and general education provide students with a broad base of knowledge for success in today's complex society.

Students who earn this degree may apply for admission to law school. Students should check the admission requirements of each law school in which they are interested in attending. Generally, to be admitted into law school, a person must have earned a bachelor's degree with a high grade point average and have performed well on the Law School Admission Test. Success in gaining admission to, and achieving success in law school is contingent upon the ability and effort of each student. Receipt of this degree does not ensure that a student will be admitted to, or succeed in law school.

Students who receive this degree, but do not subsequently earn a law degree, may pursue a variety of careers in which the above-mentioned knowledge and skills may be utilized. In many states, a person with this degree may qualify as a paralegal or legal assistant who can assist a licensed attorney, subject to state regulations. Only licensed attorneys may practice law. A person who earns this degree may not engage in activities considered to be the practice

of law, including giving legal advice, representing a client in court, or setting legal fees.

This program is offered through the Bloomington, Brooklyn Center, Burnsville, Independence, Lee's Summit, Minnetonka, Overland Park, Rapid City, Roseville, and Sioux Falls. Students enrolled through Overland Park are subject to Kansas curriculum requirements. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.
New students are no longer being enrolled into this program. Please see the Professional Legal Studies BS degree program now being offered through the College of Legal Studies.

### Student Learning Outcomes

- Apply concepts, theories, and analytical methods in the functional areas of business.
- Analyze typical challenges that business decision makers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Demonstrate effective collaboration and teamwork skills.
- Demonstrate a fundamental knowledge of substantive and procedural law.

## Business Administration: Bachelor of Science with Emphasis in Pre-Law Requirements

### 180 Credits

### Business Administration Major Core (64.5)

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| AC1260 | Principles of Accounting III | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| FN3000 | Business Finance I | 4.5 |
| MG6500 | Marketing Administration OR | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT6300 | Managing Human Resources OR | 4.5 |
| MT3050 | Human Resource Management | 4.5 |
| MT3500/CI 3510 | Managing Information Systems | 4.5 |

| | | |
|---|---|---|
| MT4200 | Business Ethics | 4.5 |
| MT4441 | Business Review Lab | 1.5 |
| MT4450 | Strategic Management | 4.5 |
| OM3000 | Operations Management | 4.5 |

*MG6500, MT6300: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*MT4450: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

### Support Core (13.5)

Courses must be coded AC, CI, EC, FN, LA, MG, MT, OL, or OM or equivalent transfer

| | | |
|---|---|---|
| MT6000DC+ | Elective OR | |
| 3000+ | Elective | 4.5 |
| 3000+ | Elective | 9 |

*MT6000DC+: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

### Pre-Law Emphasis Core (27)

| | | |
|---|---|---|
| PL1100/SO 1100/LA 1100 | Introduction to Legal Principles | 4.5 |
| PL1150/LA 1150 | Legal Research I | 4.5 |
| PL1350 | Legal Research II | 4.5 |
| PL2500/EN 2500 | Legal Writing | 4.5 |

### Choose 9 credits from the list below

| | | |
|---|---|---|
| PL2050/LA 2050 | Torts | 4.5 |
| PL2350 | Criminal Procedure | 4.5 |
| PL3050 | Real Property | 4.5 |
| PL3100 | Professional Ethics and Law Office Procedures | 4.5 |

### Open Electives (9)

### General Education Core (66)

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

### Communications

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

### Science

| | | |
|---|---|---|
| SC | Science Electives | 9 |

### Humanities

| | | |
|---|---|---|
| HU2000 | Critical Thinking and Problem Solving | 4.5 |

|  | Humanities Elective | 4.5 |
|---|---|---|

**Behavioral/Social Science**

|  | Behavioral/Social Science Elective | 9 |
|---|---|---|

*(Course-by-course transfer)*

**Communications**

| EN1300 | Composition II | 4.5 |
|---|---|---|
| EN2100 | Speech | 4.5 |
|  | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| MA2000 | Quantitative Reasoning | 4.5 |
|---|---|---|
| MA3000 | Business Statistics | 4.5 |

**General Education**

| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
|---|---|---|
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core and the Supply Chain Management Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Business Administration: Bachelor of Science with Emphasis in Pre-Law Requirements (Kansas)

## 180 Credits

### Business Administration Major Core (64.5)

| AC1060 | Principles of Accounting I | 4.5 |
|---|---|---|
| AC1160 | Principles of Accounting II | 4.5 |
| AC1260 | Principles of Accounting III | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| FN3000 | Business Finance I | 4.5 |
| MG6500 | Marketing Administration | 4.5 |

|  | OR | |
|---|---|---|
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT6300 | Managing Human Resources | 4.5 |
|  | OR | |
| MT3050 | Human Resource Management | 4.5 |
| MT3500/CI 3510 | Managing Information Systems | 4.5 |
| MT4200 | Business Ethics | 4.5 |
| MT4441 | Business Review Lab | 1.5 |
| MT4450 | Strategic Management | 4.5 |
| OM3000 | Operations Management | 4.5 |

*MG6500, MT6300: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*MT4450: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

### Emphasis Support Core (18)

Courses must be coded AC, CI, EC, FN, LA, MG, MT, OL, or OM or equivalent transfer

| MT6000DC+ | Elective | |
|---|---|---|
|  | OR | |
| 3000+ | Elective | 4.5 |
| 3000+ | Elective | 13.5 |

*MT6000DC: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

### Pre-Law Emphasis Core (27)

| PL1100/SO 1100/LA 1100 | Introduction to Legal Principles | 4.5 |
|---|---|---|
| PL1150/LA 1150 | Legal Research I | 4.5 |
| PL1350 | Legal Research II | 4.5 |
| PL2500/EN 2500 | Legal Writing | 4.5 |
| PL3050 | Real Property | 4.5 |
| PL3100 | Professional Ethics and Law Office Procedures | 4.5 |

### Open Electives (4.5)

### General Education Core (66)

*(Available for block transfer)*

**Communications**

| EN1150 | Composition I | 4.5 |
|---|---|---|

**Science**

| SC | Science Electives | 9 |
|---|---|---|

**Humanities**

| HU2000 | Critical Thinking and Problem Solving | 4.5 |
|---|---|---|
| | Humanities Elective | 4.5 |

**Behavioral/Social Science**

| | Behavioral/Social Science Elective | 9 |
|---|---|---|

*(Course-by-course transfer)*

**Communications**

| EN1300 | Composition II | 4.5 |
|---|---|---|
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| MA2000 | Quantitative Reasoning | 4.5 |
|---|---|---|
| MA3000 | Business Statistics | 4.5 |

**General Education**

| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
|---|---|---|
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core and the Pre-Law Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Business Administration, B.S., Emphasis in Retail Management

Do you thrive in a fast-paced environment? Do you enjoy the retail industry? NAU's Bachelor of Science in Business Administration – Retail Management degree will prepare you for a career in this fast growing field! In this program, you will learn about consumer behavior, managing a retail store, setting up a an eye-catching display, and retailing on an international level. With more than 70 years of providing business education, we can help you develop a solid foundation in business on which you can further your career in the retail industry. Plus, our faculty can teach you vital skills to be an effective professional in the retail field because, with our degree in Retail Management, you learn to manage a store front, predict consumer and marketing trends, and manage human resources – all relevant career responsibilities for your future in retail management. If you would like to take your career in retail management to the next level, this program can help you get there. Learn more about the Business Administration Retail Management degree at National American University.

This program is offered online. Students in this program may take on-ground classes, if available, at NAU campuses in Colorado, South Dakota, and Texas.

**Student Learning Outcomes**

- Apply concepts, theories, and analytical methods in the functional areas of business.
- Analyze typical challenges that business decision makers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Demonstrate effective collaboration and teamwork skills.
- Provide solutions to organizational needs and issues in a retail management context.

# Business Administration: Bachelor of Science with Emphasis in Retail Management Requirements

**180 Credits**

**Retail Management Major Core (64.5)**

| AC1060 | Principles of Accounting I | 4.5 |
|---|---|---|
| AC1160 | Principles of Accounting II | 4.5 |
| AC1260 | Principles of Accounting III | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| FN3000 | Business Finance I | 4.5 |
| MG6500 | Marketing Administration OR | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT6300 | Managing Human Resources OR | 4.5 |
| MT3050 | Human Resource Management | 4.5 |
| MT3500/CI | Managing Information | 4.5 |

| 3510 | Systems | |
|---|---|---|
| MT4200 | Business Ethics | 4.5 |
| MT4441 | Business Review Lab | 1.5 |
| MT4450 | Strategic Management | 4.5 |
| OM3000 | Operations Management | 4.5 |

*MG6500, MT6300: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*MT4450: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

### Retail Management Emphasis Core (27)

| MG2100 | Principles of Selling | 4.5 |
|---|---|---|
| MG2200 | Principles of Retailing | 4.5 |
| MG3400 | Visual Merchandising | 4.5 |
| MG34010 | Store Management | 4.5 |
| MG3500/PS 3500 | Consumer Behavior | 4.5 |
| MG4000 | International Retailing | 4.5 |

### Electives (22.5)

| MT6000DC+ | Elective OR | |
|---|---|---|
| | Elective | 4.5 |
| | Open Electives | 18 |

*MT6000DC+: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

### General Education Core (66)

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**

| EN1150 | Composition I | 4.5 |
|---|---|---|

**Science**

| SC | Science Electives | 9 |
|---|---|---|

**Humanities**

| | Humanities Electives | 9 |
|---|---|---|

**Behavioral/Social Science**

| | Behavioral/Social Science Elective | 9 |
|---|---|---|

*(Course-by-course transfer)*

**Communications**

| EN1300 | Composition II | 4.5 |
|---|---|---|
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional | 4.5 |

| | Communication | |
|---|---|---|
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| MA2000 | Quantitative Reasoning | 4.5 |
|---|---|---|
| MA3000 | Business Statistics | 4.5 |

**General Education**

| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
|---|---|---|
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core and the Supply Chain Management Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Business Administration, BS, Emphasis in Supply Chain Management

Supply Chain Management has emerged as a distinct field to meet the needs of the growing global supply chain, i.e., the series of business processes that move products from initial order to acquisition of raw materials, production, and distribution to the customer. With projections that global supply chain activities will continue to expand and integrate new technologies and practices, supply chain management has become an increasingly attractive career path for today's business students.

In the Bachelor of Science Business Administration Emphasis in Supply Chain Management program, students will learn to coordinate the various aspects of the supply chain in order to optimize efficiency while maintaining high quality and customer satisfaction. Students will also be challenged to consider how supply chain management integrates supply and demand management with product design, marketing, sales, finance, and information technology as well across partner companies.

This program is offered online and through all campuses, except Richardson. Students in this program may not take any on-ground classes at Bellevue. Some courses may only be available online, and students may be required to attend

classes at different locations. Course availability is subject to minimum class size requirements.

## Student Learning Outcomes

- Apply concepts, theories, and analytical methods in the functional areas of business.
- Analyze typical challenges that business decision makers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Demonstrate effective collaboration and teamwork skills.
- Analyze supply chain management issues from a strategic perspective.

## Business Administration: Bachelor of Science with Emphasis in Supply Chain Management Requirements

### 180 Credits

### Business Administration Major Core (64.5)

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| AC1260 | Principles of Accounting III | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| FN3000 | Business Finance I | 4.5 |
| MG6500 | Marketing Administration OR | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT6300 | Managing Human Resources OR | 4.5 |
| MT3050 | Human Resource Management | 4.5 |
| MT3500/CI 3510 | Managing Information Systems | 4.5 |
| MT4200 | Business Ethics | 4.5 |
| MT4441 | Business Review Lab | 1.5 |
| MT4450 | Strategic Management | 4.5 |
| OM3000 | Operations Management | 4.5 |

*MG6500, MT6300: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*MT4450: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

### Supply Chain Management Emphasis Core (27)

| | | |
|---|---|---|
| OM3025D | Logistics and Transportation Management | 4.5 |
| OM3050D | Purchasing and Supply Chain Management | 4.5 |
| OM3200D | Marketing and Distribution Channels | 4.5 |
| OM3400D | Manufacturing Planning and Control | 4.5 |
| OM4100D | Quality Management in the Supply Chain | 4.5 |
| OM4500D | Strategic Supply Chain Management | 4.5 |

*OM4500D: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

### Electives (22.5)

| | | |
|---|---|---|
| MT6000DC+ | Elective OR | |
| | Elective | 4.5 |
| | Open Electives | 18 |

*MT6000DC+: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

### General Education Core (66)

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

### Communications

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

### Science

| | | |
|---|---|---|
| SC | Science Electives | 9 |

### Humanities

| | | |
|---|---|---|
| | Humanities Electives | 9 |

### Behavioral/Social Science

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

*(Course-by-course transfer)*

### Communications

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career:  Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core and the Supply Chain Management Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Business Administration, BS, Emphasis in Tourism and Hospitality Management

The tourism industry - which includes travel and tourism, restaurants and food and beverage services, lodging and recreation, amusement and attractions - is one of the largest and fastest-growing industries in the world. This degree program combines business and specialty course work to prepare graduates for management positions in private sector and public sector organizations.

Graduates will be prepared to seek management positions in tourism and hospitality organizations that provide services and products to those who are away from home. The program also provides an excellent foundation for graduates that wish to pursue business-related graduate degrees.

This program is offered online and through the Albuquerque, Albuquerque West, Austin, Bloomington, Brooklyn Center, Burnsville, Georgetown, Houston, Indianapolis, Lewisville, Minnetonka, Rapid City, Rochester, Roseville, Sioux Falls, Watertown, Wichita, and Wichita West locations. Students in this program may not take any on-ground classes at Bellevue.
Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Apply concepts, theories, and analytical methods in the functional areas of business.
- Analyze typical challenges that business decision makers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Demonstrate effective collaboration and teamwork skills.
- Apply tourism and hospitality management concepts and theories to the workplace.

# Business Administration: Bachelor of Science with Emphasis in Tourism and Hospitality Management Requirements

**180 Credits**

**Business Administration Major Core (64.5)**

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| AC1260 | Principles of Accounting III | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| FN3000 | Business Finance I | 4.5 |
| | | |
| MG6500 | Marketing Administration OR | 4.5 |
| MG3000 | Marketing | 4.5 |
| | | |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| | | |
| MT6300 | Managing Human Resources OR | 4.5 |
| MT3050 | Human Resource Management | 4.5 |
| | | |
| MT3500/CI 3510 | Managing Information Systems | 4.5 |
| MT4200 | Business Ethics | 4.5 |
| MT4441 | Business Review Lab | 1.5 |
| MT4450 | Strategic Management | 4.5 |
| OM3000 | Operations Management | 4.5 |

*MG6500, MT6300: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*MT4450: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

**Tourism and Hospitality Emphasis Core (31.5)**

Choose 27 of the following 31.5 credits.

| | | |
|---|---|---|
| TM3000 | Introduction to Tourism and Hospitality Management | 4.5 |
| TM3100 | Event and Convention Management | 4.5 |
| TM3300 | Destination Tourism | 4.5 |
| TM3400 | Food Service and Lodging Management | 4.5 |
| TM4300 | Tourism and Hospitality Marketing | 4.5 |
| TM4500 | Internship | 4.5 |
| MT6000DC+ | Elective | |
| | OR | |
| 3000+ | Elective | 4.5 |

*MT6000DC: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

**Open Electives (22.5)**

**General Education Core (66)**

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Electives | 9 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Electives | 9 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

*(Course-by-course transfer)*

**Communications**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |
| | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core and the Tourism and Hospitality Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Business Logistics, AAS

The logistics segment of the business supply chain works to promote the efficient and effective flow of goods, services, and information in order to meet customer requirements. Logistics activities typically include transportation management, warehousing, materials handling, order fulfillment, and inventory management.

The Associate of Applied Science in Business Logistics program is designed to meet the needs of those who are interested in pursuing a career in the logistics field. Students will learn how business organizations can achieve competitive advantage by developing and maintaining efficient and effective operations across their buying, shipping, and receiving channels. Graduates of logistics programs are increasingly sought for their knowledge and skills in this specialized field of business that is projected to continue its expansion and growth.

This program is offered online and through all campuses, except Bellevue, Garden City, Indianapolis, and Richardson. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Students in this program may not take any on-ground classes at Bellevue. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Apply introductory concepts and theories in marketing, management, accounting, economics, and ethics.

- Analyze typical challenges that business decision makers are likely to face.

- Demonstrate effective collaboration and teamwork skills.
- Apply introductory concepts and theories in business logistics.

## Business Logistics: Associate of Applied Science Requirements

**93 Credits**

**Business Logistics Major Core (54)**

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| | OR | |
| EC2100 | Microeconomics | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| OM1000D | Introduction to Business Logistics | 4.5 |
| OM2300D | Demand Forecasting and Inventory Management | 4.5 |
| OM3000 | Operations Management | 4.5 |
| OM3025D | Logistics and Transportation Management | 4.5 |
| OM3050D | Purchasing and Supply Chain Management | 4.5 |
| OM3100D | Business Logistics Internship | 4.5 |
| | OR | |
| OM3150D | Business Logistics Projects | 4.5 |

**General Education Core (39)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |
| | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Elective | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

**Humanities/Behavioral/Social Science**

| | | |
|---|---|---|
| HU2000 | Critical Thinking and Problem Solving | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Business Logistics: Associate of Applied Science Requirements (Indianapolis)

**97.5 Credits**

**Business Logistics Major Core (54)**

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| | OR | |
| EC2100 | Microeconomics | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| OM1000D | Introduction to Business Logistics | 4.5 |
| OM2300D | Demand Forecasting and Inventory Management | 4.5 |
| OM3000 | Operations Management | 4.5 |
| OM3025D | Logistics and Transportation Management | 4.5 |
| OM3050D | Purchasing and Supply Chain Management | 4.5 |
| OM3100D | Business Logistics Internship | 4.5 |
| | OR | |
| OM3150D | Business Logistics Projects | 4.5 |

**Open Elective (4.5)**

**General Education Core (39)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |
| | OR | |

| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| SC | Science Elective | 4.5 |

**Mathematics**

| MA2000 | Quantitative Reasoning | 4.5 |

**Humanities/Behavioral/Social Science**

| HU2000 | Critical Thinking and Problem Solving | 4.5 |

**General Education**

| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Construction Management AAS

The Associate of Applied Science degree in Construction Management helps students understand the various elements of residential and commercial construction projects. Students will develop knowledge on how to effectively manage and supervise projects, including key aspects like planning, controlling, scheduling, and monitoring the various phases. Coursework includes an introduction to construction management, construction materials and handling, building codes, planning and scheduling, and green building trends and technology.

This program is offered online and through all campuses. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Apply concepts, theories, and analytical methods pertinent to the construction management field.
- Demonstrate problem-solving skills by analyzing challenges and issues that construction management professional are likely to encounter.
- Demonstrate effective collaboration and teamwork skills.

# Construction Management: Associate of Applied Science Requirements

**90 Credits**

**Construction Management Major Core (37.5)**

| CM1100 | Introduction to Construction Management | 4.5 |
| CM2100 | Construction Materials and Methods I | 4.5 |
| CM2200 | Construction Materials and Methods II | 4.5 |
| CM2300 | Construction Documents and Graphics | 4.5 |
| CM2400 | Building Codes and Inspection | 4.5 |
| CM2500 | Construction Estimating I | 4.5 |
| CM2600 | Construction Planning and Scheduling | 4.5 |
| CM3100 | Construction Safety | 4.5 |
| CM3510 | Construction Management Capstone | 1.5 |

*CM3510: Capstone Course - Minimum "C" grade required.*

**Support Core 13.5**

| AC2760 | Financial Accounting for Managers | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |

**General Education Core (39)**

**Communications**

| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| SC | Science Elective | 4.5 |

**Mathematics**

| MA2000 | Quantitative Reasoning | 4.5 |

**Humanities/Behavioral/Social Science**

| | Humanities/Behavioral/Social Science Elective | 4.5 |

Residents of the state of Minnesota or students attending any Minnesota campus must take a Humanities elective.

**General Education**

| CS1201 | Juggling College, Life, and | 5 |

|  |  |  |
|---|---|---|
| | Career: Set Up for Success! | |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Construction Management BS

The Bachelor of Science degree in Construction Management helps students build knowledge in the diverse aspects of residential and commercial construction projects. Students will develop deep insight on how to effectively manage and supervise projects, including key aspects like planning, controlling, scheduling, and monitoring the various phases. Coursework includes construction management fundamentals, safety, equipment operations, construction materials and handling, building codes, planning and scheduling, green building trends, technology, cost control, and construction law.

This program is offered online and through all campuses. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

### Student Learning Outcomes

Graduates of the program will:

- Apply concepts, theories, and analytical methods pertinent to the construction management field.
- Demonstrate problem-solving skills by analyzing challenges and issues that construction management professional are likely to encounter and recommend appropriate courses of action.
- Demonstrate effective collaboration and teamwork skills.

## Construction Management: Bachelor of Science Requirements

**180 Credits**

**Construction Management Major Core (73.5)**

| | | |
|---|---|---|
| CM1100 | Introduction to Construction Management | 4.5 |
| CM2100 | Construction Materials and | 4.5 |

| | | |
|---|---|---|
| | Methods I | |
| CM2200 | Construction Materials and Methods II | 4.5 |
| CM2300 | Construction Documents and Graphics | 4.5 |
| CM2400 | Building Codes and Inspection | 4.5 |
| CM2500 | Construction Estimating I | 4.5 |
| CM2600 | Construction Planning and Scheduling | 4.5 |
| CM3100 | Construction Safety | 4.5 |
| CM3200 | Construction Laws and Contracts | 4.5 |
| CM3300 | Mechanical and Electrical Systems | 4.5 |
| CM3400 | Construction Estimating II | 4.5 |
| CM3500 | Productivity and Cost Control | 4.5 |
| CM4100 | Construction Equipment Operations | 4.5 |
| CM4200 | Advanced Construction Graphics | 4.5 |
| CM4300 | Green Building Trends and Technology | 4.5 |
| CM4400 | Construction Project Management and Administration | 4.5 |
| CM4500 | Construction Management Capstone | 1.5 |

CM4500: Capstone Course - Minimum "C" grade required.

**Support Core 27**

| | | |
|---|---|---|
| AC2760 | Financial Accounting for Managers | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT6255 | Introduction to Leadership and Quality OR | 4.5 |
| MT3000+ | Elective | 4.5 |
| MT6300 | Managing Human Resources OR | 4.5 |
| MT3050 | Human Resource Management | 4.5 |
| MT6570 | International Business OR | 4.5 |
| MT4300 | Management Across Cultures | 4.5 |

*MT6255, MT6300, MT6570: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

### Open Electives (13.5)

### General Education Core (66)

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Electives | 9 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Electives | 9 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| EC2050 | Macroeconomics | 4.5 |
| | OR | |
| EC2100 | Microeconomics | 4.5 |
| | Behavioral/Social Science Elective | 4.5 |

(Course-by-course transfer)

**Communications**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |
| | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core and the Supply Chain Management Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Energy and Manufacturing Management, BS

The Energy & Manufacturing Management program equips students to meet industry challenges by imparting to them a well-rounded knowledge in the energy management field and the skills necessary to be successful in a competitive industry. Students in this program will engage in multidisciplinary coursework that includes coverage of key principles in areas such as leadership, marketing, accounting, in addition to operations, human resource, and project management principles.

This program is offered online and through the Lone Star location. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

• Apply concepts, theories, and analytical methods pertinent to the field of energy management.

• Demonstrate critical thinking skills and problem-solving skills by analyzing issues and challenges that energy management professionals are likely to face and recommend solutions.

• Demonstrate an awareness of the social and ethical responsibilities within energy management positions.

## Energy and Manufacturing Management: Bachelor of Science Requirements

**180 Credits**

**Energy and Manufacturing Management Major Core (67.5)**

| | | |
|---|---|---|
| AC2761 | Financial Accounting for the Business Profession | 4.5 |
| CI1231/MT 1231 | Introduction to Spreadsheets | 4.5 |
| CI4224/MT 4234 | Project Management for Business Professionals | 4.5 |
| EG3000 | Fundamentals of Oil and Gas | 4.5 |

| | | |
|---|---|---|
| MG2301 | Introduction to Customer Service Relations | 4.5 |
| MG3001 | Sales & Marketing Principles | 4.5 |
| MT1051 | Contemporary Business Principles | 4.5 |
| MT3051 | HRM & Employment Law | 4.5 |
| MT3251/PL 3250 | Organizational Behavior Principles | 4.5 |
| MT3301 | Supervision Principles | 4.5 |
| MT4051 | Training and Development Principles | 4.5 |
| OL3101 | Introduction to Organizational Leadership Principles | 4.5 |
| OL4301 | Principles of Organizational Development and Change | 4.5 |
| OM2301 | Forecasting, Inventory & Purchasing | 4.5 |
| OM3001 | Operations Management Principles | 4.5 |

### Open Electives (63)

Transfer programs include: Automated Manufacturing Technician AAS, Industrial Diesel Technology AAS, Inspection Technology AAS, Machining Technology AAS, Petroleum Data Technology AAS, Petroleum Field Service Technician AAS, Welding Technology AAS

### General Education Core (57)

(Available for block transfer)

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Elective | 4.5 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Elective | 4.5 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 4.5 |

**General Education**

| | | |
|---|---|---|
| | General Education Elective | 4.5 |

(Course-by-course transfer)

**Communications**

| | | |
|---|---|---|
| EN2100 | Speech | 4.5 |
| EN2151 | Interpersonal & Professional Business Communication | 4.5 |
| EN3060 | Technical Writing | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2070 | Basic Trigonometry | 4.5 |

| | | |
|---|---|---|
| MA2080 | Applied Statistics | 4.5 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| SO2160 | Foundations of Cultural Competence | 4.5 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Management Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Energy Management, BS

The Energy Management program at National American University equips students to meet industry challenges by imparting to them a well-rounded knowledge in the energy management field and the skills necessary to be successful in this highly competitive industry. Students in this program will engage in coursework that will provide the opportunity for them to acquire job-relevant knowledge and skills in areas such as accounting, finance, human resource management, energy policy, and sustainability principles.

This program is offered online and through all campuses. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

### Student Learning Outcomes

Graduates of the program will:

- Apply concepts, theories, and analytical methods pertinent to the field of energy management.
- Demonstrate critical thinking skills and problem-solving skills by analyzing issues and challenges that energy management professionals are likely to face and recommend solutions.
- Demonstrate an awareness of the social and ethical responsibilities within energy management positions.

### Energy Management: Bachelor of Science Requirements

**180 Credits**

**Energy Management Major Core (51)**

| | | |
|---|---|---|
| AC2760 | Financial Accounting for Managers | 4.5 |
| FN3000 | Business Finance I | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |

| | | |
|---|---|---|
| MT3717 | Energy Management | 4.5 |
| MT3719 | Sustainability | 4.5 |
| MT3723 | Energy Policy | 4.5 |
| MT6255 | Introduction to Leadership and Quality OR | 4.5 |
| MT3000+ | Elective | 4.5 |
| MT6300 | Managing Human Resources OR | 4.5 |
| MT3050 | Human Resource Management | 4.5 |
| MT6570 | International Business OR | 4.5 |
| MT4300 | Management Across Cultures | 4.5 |
| MT4723 | Advanced Concepts in Sustainability | 4.5 |
| MT4818 | Energy Management Capstone | 4.5 |

*MT6255, MT6300, MT6570: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*MT4818: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

### Open Electives (63)

| | | |
|---|---|---|
| 3000+ | Elective | 13.5 |
| | Open Electives | 49.5 |

### General Education Core (66)

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

#### Communications

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

#### Science

| | | |
|---|---|---|
| SC3705 | Energy Science Principles | 4.5 |
| SC | Science Elective | 4.5 |

#### Humanities

| | | |
|---|---|---|
| | Humanities Electives | 9 |

#### Behavioral/Social Science

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

(Course-by-course transfer)

#### Communications

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

#### Mathematics

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3000 | Business Statistics | 4.5 |

#### General Education

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core and the Tourism and Hospitality Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Management, AAS

The Associate of Applied Science degree in Management is designed to meet the needs of individuals who have acquired occupational training from community colleges, technical institutes, military service schools, or industry-related schools in business, health or another technical field.

A minimum of 13.5 credit hours in one specialty area is required to complete this program. Two options are available under this program: (1) transfer of credit from the source of the specialty training, or (2) creation of a specialty area using approved National American University courses.

This program is offered online and through all campuses. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Apply introductory concepts and theories in marketing, management, accounting, economics, and ethics.
- Analyze typical challenges that managers are likely to face.
- Demonstrate effective collaboration and teamwork skills.

## Management: Associate of Applied Science Requirements

**90 Credits**

**Management Major Core (28.5)**

| | | |
|---|---|---|
| AC2760 | Financial Accounting for Managers | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT3651 | Business Management Capstone | 1.5 |

**Specialty/Technical/Vocational Core (22.5)**

(Maximum 22.5/Minimum 13.5)

If the maximum of 22.5 credits is not met in the specialty core, the difference must be made up by choosing Business/Accounting/CI Electives.

| | | |
|---|---|---|
| | Business/Accounting/CI-Elective Core | 22.5 |

*Business electives include EC, FN, LA, MG, MT and OL courses*

**General Education Core (39)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Elective | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

**Humanities/Behavioral/Social Science**

| | | |
|---|---|---|
| | Humanities/Behavioral/Social Science Elective | 4.5 |

*Minnesota students must take a humanities elective*

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Management Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Management: Associate of Applied Science Requirements (Indianapolis)

**97.5 Credits**

**Management Major Core (31.5)**

| | | |
|---|---|---|
| AC2760 | Financial Accounting for Managers | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT3655 | Business Management Capstone | 4.5 |

**Specialty/Technical/Vocational Core (27)**

(Maximum 27/Minimum 13.5)

If the maximum of 27 credits is not met in the specialty core, the difference must be made up by choosing Business/Accounting/CI Electives.

| | | |
|---|---|---|
| | Business/Accounting/CI Elective Core | 27 |

*Business electives include EC, FN, LA, MG, MT and OL courses*

**General Education Core (39)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Elective | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

**Humanities/Behavioral/Social Science**

| | | |
|---|---|---|
| Humanities/Behavioral/Social Science Elective | | 4.5 |

*Minnesota students must take a humanities elective*

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Management Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Management, BS

The Bachelor of Science in Management program is designed for adults with transferable college credit who are seeking opportunities for advancement in the field of business management. Students combine college credit from accredited institutions or non-traditional prior learning from a specialty field with a comprehensive management curriculum and relevant general education courses. They may also create their own subject area of concentration, utilizing National American University course offerings. Students enrolling in this program are encouraged to have specific career goals that align with their chosen area of specialty.

Both of these options for adult learners feature the Management Major Core, a curriculum designed to prepare students to become effective business management decision makers. Key principles and concepts in the areas of accounting, finance, marketing, management, information systems, and related functional areas are emphasized. The curriculum also helps students achieve their goals for career advancement or graduate study by fostering analytical reasoning skills within the context of problems and scenarios with which business decision makers are often challenged.

This program is offered online and through all campuses, except Garden City, Overland Park, Wichita, and Wichita West. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:
- Apply concepts, theories, and analytical methods in the functional areas of business.
- Analyze typical challenges that managers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Demonstrate effective collaboration and teamwork skills.

## Management: Bachelor of Science Requirements

**180 Credits**

**Management Major Core (60)**

| | | |
|---|---|---|
| AC2760 | Financial Accounting for Managers | 4.5 |
| FN3000 | Business Finance I | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT6255 | Introduction to Leadership and Quality OR | 4.5 |
| MT3000+ | Elective | 4.5 |
| MT6300 | Managing Human Resources OR | 4.5 |
| MT3050 | Human Resource Management | 4.5 |
| MT3300 | Supervision | 4.5 |
| MT3500/CI 3510 | Managing Information Systems | 4.5 |
| MT4200 | Business Ethics | 4.5 |
| MT6570 | International Business OR | 4.5 |
| MT4300 | Management Across Cultures | 4.5 |
| MT4441 | Business Review Lab | 1.5 |
| MT4450 | Strategic Management | 4.5 |
| OM3000 | Operations Management | 4.5 |

*MT3000+: Exclusive of Internship*

*MT6255, MT6300 MT6570: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*MT4450: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

**Open Electives (63)**

**General Education Core (57)**

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**

| EN1150 | Composition I | 4.5 |
|---|---|---|

**Science**

| SC | Science Elective | 4.5 |
|---|---|---|

**Humanities**

| | Humanities Elective | 4.5 |
|---|---|---|

**Behavioral/Social Science**

| | Behavioral/Social Science Elective | 4.5 |
|---|---|---|

**General Education**

| | General Education Elective | 4.5 |
|---|---|---|

Residents of the state of Minnesota or students attending any Minnesota campus must take a Humanities elective.

(Course-by-course transfer)

**Communications**

| EN1300 | Composition II | 4.5 |
|---|---|---|
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| MA2000 | Quantitative Reasoning | 4.5 |
|---|---|---|
| MA3000 | Business Statistics | 4.5 |

**Behavioral Social Science**

| EC2050 | Macroeconomics | 4.5 |
|---|---|---|
| EC2100 | Microeconomics | 4.5 |

**General Education**

| CS2080 | Career Management | 3 |
|---|---|---|

**Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.**

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Management Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Management: Bachelor of Science Requirements (Kansas)

**180 Credits**

**Management Major Core (60)**

| AC2760 | Financial Accounting for Managers | 4.5 |
|---|---|---|
| FN3000 | Business Finance I | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT6255 | Introduction to Leadership and Quality OR | 4.5 |
| MT3000+ | Elective | 4.5 |
| MT6300 | Managing Human Resources OR | 4.5 |
| MT3050 | Human Resource Management | 4.5 |
| MT3300 | Supervision | 4.5 |
| MT3500/CI 3510 | Managing Information Systems | 4.5 |
| MT4200 | Business Ethics | 4.5 |
| MT6570 | International Business OR | 4.5 |
| MT4300 | Management Across Cultures | 4.5 |
| MT4441 | Business Review Lab | 1.5 |
| MT4450 | Strategic Management | 4.5 |
| OM3000 | Operations Management | 4.5 |

*MT3000+: Exclusive of Internship*

*MT6255, MT6300, MT6570: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*MT4450: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

**Emphasis Support Core (13.5)**

(Must be courses at the 3000+ level coded AC, CI, EC, FN, LA, MG, MT, OL, or OM.)

| 3000+ | Elective | 13.5 |
|---|---|---|

**Open Electives (49.5)**

**General Education Core (57)**

(Not available for block transfer)

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |
| | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Elective | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Elective | 4.5 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| | Behavioral/Social Science Elective | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS2080 | Career Management | 3 |
| | General Education Elective | 4.5 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Management Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Retail Management, AAS

Do you thrive in a fast-paced environment? Do you enjoy the retail industry? NAU's Associate of Applied Science in Retail Management degree will prepare you for a career in this fast growing field! In this program, you will learn about customer service, marketing your business, managing a retail store, and how to set up an eye-catching display. With more than 70 years of providing business education, we can help you develop a solid foundation in business on which you can further your career in the retail industry. Plus, our faculty can teach you vital skills to be an effective professional in the retail field because, with our degree in Retail Management, you learn to manage a store front, predict consumer and marketing trends, and manage human resources – all relevant career responsibilities for your future in retail management. If you would like to take your career in retail management to the next level, this program can help you get there. Learn more about the Associate of Applied Science Retail Management degree at National American University.

This program is offered online and through all campuses. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Some courses may only be available online. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

• Apply introductory concepts and theories in marketing, management, and accounting.

• Analyze typical challenges that business decision makers are likely to face.

• Demonstrate effective collaboration and teamwork skills.

## Retail Management: Associate of Applied Science Requirements

**90 Credits**

**Retail Management Major Core (51)**

| | | |
|---|---|---|
| AC2760 | Financial Accounting for Managers | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| MG2100 | Principles of Selling | 4.5 |
| MG2200 | Principles of Retailing | 4.5 |
| MG2300 | Customer Service Relations | 4.5 |
| MG3000 | Marketing | 4.5 |
| MG3400 | Visual Merchandising | 4.5 |
| MG34010 | Store Management | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT3050 | Human Resource Management | 4.5 |
| MT3651 | Business Management Capstone | 1.5 |

**General Education Core (39)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |

|        | OR |     |
|--------|-----|-----|
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| SC | Science Elective | 4.5 |
|----|------------------|-----|

**Mathematics**

| MA2000 | Quantitative Reasoning | 4.5 |
|--------|------------------------|-----|

**Humanities/Behavioral/Social Science**

|  | Humanities/Behavioral/Social Science Elective | 4.5 |
|--|-----------------------------------------------|-----|

Residents of the state of Minnesota or students attending any Minnesota campus must take a Humanities elective.

**General Education**

| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
|--------|---------------------------------------------------------|---|
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Management Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Retail Management: Associate of Applied Science Requirements (Indiana)

**97.5 Credits**

**Retail Management Major Core (54)**

| AC2760 | Financial Accounting for Managers | 4.5 |
|--------|-----------------------------------|-----|
| EC2100 | Microeconomics | 4.5 |
| MG2100 | Principles of Selling | 4.5 |
| MG2200 | Principles of Retailing | 4.5 |
| MG2300 | Customer Service Relations | 4.5 |
| MG3000 | Marketing | 4.5 |
| MG3400 | Visual Merchandising | 4.5 |
| MG34010 | Store Management | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT3050 | Human Resource Management | 4.5 |
| MT3655 | Business Management Capstone | 4.5 |

**Open Elective (4.5)**

|  | Open Elective | 4.5 |
|--|---------------|-----|

**General Education Core (39)**

**Communications**

| EN1150 | Composition I | 4.5 |
|--------|---------------|-----|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |
|        | OR |     |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| SC | Science Elective | 4.5 |
|----|------------------|-----|

**Mathematics**

| MA2000 | Quantitative Reasoning | 4.5 |
|--------|------------------------|-----|

**Humanities/Behavioral/Social Science**

|  | Humanities/Behavioral/Social Science Elective | 4.5 |
|--|-----------------------------------------------|-----|

**General Education**

| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
|--------|---------------------------------------------------------|---|
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Management Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Small Business Management, AAS

The Associate of Applied Science Small Business Management program is designed to meet the needs of students who have the goal of starting a new business or expanding an existing business. The program emphasizes the knowledge, skills, and abilities that are essential to becoming a successful small business owner and/or manager. Students will acquire skills in entrepreneurial strategies and planning, feasibility analysis, market analysis, and competitor analysis and will develop a comprehensive business plan for a new business venture.

This program is offered online and through all campuses, except Garden City and Richardson. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

• Apply introductory concepts and theories in marketing, management, accounting, economics, and ethics.
• Analyze typical challenges that business decision makers are likely to face.
• Demonstrate effective collaboration and teamwork skills.
• Create a comprehensive business plan for a new business venture.

## Small Business Management: Associate of Applied Science Requirements

**90 Credits**

**Business Administration Major Core (51)**

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| | OR | |
| EC2100 | Microeconomics | 4.5 |
| MG2300 | Customer Service Relations | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT2200 | Franchising | 4.5 |
| | OR | |
| AC2050 | Accounting Software Applications | 4.5 |
| MT2400 | Small Business Management Operations | 4.5 |
| MT3550 | Entrepreneurship and Small Business | 4.5 |
| MT3650 | Business Plan Development | 4.5 |
| MT3651 | Business Management Capstone | 1.5 |

### General Education Core (39)

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |
| | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Elective | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

**Humanities/Behavioral/Social Science**

| | | |
|---|---|---|
| | Humanities/Behavioral/Social Science Elective | 4.5 |

*Residents of the state of MN or students attending any MN campus must take a Humanities elective.*

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

## Small Business Management: Associate of Applied Science Requirements (Indiana)

**99 Credits**

**Business Administration Major Core (51)**

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| AC1160 | Principles of Accounting II | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| | OR | |
| EC2100 | Microeconomics | 4.5 |
| MG2300 | Customer Service Relations | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT2200 | Franchising | 4.5 |
| | OR | |
| AC2050 | Accounting Software Applications | 4.5 |
| MT2400 | Small Business Management Operations | 4.5 |
| MT3550 | Entrepreneurship and Small Business | 4.5 |
| MT3650 | Business Plan Development | 4.5 |
| MT3651 | Business Management Capstone | 1.5 |

**Business Electives (9)**

Business electives include AC, EC, FN, LA, MG, MT, OL, or OM courses

**General Education Core (39)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |

|  | OR | |
|---|---|---|
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| SC | Science Elective | 4.5 |
|---|---|---|

**Mathematics**

| MA2000 | Quantitative Reasoning | 4.5 |
|---|---|---|

**Humanities/Behavioral/Social Science**

|  | Humanities/Behavioral/Social Science Elective | 4.5 |
|---|---|---|

**General Education**

| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
|---|---|---|
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Business Administration Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

Health and Beauty Management

## Health and Beauty Management, AAS

The Health and Beauty Management program prepares the licensed cosmetologist to own or operate a beauty parlor, salon or spa or to manage his or her own booth. This degree is designed for individuals who have earned a cosmetology certificate or diploma and have successfully passed their state board of cosmetology exam. A maximum of 50 quarter credit hours from a cosmetology certificate or diploma program is required to transfer into the health and beauty vocational core.

Students are able to add business skills to their industry knowledge and experiences through a performance-based curriculum that includes studies in management, marketing, communication, and career management. This program is an excellent option for students who wish to pursue a management career or become an entrepreneur in the health and beauty sector.

The program is offered online and through all campuses. Students enrolled through locations in Indiana and Minnesota are subject to curriculum requirements of those states. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Identify a variety of employment options in the health and beauty sector.
- Create a comprehensive health and beauty business plan.
- Demonstrate proficiency in written and oral communication skills.
- Design a plan for participating in professional activities and pursuing personal and professional development.

## Health and Beauty Management: Associate of Applied Science Degree Requirements

**90 Credits**

**Health and Beauty Management Major Core (6)**

(Must be taken at NAU)

| HB2100D | Mastering Cosmetology Business | 6 |
|---|---|---|

**Health and Beauty Vocational Core (45)**

**General Education Core (39)**

**Communications**

| EN1150 | Composition I | 4.5 |
|---|---|---|
| EN2100 | Speech | 4.5 |
|  | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| SC | Science Elective | 4.5 |
|---|---|---|

**Mathematics**

| MA2000 | Quantitative Reasoning | 4.5 |
|---|---|---|

**Humanities**

|  | Humanities Elective | 4.5 |
|---|---|---|

**Behavioral/Social Science**

|  | Behavioral/Social Science Elective | 4.5 |
|---|---|---|

**General Education**

| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
|---|---|---|
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

Students must pass the state board of cosmetology exam to earn this degree.

Students must present a copy of their state cosmetology license during the enrollment process to be enrolled into the Health and Beauty program.

Students can transfer a maximum of 50 quarter credit hours from their accredited cosmetology program into the vocation core, with a valid license. If the 50 quarter credits are not met, the student can make up the difference using approved business electives (courses coded AC, EC, FN, MG, MT, OL, OM).

Graduation Requirements: A minimum 2.0 GPA is required overall and in the Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.

(The university reserves the right to correct clerical errors.)

## Health and Beauty Management: Associate of Applied Science Degree Requirements (Indiana & Minnesota)

**96 Credits**

**Health and Beauty Management Major Core (6)**

(Must be taken at NAU)

| | | |
|---|---|---|
| HB2100D | Mastering Cosmetology Business | 6 |

**Health and Beauty Vocational Core (46.5)**

**General Education Core (43.5)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Elective | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Elective | 4.5 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |
| | General Education Elective | 4.5 |

*Students must pass the state board of cosmetology exam to earn this degree.*

*Students must present a copy of their state cosmetology license during the enrollment process to be enrolled into the Health and Beauty program.*

*Students can transfer a maximum of 55.5 quarter credit hours from their accredited cosmetology program into the vocation core, with a valid license. If the 55.5 quarter credits are not met, the student can make up the difference using approved business electives (courses coded AC, EC, FN, MG, MT, OL, OM).*

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Technology

The computer industry continues to grow at an unprecedented rate, making the demand exceptionally high for people with information technology skills. The university offers a wide variety of degree options to prepare graduates for high-tech positions in network administration, network management, Internet systems development, computer security, and management information systems.

## Computer Support Specialist: Diploma

This program prepares students to enter the exciting and challenging field of Information Technology. Armed with a solid core of information technology skills, students are prepared to enter the workforce as computer support specialists providing technical support, assistance, and advice to individuals and organizations that depend on information technology.

This program is offered online and through all campuses. Students in this program may not take any on-ground classes at Bellevue. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Demonstrate proficiency in the fundamental information technology skills required to provide user support in business.
- Implement and maintain computer-based information systems to support the decision-making function of management.
- Support the data management needs of business through the design, implementation, and maintenance of relational databases.

## Computer Support Specialist: Diploma Requirements

### 52.5 Credits

**Computer Support Specialist Major Core (40.5)**

| | | |
|---|---|---|
| CI1320 | Computer Concepts | 4.5 |
| CI1420 | Principles of Programming | 4.5 |
| CI2011 | Introduction to Database | 4.5 |
| CI2211 | Internetworking Fundamentals | 4.5 |
| CI2440 | Introduction to Computer Security | 4.5 |
| CI3010 | Linux | 4.5 |
| CI3679 | Windows Operating Systems and Server Administration Fundamentals | 4.5 |
| CI4119 | Installing and Configuring Windows Server 2012 | 4.5 |
| CI | CI Elective | 4.5 |

**General Education Core (12)**

**Communication**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS2080 | Career Management | 3 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Computer Support Specialist Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Computer Support Specialist, AAS

A computer support specialist provide technical assistance to computer users, answer questions or resolve computer problems for clients in person, or via telephone or electronically. National American University offers degree programs in both the Diploma and the Associate of Applied Science. The Computer Support Specialist degree provides students with the technical knowledge and expertise to analyze information and evaluate results to choose the best solution and solve problems within a help desk environment. See more occupations related to this activity.

The program is offered online and through all campuses. Students enrolled through locations in Indiana and Minnesota are subject to curriculum requirements of those states. Some courses may only be available online, and students may be required to attend classes at different locations. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Demonstrate a working knowledge of computer operating systems including both proprietary and open source systems.
- Identify, describe, install and configure the hardware associated with personal computer systems.
- Demonstrate proficiency in the fundamental information technology skills required to provide user support in business.

## Computer Support Specialist: Associate of Applied Science Requirements

### 93 Credits

**Information Technology Major Core (36)**

| | | |
|---|---|---|
| CI1320 | Computer Concepts | 4.5 |
| CI1420 | Principles of Programming | 4.5 |
| CI2011 | Introduction to Database | 4.5 |
| CI2211 | Internetworking Fundamentals | 4.5 |
| CI2440 | Introduction to Computer Security | 4.5 |
| CI3010 | Linux | 4.5 |
| CI3679 | Windows Operating Systems and Server Administration Fundamentals | 4.5 |
| CI4119 | Installing and Configuring Windows Server 2012 | 4.5 |

**Support Core (4.5)**

| | | |
|---|---|---|
| MG2300 | Customer Service Relations | 4.5 |

**Open Elective (13.5)**

| | | |
|---|---|---|
| | Open Electives | 13.5 |

*Residents of the state of Minnesota or students attending any Minnesota campus must take a Behavioral/Social Science as an open elective.*

**General Education Core (39)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |
| | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Elective | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

**Humanities/Behavioral/Social Science**

| | | |
|---|---|---|
| | Humanities/Behavioral/Social Science Elective | 4.5 |

*Residents of the state of Minnesota or students attending any Minnesota campus must take a Humanities elective.*

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Paralegal Studies Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Computer Support Specialist: Associate of Applied Science Requirements (Indianapolis)

**97.5 Credits**

**Information Technology Major Core (36)**

| | | |
|---|---|---|
| CI1320 | Computer Concepts | 4.5 |
| CI1420 | Principles of Programming | 4.5 |
| CI2011 | Introduction to Database | 4.5 |
| CI2211 | Internetworking Fundamentals | 4.5 |
| CI2440 | Introduction to Computer Security | 4.5 |
| CI3010 | Linux | 4.5 |
| CI3679 | Windows Operating Systems and Server Administration Fundamentals | 4.5 |
| CI4119 | Installing and Configuring Windows Server 2012 | 4.5 |

**Support Core (4.5)**

| | | |
|---|---|---|
| MG2300 | Customer Service Relations | 4.5 |

**Open Elective (18)**

| | | |
|---|---|---|
| | Open Electives | 13.5 |

**General Education Core (39)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |
| | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Elective | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

**Humanities/Behavioral/Social Science**

| | | |
|---|---|---|
| | Humanities/Behavioral/Social Science Elective | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Paralegal Studies Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Electronic Health Record Support Specialist, AAS

This program is designed to prepare computer support specialists to work in the healthcare industry. The major core classes provide students with the skills necessary to provide technical support for the implementation and maintenance of electronic health records. The emphasis

area classes focus on regulations, procedures and legal principles unique to the healthcare industry.

This program is offered online and through all campuses, except Richardson. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Students in this program may not take any on-ground classes at Bellevue. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Demonstrate proficiency in the fundamental information technology skills required to provide user support.
- Administer a computer-based information systems designed support information assets in the healthcare industry.
- Apply ethical decision-making models appropriate in the healthcare business environment.

# Electronic Health Record Support Specialist: Associate of Applied Science Requirements

**92 Credits**

**Information Technology Major Core (40.5)**

| | | |
|---|---|---|
| CI1320 | Computer Concepts | 4.5 |
| CI1420 | Principles of Programming | 4.5 |
| CI2011 | Introduction to Database | 4.5 |
| CI2211 | Internetworking Fundamentals | 4.5 |
| CI2440 | Introduction to Computer Security | 4.5 |
| CI3010 | Linux | 4.5 |
| CI3155 | Computer Ethics | 4.5 |
| CI3679 | Windows Operating Systems and Server Administration Fundamentals | 4.5 |
| CI4119 | Installing and Configuring Windows Server 2012 | 4.5 |

**Support Core (8)**

| | | |
|---|---|---|
| HT1000D | Introduction to Health Information Management and Health Care | 4 |
| HT2200D | Health Information Management Systems | 4 |

**General Education Core (43.5)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |

| | | |
|---|---|---|
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Elective | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Elective | 4.5 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 4.5 |

*Residents of the state of Minnesota or students attending any Minnesota campus: must take a Humanities elective.*

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career:  Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Information Technology Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Electronic Health Record Support Specialist: Associate of Applied Science Requirements (Indianapolis)

**96.5 Credits**

**Information Technology Major Core (40.5)**

| | | |
|---|---|---|
| CI1320 | Computer Concepts | 4.5 |
| CI1420 | Principles of Programming | 4.5 |
| CI2011 | Introduction to Database | 4.5 |
| CI2211 | Internetworking Fundamentals | 4.5 |
| CI2440 | Introduction to Computer Security | 4.5 |
| CI3010 | Linux | 4.5 |
| CI3155 | Computer Ethics | 4.5 |
| CI3679 | Windows Operating Systems and Server Administration Fundamentals | 4.5 |
| CI4119 | Installing and Configuring Windows Server 2012 | 4.5 |

**Support Core (8)**

| | | |
|---|---|---|
| HT1000D | Introduction to Health Information Management and Health Care | 4 |
| HT2200D | Health Information Management Systems | 4 |

**Open Elective (4.5)**

| | |
|---|---|
| Open Elective | 4.5 |

**General Education Core (43.5)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |
| | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Elective | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

**Humanities**

| | |
|---|---|
| Humanities Elective | 4.5 |

**Behavioral/Social Science**

| | |
|---|---|
| Behavioral/Social Science Elective | 4.5 |

*Residents of the state of Minnesota or students attending any Minnesota campus: must take a Humanities elective.*

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Information Technology Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Information Technology, AAS

This program of study provides education for various entry-level positions in the information systems field. Students are encouraged to work with their advisor to design a program in their area of interest, which may be in programming, database administration, Microsoft networking or software applications. Graduates may qualify for positions as computer operators, programmers or database administrators.

This program is offered online and through all campuses, except Garden City and Lone Star. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Support the data management needs of business through the design, implementation and maintenance of relational databases.
- Demonstrate proficiency in the fundamental information technology skills required to provide user support in business.
- Administer a network infrastructure designed to support management and production functions in business or industry.
- Implement and maintain computer-based information systems to support the decision-making function of management.

## Information Technology: Associate of Applied Science Requirements

**93 Credits**

**Information Technology Major Core (31.5)**

| | | |
|---|---|---|
| CI1320 | Computer Concepts | 4.5 |
| CI1420 | Principles of Programming | 4.5 |
| CI2011 | Introduction to Database | 4.5 |
| CI2211 | Internetworking Fundamentals | 4.5 |
| CI2440 | Introduction to Computer Security | 4.5 |
| CI3010 | Linux | 4.5 |
| CI3310 | Website and Web Application Design | 4.5 |

**Support Core (4.5)**

| | | |
|---|---|---|
| MT1050 | Introduction to Business | 4.5 |

**Open Electives (18)**

Residents of the state of Minnesota or students attending any Minnesota campus must complete a Behavioral/Social Science course.

**General Education Core (39)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |

| EN2100 | Speech | 4.5 |
| | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| SC | Science Elective | 4.5 |

**Mathematics**

| MA1500 | Intermediate Algebra | 4.5 |
| | OR | |
| MA2000 | Quantitative Reasoning | 4.5 |
| | OR | |
| MA2050 | College Algebra | 4.5 |

**Humanities/Behavioral/Social Sciences**

| | Humanities/Behavioral/Social Science Elective | 4.5 |

Residents of the state of Minnesota or students attending any Minnesota campus must complete a Humanities course.

**General Education**

| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*\* CI2180 may not be used as CI2000+ electives*

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Information Technology Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*A maximum of 13.5 credits may be earned through internship.*

*(The university reserves the right to correct clerical errors.)*

## Information Technology: Associate of Applied Science Requirements (Indianapolis)

### 97.5 Credits

**Information Technology Major Core (31.5)**

| CI1320 | Computer Concepts | 4.5 |
| CI1420 | Principles of Programming | 4.5 |
| CI2011 | Introduction to Database | 4.5 |
| CI2211 | Internetworking Fundamentals | 4.5 |
| CI2440 | Introduction to Computer Security | 4.5 |
| CI3010 | Linux | 4.5 |

| CI3310 | Website and Web Application Design | 4.5 |

**Support Core (4.5)**

| MT1050 | Introduction to Business | 4.5 |

**Open Elective (22.5)**

**General Education Core (39)**

**Communications**

| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |
| | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| SC | Science Elective | 4.5 |

**Mathematics**

| MA1500 | Intermediate Algebra | 4.5 |
| | OR | |
| MA2000 | Quantitative Reasoning | 4.5 |
| | OR | |
| MA2050 | College Algebra | 4.5 |

**Humanities/Behavioral/Social Science**

| | Humanities/Behavioral/Social Science Elective | 4.5 |

**General Education**

| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*\* CI2180 may not be used as CI2000+ electives*

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Information Technology Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*A maximum of 13.5 credits may be earned through internship.*

*(The university reserves the right to correct clerical errors.)*

## Information Technology, BS

This information technology degree is designed to provide the flexibility to integrate specialized technology and skills into a customized information technology program. It is intended for individuals with degrees, diplomas,

certificates or certifications in specialty areas, such as information technology, computer science, programming, networks, computer aided design and database, or other related areas. A minimum of 27 credit hours in one specialty area is required to complete this program. This degree prepares the graduate for advancement in management or technical areas associated with their specialty field. Two options are available under this program: (1) transfer of credit from the source of the specialty training, or (2) creation of a specialty area using approved National American University courses.

This program is offered online and through all campuses, except Zona Rosa. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

### Student Learning Outcomes

Graduates of the program will:

• Support the data management needs of business through the design, implementation and maintenance of relational databases.

• Collaborate with constituents to establish the information technology needs of a business and plan an appropriate solution and procurement strategy.

• Demonstrate the use of project management techniques within an appropriate system analysis and design life cycle framework to develop an information system.

• Solve a variety of business problems through the application of structured program analysis and design concepts.

• Apply ethical decision-making models in the information technology environment.

## Information Technology: Bachelor of Science Degree Requirements

### 180 Credits

**Information Technology Major Core (51)**

| | | |
|---|---|---|
| CI1320 | Computer Concepts | 4.5 |
| CI1420 | Principles of Programming | 4.5 |
| CI2011 | Introduction to Database | 4.5 |
| CI2211 | Internetworking Fundamentals | 4.5 |
| CI2440 | Introduction to Computer Security | 4.5 |
| CI3010 | Linux | 4.5 |
| CI3155 | Computer Ethics | 4.5 |
| CI3310 | Website and Web Application Design | 4.5 |
| MT6621 | Intermediate Project Management | 4.5 |

| | | |
|---|---|---|
| | OR | |
| CI4220/MT 4230 | Project Management | 4.5 |
| CI4221 | Systems Analysis and Design | 4.5 |
| CI4223 | Integrative Systems Project | 6 |

*MT6621: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*CI4223: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

**Support Core (13.5)**

| | | |
|---|---|---|
| AC2760 | Financial Accounting for Managers | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |

**Specialty Information Technology Core (47)**

(Maximum 40.5/Minimum 27 credits in the specialty area.)

If the maximum 40.5 credits are not met in the specialty core, the difference must be made up by choosing open electives.

**Students must have at least three specialty courses that are different from any other BS IT emphasis program in which they are enrolled.**

**Specialty IT Courses (27)**

**Specialty Courses or Open Electives (4.5)**

| | | |
|---|---|---|
| CI6605 | Risk Assessment and Analysis | 4.5 |
| | OR | |
| CI3000+ | Elective | 4.5 |
| CI6615 | Computer Forensics and Incident Handling | 4.5 |
| | OR | |
| CI3000+ | Elective | 4.5 |

*CI6605, CI6615: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

**Open Electives (18)**

**General Education Core (57)**

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| SC | Science Elective | 4.5 |
|---|---|---|

**Humanities**

| | Humanities Elective | 4.5 |
|---|---|---|

**Behavioral/Social Science**

| | Behavioral/Social Science Elective | 4.5 |
|---|---|---|

**General Education**

| | General Education Elective | 13.5 |
|---|---|---|

Residents of the state of Minnesota or students attending any Minnesota campus must complete a Humanities elective and a Behavioral/Social Science elective.

(Course-by-course transfer)

**Communications**

| EN1300 | Composition II | 4.5 |
|---|---|---|
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| MA2000 | Quantitative Reasoning | 4.5 |
|---|---|---|
| MA3000 | Business Statistics | 4.5 |

**General Education**

| CS2080 | Career Management | 3 |
|---|---|---|

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work.***

*Graduation Requirements: A minimum 2.0 GPA is required overall in the Information Technology Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*A maximum of 13.5 credits may be earned through internship.*

*(The university reserves the right to correct clerical errors.)*

# Information Technology, BS, Emphasis in Applications Development

This degree is intended for the information technology student who wants to focus on computer programming and software/applications development. Focus is on the development of computer applications for business, industry, and education that run on computerized devices. As with all information technology degrees, a wide range of job opportunities are available. Graduates of this program will have an advantage in their ability to use the development of computer applications to get the job done.

This program is offered online and through all campuses. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Support the data management needs of business through the design, implementation and maintenance of relational databases.
- Collaborate with constituents to establish the information technology needs of a business and plan an appropriate solution and procurement strategy.
- Demonstrate the use of project management techniques within an appropriate system analysis and design life cycle framework to develop an information system.
- Solve a variety of business problems through the application of structured program analysis and design concepts.
- Apply ethical decision-making models in the information technology environment.
- Utilize various information management and programming tools and techniques to create solutions to address applications development needs and issues

# Information Technology: Bachelor of Science with Emphasis in Applications Development Requirements

**180 Credits**

**Information Technology Major Core (51)**

| CI1320 | Computer Concepts | 4.5 |
|---|---|---|
| CI1420 | Principles of Programming | 4.5 |
| CI2011 | Introduction to Database | 4.5 |
| CI2211 | Internetworking Fundamentals | 4.5 |
| CI2440 | Introduction to Computer Security | 4.5 |
| CI3010 | Linux | 4.5 |
| CI3155 | Computer Ethics | 4.5 |
| CI3310 | Website and Web Application Design | 4.5 |
| MT6621 | Intermediate Project Management OR | 4.5 |
| CI4220/MT | Project Management | 4.5 |

| | | |
|---|---|---|
| 4230 | | |
| CI4221 | Systems Analysis and Design | 4.5 |
| CI4223 | Integrative Systems Project | 6 |

*MT6621: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*CI4223: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

## Support Core (13.5)

| | | |
|---|---|---|
| AC2760 | Financial Accounting for Managers | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |

## Applications Development Emphasis Core (49.5)

| | | |
|---|---|---|
| CI2035 | Data Structures and Algorithms | 4.5 |
| CI2040 | C# Programming | 4.5 |
| CI3065 | Object-Oriented Programming and Design Patterns | 4.5 |
| CI3070 | Human-Computer Interaction - User-Centered Design | 4.5 |
| CI3075 | Intermediate C# Programming | 4.5 |
| CI3080 | Application Implementation | 4.5 |
| CI3680 | Java Programming | 4.5 |
| CI4340 | Software Security | 4.5 |
| CI4355 | Advanced C# Programming and Testing | 4.5 |
| CI4320 | Responsive Web Development | 4.5 |

## Applications Development Emphasis Elective (4.5)

Choose one from the following five courses.

| | | |
|---|---|---|
| CI4610 | Principles of Robotics Programming | 4.5 |
| CI4620 | Principles of Modeling and Simulations | 4.5 |
| CI4630 | Principles of Game Development | 4.5 |
| CI4640 | Embedded Software Applications | 4.5 |
| CI4645 | Principles of Cryptography | 4.5 |

## General Education Core (66)

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

### Communications

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

### Science

| | | |
|---|---|---|
| SC | Science Electives | 9 |

### Humanities

| | | |
|---|---|---|
| | Humanities Electives | 9 |

### Behavioral/Social Science

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

*(Course-by-course transfer)*

### Communications

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

### Mathematics

| | | |
|---|---|---|
| MA2050 | College Algebra | 4.5 |
| MA3000 | Business Statistics | 4.5 |

### General Education

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Information Technology Major Core and the Computer Security and Forensics Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Information Technology, BS, Emphasis in Cybersecurity and Forensics

This program prepares students for the technology jobs of the future. Information security is the practice of ensuring the confidentiality, availability or integrity of a system. Digital forensics courses will provide students with a comprehensive understanding of digital forensics

investigation tools and techniques, and the collection, preservation, and analysis of digital evidence. Graduates will have an in-depth understanding of threats, risks, and attacks, and the technologies, policies and procedures to mitigate information system threats.

This program is offered online and through all campuses, except Richardson. Students in this program may not take any on-ground classes at Bellevue. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Support the data management needs of business through the design, implementation, and maintenance of relational databases.

- Collaborate with constituents to establish the information technology needs of a business and plan an appropriate solution and procurement strategy.

- Demonstrate the use of project management techniques within an appropriate system analysis and design life cycle framework to develop an information system.

- Solve a variety of business problems through the application of structured program analysis and design concepts.

- Apply ethical decision-making models in the information technology environment.

- Analyze and assess computer attack models.

- Protect information assets through the implementation of security models and standards.

# Information Technology: Bachelor of Science with Emphasis in Computer Security and Forensics Requirements

## 180 Credits

### Information Technology Major Core (51)

| | | |
|---|---|---|
| CI1320 | Computer Concepts | 4.5 |
| CI1420 | Principles of Programming | 4.5 |
| CI2011 | Introduction to Database | 4.5 |
| CI2211 | Internetworking Fundamentals | 4.5 |
| CI2440 | Introduction to Computer Security | 4.5 |
| CI3010 | Linux | 4.5 |
| CI3155 | Computer Ethics | 4.5 |
| CI3310 | Website and Web Application Design | 4.5 |
| MT6621 | Intermediate Project Management | 4.5 |

| | | |
|---|---|---|
| | OR | |
| CI4220/MT 4230 | Project Management | 4.5 |
| CI4221 | Systems Analysis and Design | 4.5 |
| CI4223 | Integrative Systems Project | 6 |

*MT6621: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*CI4223: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

### Support Core (13.5)

| | | |
|---|---|---|
| AC2760 | Financial Accounting for Managers | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |

### Computer Security and Forensics Core (31.5)

(A minimum of 18 of the following 31.5 credits must be earned at NAU.)

| | | |
|---|---|---|
| CI3680 | Java Programming | 4.5 |
| CI3710 | Internet Security | 4.5 |
| CI3715 | Cybercrime and Information Systems | 4.5 |
| CI3725 | Network Security | 4.5 |
| CI6615 | Computer Forensics and Incident Handling OR | 4.5 |
| CI3730 | Computer Forensics | 4.5 |
| CI4710 | Forensic Methods | 4.5 |
| CI6605 | Risk Assessment and Analysis OR | 4.5 |
| CI3000+ | Elective | 4.5 |

*CI6615DC, CI6605DC: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

### Open Elective (18)

### General Education Core (66)

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

### Communications

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| SC | Science Electives | 9 |
|---|---|---|

**Humanities**

| | Humanities Electives | 9 |
|---|---|---|

**Behavioral/Social Science**

| | Behavioral/Social Science Elective | 9 |
|---|---|---|

*(Course-by-course transfer)*

**Communications**

| EN1300 | Composition II | 4.5 |
|---|---|---|
| EN2100 | Speech | 4.5 |
| | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| MA2000 | Quantitative Reasoning | 4.5 |
|---|---|---|
| MA3000 | Business Statistics | 4.5 |

**General Education**

| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
|---|---|---|
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Information Technology Major Core and the Computer Security and Forensics Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Information Technology, BS, Emphasis in Database Administration/Microsoft

The need for efficient secure data management in nearly every industry has never been greater. This program provides the skills required to develop and maintain secure well designed database systems. From design to implementation and future capacity planning this program will prepare you to manage the tasks required of a Database Administrator.

This program is offered online and through the Bellevue campus. Students in this program may not take any on-ground classes at Bellevue. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Collaborate with constituents to establish the information technology needs of a business and plan an appropriate solution and procurement strategy.
- Demonstrate the use of project management techniques within an appropriate system analysis and design life cycle framework to develop an information system.
- Solve a variety of business problems through the application of structured program analysis and design concepts.
- Apply ethical decision-making models in the information technology environment.
- Support the data management needs of business through the design, implementation and maintenance of relational databases.

# Information Technology: Bachelor of Science with Emphasis in Database Administration/Microsoft Requirements

**180 Credits**

**Information Technology Major Core (51)**

| CI1320 | Computer Concepts | 4.5 |
|---|---|---|
| CI1420 | Principles of Programming | 4.5 |
| CI2011 | Introduction to Database | 4.5 |
| CI2211 | Internetworking Fundamentals | 4.5 |
| CI2440 | Introduction to Computer Security | 4.5 |
| CI3010 | Linux | 4.5 |
| CI3155 | Computer Ethics | 4.5 |
| CI3310 | Website and Web Application Design | 4.5 |
| MT6621 | Intermediate Project Management | 4.5 |
| | OR | |
| CI4220/MT4230 | Project Management | 4.5 |
| CI4221 | Systems Analysis and Design | 4.5 |
| CI4223 | Integrative Systems Project | 6 |

*MT6621: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*CI4223: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

## Support Core (13.5)

| | | |
|---|---|---|
| AC2760 | Financial Accounting for Managers | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |

## Database Administration Emphasis Core (31.5)

| | | |
|---|---|---|
| CI3091 | Database Design and Management | 4.5 |
| CI4750 | Administering Microsoft SQL Server Databases | 4.5 |
| CI3690 | Querying Microsoft SQL Server | 4.5 |
| CI4760 | Implementing a Data Warehouse with Microsoft SQL Server | 4.5 |
| CI4770 | Implementing Data Models and Reports with Microsoft SQL Server | 4.5 |
| CI4780 | Designing Business Intelligence Solutions with Microsoft SQL Server | 4.5 |
| CI6605 | Risk Assessment and Analysis OR | 4.5 |
| CI3000+ | Elective | 4.5 |

*CI6605: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

## Open Elective (13.5)

| | | |
|---|---|---|
| MT6000DC+ | Elective OR | |
| CI3000+ | Elective | 4.5 |
| | Open Electives | 13.5 |

*MT6000DC+: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

## General Education Core (66)

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

### Communications

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

### Science

| | | |
|---|---|---|
| SC | Science Electives | 9 |

### Humanities

| | | |
|---|---|---|
| | Humanities Electives | 9 |

### Behavioral/Social Science

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

*(Course-by-course transfer)*

### Communications

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

### Mathematics

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3000 | Business Statistics | 4.5 |

### General Education

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Information Technology Major Core and the Management Information Systems Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Information Technology, BS, Emphasis in Internet Systems Development

This program provides the student with the skills required to design, develop, and maintain interactive Internet web sites. This bachelor's degree program prepares the student to work in the dynamic field of Internet development as the information technology professional on a Web site design team.

This program is offered online and through Bellevue, Bloomington, Brooklyn Center, Burnsville, Ellsworth AFB, Georgetown, Houston, Independence, Indianapolis, Lee's Summit, Minnetonka, Rapid City, Rochester,

Roseville, Tulsa, Wichita, and Wichita West. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Support the data management needs of business through the design, implementation, and maintenance of relational databases.
- Collaborate with constituents to establish the information technology needs of a business and plan an appropriate solution and procurement strategy.
- Demonstrate the use of project management techniques within an appropriate system analysis and design life cycle framework to develop an information system.
- Solve a variety of business problems through the application of structured program analysis and design concepts.
- Apply ethical decision-making models in the information technology environment.
- Design, develop, and maintain interactive web sites employing both server-side and client-side programming methodologies.

## Information Technology: Bachelor of Science Degree, Emphasis in Internet Systems Development Requirements

**180 Credits**

**Information Technology Major Core (51)**

| | | |
|---|---|---|
| CI1320 | Computer Concepts | 4.5 |
| CI1420 | Principles of Programming | 4.5 |
| CI2011 | Introduction to Database | 4.5 |
| CI2211 | Internetworking Fundamentals | 4.5 |
| CI2440 | Introduction to Computer Security | 4.5 |
| CI3010 | Linux | 4.5 |
| CI3155 | Computer Ethics | 4.5 |
| CI3310 | Website and Web Application Design | 4.5 |
| MT6621 | Intermediate Project Management OR | 4.5 |
| CI4220/MT 4230 | Project Management | 4.5 |
| CI4221 | Systems Analysis and Design | 4.5 |
| CI4223 | Integrative Systems Project | 6 |

*MT6621: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*CI4223: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

**Support Core (13.5)**

| | | |
|---|---|---|
| AC2760 | Financial Accounting for Managers | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |

**Internet Systems Development Emphasis Core (31.5)**

| | | |
|---|---|---|
| CI2020 | Visual Basic | 4.5 |
| CI3315 | Web Design and Programming | 4.5 |
| CI3020 | Intermediate Visual Basic | 4.5 |
| CI3380 | Client Side Scripting and Open Communications | 4.5 |
| CI4119 | Installing and Configuring Windows Server 2012 | 4.5 |
| CI4129 | Administering Windows Server 2012 | 4.5 |
| CI4230 | Server-Side Scripting | 4.5 |

**Open Elective (18)**

**General Education Core (66)**

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Electives | 9 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Electives | 9 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

*(Course-by-course transfer)*

**Communications**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career:  Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Information Technology Major Core and the Management Information Systems Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Information Technology, B.S., Emphasis in Management Information Systems

The requirement for management personnel to understand information technology and its impact upon modern business operation has never been greater. This degree program, with its component of business, finance, management, and accounting courses and its specialization in MIS, prepares graduates to be managers in information technology. Graduates are qualified for positions as systems analysts and information systems managers.

This program is offered online and through all campuses. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Support the data management needs of business through the design, implementation and maintenance of relational databases.
- Collaborate with constituents to establish the information technology needs of a business and plan an appropriate solution and procurement strategy.
- Demonstrate the use of project management techniques within an appropriate system analysis and design life cycle framework to develop an information system.
- Solve a variety of business problems through the application of structured program analysis and design concepts.
- Apply ethical decision-making models in the information technology environment.

## Information Technology: Bachelor of Science with Emphasis in Management Information Systems Requirements

**180 Credits**

**Information Technology Major Core (51)**

| | | |
|---|---|---|
| CI1320 | Computer Concepts | 4.5 |
| CI1420 | Principles of Programming | 4.5 |
| CI2011 | Introduction to Database | 4.5 |
| CI2211 | Internetworking Fundamentals | 4.5 |
| CI2440 | Introduction to Computer Security | 4.5 |
| CI3010 | Linux | 4.5 |
| CI3155 | Computer Ethics | 4.5 |
| CI3310 | Website and Web Application Design | 4.5 |
| MT6621 | Intermediate Project Management OR | 4.5 |
| CI4220/MT 4230 | Project Management | 4.5 |
| CI4221 | Systems Analysis and Design | 4.5 |
| CI4223 | Integrative Systems Project | 6 |

*MT6621: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*CI4223: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

**Support Core (13.5)**

| | | |
|---|---|---|
| AC2760 | Financial  Accounting for Managers | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |

**Management Information Systems Emphasis Core (31.5)**

Students must have at least three emphasis courses that are different from any other BS IT program in which they are enrolled.

**Choose Seven Electives**

| | | |
|---|---|---|
| CI2000+ | Elective | 9 |
| CI3000+ | Elective | 9 |

| CI4000+ | Elective | 4.5 |
|---------|----------|-----|
| CI6605 | Risk Assessment and Analysis OR | 4.5 |
| CI4000+ | Elective | 4.5 |
| CI6615 | Computer Forensics and Incident Handling OR | 4.5 |
| CI4000+ | Elective | 4.5 |

*CI2000+, CI3000+, CI4000+, CI6605DC, CI6615: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*CI2180 may not be used as CI2000D+ electives*

## Open Elective (18)

## General Education Core (66)

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

### Communications
| EN1150 | Composition I | 4.5 |
|--------|---------------|-----|

### Science
| SC | Science Electives | 9 |
|----|-------------------|---|

### Humanities
| | Humanities Electives | 9 |
|--|---------------------|---|

### Behavioral/Social Science
| | Behavioral/Social Science Elective | 9 |
|--|-----------------------------------|---|

*(Course-by-course transfer)*

### Communications
| EN1300 | Composition II | 4.5 |
|--------|----------------|-----|
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

### Mathematics
| MA2000 | Quantitative Reasoning | 4.5 |
|--------|------------------------|-----|
| MA3000 | Business Statistics | 4.5 |

### General Education
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
|--------|---------------------------------------------------------|---|
| CS1301 | Do the Numbers! | 5 |
| | Achieving College and Career Success | |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Information Technology Major Core and the Management Information Systems Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*A maximum of 13.5 credits may be earned through internship.*

*(The university reserves the right to correct clerical errors.)*

# Information Technology, BS, Emphasis in Network Management/Microsoft

This program provides the student with an in-depth knowledge of network design and operation. Graduates of this program have all the necessary skills to manage and provide technical support for a computer network. The focus is on Microsoft networking and prepares students for the Microsoft Certified IT Professional: Enterprise Administrator exams.

This program is offered online and through all campuses, except Garden City, Overland Park, and Zona Rosa. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

• Support the data management needs of business through the design, implementation, and maintenance of relational databases.

• Collaborate with constituents to establish the information technology needs of a business and plan an appropriate solution and procurement strategy.

• Demonstrate the use of project management techniques within an appropriate system analysis and design life cycle framework to develop an information system.

• Solve a variety of business problems through the application of structured program analysis and design concepts.

• Apply ethical decision-making models in the information technology environment.

- Design, implement, and manage a network infrastructure to support management and production functions in business or industry.

## Information Technology: Bachelor of Science with Emphasis in Network Management/Microsoft Requirements

**180 Credits**

### Information Technology Major Core (51)

| | | |
|---|---|---|
| CI1320 | Computer Concepts | 4.5 |
| CI1420 | Principles of Programming | 4.5 |
| CI2011 | Introduction to Database | 4.5 |
| CI2211 | Internetworking Fundamentals | 4.5 |
| CI2440 | Introduction to Computer Security | 4.5 |
| CI3010 | Linux | 4.5 |
| CI3155 | Computer Ethics | 4.5 |
| CI3310 | Website and Web Application Design | 4.5 |
| MT6621 | Intermediate Project Management OR | 4.5 |
| CI4220/MT 4230 | Project Management | 4.5 |
| CI4221 | Systems Analysis and Design | 4.5 |
| CI4223 | Integrative Systems Project | 6 |

*MT6621: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*CI4223: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

### Support Core (13.5)

| | | |
|---|---|---|
| AC2760 | Financial Accounting for Managers | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |

### Network Management/Microsoft Emphasis Core (31.5)

| | | |
|---|---|---|
| CI3679 | Windows Operating Systems and Server Administration Fundamentals | 4.5 |
| CI4119 | Installing and Configuring Windows Server 2012 | 4.5 |
| CI4129 | Administering Windows Server 2012 | 4.5 |
| CI4139 | Configuring Advanced Windows Server 2012 | 4.5 |
| | Services | |
| CI4159 | Designing and Implementing a Server Infrastructure | 4.5 |
| CI4169 | Implementing an Advanced Server Infrastructure | 4.5 |
| CI6605 | Risk Assessment and Analysis OR | 4.5 |
| CI3000+ | Elective | 4.5 |

*CI6605DC: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

### Open Elective (13.5)

| | | |
|---|---|---|
| MT6000DC+ | Elective OR | |
| | Elective | 4.5 |
| | Open Electives | 13.5 |

*CI6600DC+: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

### General Education Core (66)

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Electives | 9 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Electives | 9 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

*(Course-by-course transfer)*

**Communications**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

| | | |
|---|---|---|
| MA3000 | Business Statistics | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.*

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Information Technology Major Core and the Network Management Microsoft Emphasis Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Information Technology, BS, Emphasis in Web Development

This degree is intended for the information technology student who wants to develop skills in website design and development. Students will study the issues and challenges of creating and maintaining websites, interface usability, and how to maximize the effects that websites have on public and private companies, government and municipal agencies, and nonprofit organizations. As with all information technology degrees, a wide range of job opportunities are available.

This program is offered online and through all campuses. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Support the data management needs of business through the design, implementation and maintenance of relational databases.
- Collaborate with constituents to establish the information technology needs of a business and plan an appropriate solution and procurement strategy.
- Demonstrate the use of project management techniques within an appropriate system analysis and design life cycle framework to develop an information system.
- Solve a variety of business problems through the application of structured program analysis and design concepts.
- Apply ethical decision-making models in the information technology environment.
- Demonstrate the technical skills required of web developers.

# Information Technology: Bachelor of Science with Emphasis in Web Development

**180 Credits**

**Information Technology Major Core (51)**

| | | |
|---|---|---|
| CI1320 | Computer Concepts | 4.5 |
| CI1420 | Principles of Programming | 4.5 |
| CI2011 | Introduction to Database | 4.5 |
| CI2211 | Internetworking Fundamentals | 4.5 |
| CI2440 | Introduction to Computer Security | 4.5 |
| CI3010 | Linux | 4.5 |
| CI3155 | Computer Ethics | 4.5 |
| CI3310 | Website and Web Application Design | 4.5 |
| MT6621 | Intermediate Project Management OR | 4.5 |
| CI4220/MT 4230 | Project Management | 4.5 |
| CI4221 | Systems Analysis and Design | 4.5 |
| CI4223 | Integrative Systems Project | 6 |

*MT6621: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*CI4223: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

**Support Core (13.5)**

| | | |
|---|---|---|
| AC2760 | Financial Accounting for Managers | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |

**Web Development Emphasis Core (27)**

| | | |
|---|---|---|
| CI3091 | Database Design and Management | 4.5 |
| CI3315 | Web Design and Programming | 4.5 |
| CI3380 | Client Side Scripting and Open Communications | 4.5 |
| CI4035 | Server-Side Applications | 4.5 |

| | with PHP and MySQL | |
|---|---|---|
| CI4040 | Designing User Interfaces & Multimedia | 4.5 |
| CI4085 | Responsive Web Development | 4.5 |

**Open Elective (22.5)**

| | | |
|---|---|---|
| MT6000DC+ | Elective | |
| | OR | |
| | Elective | 4.5 |
| | | |
| MT6000DC+ | Elective | |
| | OR | |
| | Elective | 4.5 |
| | | |
| | Open Electives | 13.5 |

MT6000DC: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.

**General Education Core (66)**

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Electives | 9 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Electives | 9 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

*(Course-by-course transfer)*

**Communications**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| | | |
| EN2100 | Speech | 4.5 |
| | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| | | |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2050 | College Algebra | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and | 5 |

| | Career: Set Up for Success! | |
|---|---|---|
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Information Technology Major Core and the Computer Security and Forensics Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Information Technology, BS, Game Software Development

This program prepares students to apply relevant knowledge and skills in the area of game development. Using graphics engines and physics, game developers design computer-based games and simulations for a variety of platforms. This program will impart to students the requisite programming and scripting skills necessary to design computer-based games and simulations.

This program is offered online and through all campuses. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Identify, describe, install and configure the hardware associated with personal computer systems.
- Establish the information technology needs of a business and plan an appropriate solution and procurement strategy.
- Demonstrate the use of project management techniques within an appropriate system analysis and design life-cycle framework to develop an information system.
- Assist in the development of a game software product.

## Information Technology: Bachelor of Science Game Software Development

**180 Credits**

**Information Technology Major Core (51)**

| | | |
|---|---|---|
| CI1320 | Computer Concepts | 4.5 |
| CI1423 | Introduction to Programming Concepts | 4.5 |
| CI2011 | Introduction to Database | 4.5 |
| CI2211 | Internetworking Fundamentals | 4.5 |
| CI2440 | Introduction to Computer Security | 4.5 |
| CI3010 | Linux | 4.5 |
| CI3155 | Computer Ethics | 4.5 |
| CI3310 | Website and Web Application Design | 4.5 |
| MT6621 | Intermediate Project Management OR | 4.5 |
| CI4220/MT 4230 | Project Management | 4.5 |
| CI4221 | Systems Analysis and Design | 4.5 |
| CI4223 | Integrative Systems Project | 6 |

*MT6621: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*CI4223: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

**Support Core (9)**

| | | |
|---|---|---|
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |

**Game Software Development Emphasis Core (54)**

| | | |
|---|---|---|
| CI2090 | Introduction to Game Development | 4.5 |
| CI2106 | Fundamentals of Programming | 4.5 |
| CI2109 | Intermediate Programming | 4.5 |
| CI2212 | Data Structures | 4.5 |
| CI2213 | Advanced Programming | 4.5 |
| CI3216 | 2D Graphics Programming | 4.5 |
| CI3218 | 3D Graphics Programming | 4.5 |
| CI3219 | 3D Game Engine Architecture | 4.5 |
| CI3224 | Game Scripting and Tools | 4.5 |
| CI4216 | Game Software Development and Testing | 4.5 |
| CI4455 | Artificial Intelligence for Gamers | 4.5 |
| CI4490 | Game Software Senior Project | 4.5 |

**General Education Core (66)**

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Electives | 9 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Electives | 9 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

*(Course-by-course transfer)*

**Communications**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2050 | College Algebra | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Information Technology Major Core and the Computer Security and Forensics Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Network and Server Administrator: Diploma

This program provides students with an in-depth knowledge of network design and operation. Graduates of this program have the necessary skills to manage and provide technical support for a computer network. The focus is on Microsoft and Cisco networking help prepare students to take the Microsoft MCSE Server Administrator exams and Cisco CCNA certifications.

This program is offered online and through all campuses, except Ellsworth AFB, Garden City, Richardson, and Tulsa. Students in this program may not take any on-ground classes at Bellevue. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Demonstrate proficiency in the fundamental information technology skills required to provide user support in business.
- Administer a network infrastructure designed to support management and production functions in business or industry.
- Implement and maintain computer-based information systems to support the decision-making function of management.

## Network and Server Administrator: Diploma Requirements

**52.5 Credits**

**Network and Server Administrator Major Core (22.5)**

| | | |
|---|---|---|
| CI1320 | Computer Concepts | 4.5 |
| CI2211 | Internetworking Fundamentals | 4.5 |
| CI2440 | Introduction to Computer Security | 4.5 |
| CI3679 | Windows Operating Systems and Server Administration Fundamentals | 4.5 |
| CI4119 | Installing and Configuring Windows Server 2012 | 4.5 |
| CI4129 | Administering Windows Server 2012 | 4.5 |
| CI4139 | Configuring Advanced Windows Server 2012 Services | 4.5 |

**Option 1 - CCNA (9)**

| | | |
|---|---|---|
| CI4291 | Interconnecting Cisco Network Devices I | 4.5 |
| CI4292 | Interconnecting Cisco Network Devices II | 4.5 |

**Option 2 - MCSE (9)**

| | | |
|---|---|---|
| CI4159 | Designing and Implementing a Server Infrastructure | 4.5 |
| CI4169 | Implementing an Advanced Server Infrastructure | 4.5 |

**General Education Core (12)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS2080 | Career Management | 3 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Network and Server Administrator Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Office Applications and Software Support: Diploma

This program is designed to prepare students with the knowledge and skills to provide support to administrative personnel in an office setting. In addition to gaining proficiency in the use of relevant software applications, students will also acquire a foundation of knowledge in customer service, accounting, and other business principles.

This program is offered online and limited to certain students. This program is offered online only through Bellevue, Overland Park, Tulsa, Wichita, Wichita West, and Zona Rosa.

**Student Learning Outcomes**

Graduates of the program will:

- Utilize software application tools prevalent in an office setting.
- Apply introductory concepts and theories in business.

## Office Applications and Software Support: Diploma Requirements

**52.5 Credits**

**Office Applications and Software Support Major Core (40.5)**

| | | |
|---|---|---|
| AC1060 | Principles of Accounting I | 4.5 |
| CS1150/CI 1150 | Introduction to Computer Information Systems | 4.5 |

| CI1230 | Spreadsheets For Windows | 4.5 |
|--------|--------------------------|-----|
| MG2300 | Customer Service Relations | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
|        | AC/CI/MT Elective | 18 |

**General Education Core (13.5)**

**Mathematics**

| | Elective | 4.5 |
|---|----------|-----|

**General Education**

| | General Education Elective | 9 |
|---|----------------------------|---|

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Network and Server Administrator Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Organizational Leadership

## Organizational Leadership, BS

Today's organizations need business professionals who are dynamic leaders and informed decision-makers in order to be successful in the competitive global economy. This degree program is designed for persons seeking to upgrade their leadership skills and advance in organizations. Graduates will have a distinct advantage in being able to combine core business knowledge with insight and skills gained from the added dimension of course work in organizational leadership. These courses prepare students to be better leaders, to initiate change, to solve problems, and to foster more innovative learning environments.

Students who have an interest in combining the knowledge and skills gained through the study of organizational leadership with those acquired in the field of human resource management should consider completing the human resource management emphasis core courses as open elective options.

This program is offered online and through all campuses, except Garden City, Rochester, Wichita, Wichita West, and Zona Rosa. Students in this program may not take any on-ground classes at Bellevue. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

### Student Learning Outcomes

Graduates of the program will:

- Utilize leadership concepts and theories to attain organizational goals.
- Formulate management strategy to effect organizational change.
- Apply ethical decision making models to ethical dilemmas faced by individuals and organizations.
- Demonstrate effective collaboration and teamwork skills.

## Organizational Leadership: Bachelor of Science Requirements

**180 Credits**

**Organizational Leadership Major Core (37.5)**

| MT4050 | Training and Development | 4.5 |
|--------|--------------------------|-----|
| MT4200 | Business Ethics | 4.5 |
| MT6570 | International Business OR | 4.5 |
| MT4300 | Management Across Cultures | 4.5 |
| OL3100 | Principles of Organizational Leadership | 4.5 |
| OL4100 | Organizational Culture and Leadership | 4.5 |
| OL4200 | Learning Organizations | 4.5 |
| OL4300 | Organizational Development and Change | 4.5 |
| OL4501 | Organizational Leadership Action Research I | 3 |
| OL4551 | Organizational Leadership Action Research II | 3 |

*MT6570: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*OL4501, OL4551: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

**Support Core (40.5)**

| AC2760 | Financial Accounting for Managers | 4.5 |
|--------|-----------------------------------|-----|
| EC2050 | Macroeconomics OR | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| FN3000 | Business Finance I | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MG6500 | Marketing Administration OR | 4.5 |
| MG3000 | Marketing | 4.5 |
| MT2050 | Principles of Management | 4.5 |

| MT6300 | Managing Human Resources OR | 4.5 |
| MT3050 | Human Resource Management | 4.5 |
| 3000+ | Elective | 4.5 |
| 3000+ | Elective | 4.5 |

*MG6500, MT6300: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

**Open Electives (36)**

**General Education Core (66)**

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**
| EN1150 | Composition I | 4.5 |

**Science**
| SC | Science Electives | 9 |

**Humanities**
| | Humanities Electives | 9 |

**Behavioral/Social Science**
| | Behavioral/Social Science Elective | 9 |

*(Course-by-course transfer)*

**Communications**
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**General Education**
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.*

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Organizational Leadership Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# COLLEGE OF HEALTH AND SCIENCES

## Allied Health

## Health Information Technology, AAS

The Associate of Applied Science in Health Information Technology degree program at National American University prepares students from diverse backgrounds to perform entry-level technical and managerial functions in various healthcare settings. The program is offered in a flexible online format that prepares students for the RHIT certification examination. Through a student-centered, performance-based curriculum, the AHIMA Domains, Subdomains, and Tasks are utilized to prepare students for a career in health information technology, a profession in which employment is projected to grow faster than average.

The health information technology occupation is one of the fastest growing professions in one of the fastest growing industries. Health information professionals provide reliable and valid information that drives health care. Health information technicians are specialists in managing medical records, coding and reimbursement, and possess the skills to think critically and problem solve. These professionals play a key role in preparing, analyzing, and maintaining health records and are considered experts in assuring the privacy and security of health data.

The health information field is increasingly focusing on electronic patient records, database management, and information privacy and security. HIT professionals work in a variety of settings, such as hospitals, physician practices, long-term care, home health care, insurance, managed care, health technology firms, and pharmaceutical companies.

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) has awarded Accreditation to the Health Information Technology Associate Degree Program for National American University Online.

This program is offered online. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

The graduates of the program will:

- Apply healthcare laws, regulations, accreditation, licensure, certification standards, and ethics in the health information technology profession.
- Collect, analyze, and maintain health record content in paper or electronic mediums.
- Assign ICD and CPT codes on inpatient and outpatient records.
- Apply healthcare billing and reimbursement processes for inpatient and outpatient encounters.
- Apply quality management, utilization management, risk management, and healthcare vital statistics in the health information technology profession.
- Create a professional development plan to achieve and maintain certification.

## Health Information Technology: Associate of Applied Science Degree Requirements

**99 Credits**

**Health Information Technology Major Core (48)**

| | | |
|---|---|---|
| HT1000D | Introduction to Health Information Management and Health Care | 4 |
| HT2117D | ICD Coding and Pathophysiology I with Lab | 6 |
| HT2127D | ICD Coding and Pathophysiology II with Lab | 6 |
| HT2130D | Current Procedural Terminology Coding with Lab | 3 |
| HT2135D | Advanced Coding With Lab | 3 |
| HT2200D | Health Information Management Systems | 4 |
| HT2210D | Healthcare Data Quality and Management | 4 |
| HT2230D | Healthcare Reimbursement | 3 |
| HT2240D | Health Info Management and Supervision | 3 |
| HT2250D | Medical Law and Ethics for Health Information Professionals | 4 |
| HT2500D | Health Information Technology Practicum | 6 |
| ME1140 | Medical Terminology for Health Professions | 2 |

*HT1000D, HT2117D, HT2127D, HT2135D, HT2200D, HT2210D, HT2230D, HT2240D, HT2250D, HT2250D, ME1140: Professional course (Minimum "C" grade required)*

**General Education Core (51)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| | | |
|---|---|---|
| SC1221 | Essentials of Anatomy and Physiology with Lab | 6 |
| SC1224D | Advanced Essentials of Anatomy and Physiology with Lab | 6 |

*SC1221, SC1224D: Professional course (Minimum "C" grade required)*

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

**Humanities**

| | | |
|---|---|---|
| HU2000 | Critical Thinking and Problem Solving | 4.5 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Health Information Technology Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Healthcare Coding: Diploma

The diploma program in healthcare coding is designed to provide a comprehensive understanding of coding principles and standards for entry-level professionals. The program assists students in the interpretation of coding practices, for both inpatient and outpatient settings.

There are many demands within healthcare institutions for coding professionals. Coding skills are highly valued within the healthcare industry, as the information is used in preparing claims for reimbursement, evaluating outcomes,

quality assurance activities, and for clinical research. Coding professionals work in a variety of settings, such as hospitals, physician practices, long-term care, home health care, insurance, managed care, and governmental agencies. Coding students are eligible to sit for the Certified Coding Associate (CCA) upon completion of the program.

This program is offered online and through Bellevue and others? Students in this program may take on-ground classes where available, <u>except</u> Ellsworth AFB. Course availability is subject to minimum class size requirements.  Offered at all locations except Ellsworth, Lone Star and Tulsa

**Student Learning Outcomes**

Graduates of the program will:

• Assign ICD and CPT codes on inpatient and outpatient records.

• Collect, analyze, and maintain health record content in paper or electronic mediums.

• Apply healthcare billing and reimbursement processes for inpatient and outpatient encounters.

• Create a professional development plan to achieve and maintain certification.

## Healthcare Coding: Diploma Requirements

### 63 Credits

### Healthcare Coding Major Core (30)

| | | |
|---|---|---|
| HT1000D | Introduction to Health Information Management and Health Care | 4 |
| HT2117D | ICD Coding and Pathophysiology I with Lab | 6 |
| HT2127D | ICD Coding and Pathophysiology II with Lab | 6 |
| HT2130D | Current Procedural Terminology Coding with Lab | 3 |
| HT2135D | Advanced Coding With Lab | 3 |
| HT2230D | Healthcare Reimbursement | 3 |
| HT2300D | Healthcare Coding Practicum | 3 |
| ME1140 | Medical Terminology for Health Professions | 2 |

*HT1000D, HT2117D, HT2127D, HT2130D, HT2135D, HT2230D, ME 1140: Professional course (minimum "C" grade required)*

### General Education Core (33)

#### Communications
| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

#### Science
| | | |
|---|---|---|
| SC1221 | Essentials of Anatomy and Physiology with Lab | 6 |
| SC1224D | Advanced Essentials of Anatomy and Physiology with Lab | 6 |

*SC1221, SC1224D: Professional course (minimum "C" grade required)*

#### Behavioral/Social Science
| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 4.5 |

#### General Education
| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career:  Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Healthcare Coding Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Invasive Cardiovascular Technology, AAS

The Cardiovascular Technology Program prepares students to function at the entry-level of competence in the cardiac diagnostic and interventional laboratories. These laboratories are collectively known as cardiac catheterization labs, or cath labs. The invasive cardiovascular technologist (CVT) will learn to function effectively in many different roles including caregiver, advocate, teacher, and team member to assist the cardiologists in performing a variety of complex diagnostic and interventional procedures. These professionals assist in all phases of the catheterization procedures, including preparing the sterile procedure field, inserting equipment, operating electronic instruments, calculating and analyzing diagnostic data acquired, and applying interventional technologies as directed by the physician. The CVT may also assist in invasive interventional procedures designed to repair and restore function to the heart and peripheral vessels. These procedures include intravascular angioplasty and stent placement, cardiac valve repair or replacement, congenital (birth) defect repair and cardiac pacemaker insertion.

The program offers a major core curriculum that includes lecture, laboratory, and clinical components, as well as general education courses selected to support clinical knowledge and skills. Upon program completion, the student will have didactic knowledge and practical experience in the cardiovascular sciences; electrocardiography (EKG), measurement and calculation

of cardiac functional indices, cardiac blood oxygen saturation determination, cardiac pressure and electrical system assessments, and vascular angiography (cardiac and peripheral vascular). Students will also have the opportunity to study and apply emergency protocols.

Graduates are encouraged to take the national credentialing examination offered by Cardiovascular Credentialing International (CCI) and should understand that successful passage of the exam may enhance their employment opportunities. Graduates will be eligible to apply for the Registered Cardiovascular Invasive Specialist (RCIS) examination offered by CCI after acquiring the necessary experience, as defined by CCI. Students should refer to CCI's website for further information regarding eligibility and examination requirements.

Admission to the AAS Invasive Cardiovascular Technology program is based on the National American University admission criteria. Admission to and completion of the prerequisite courses does not guarantee enrollment in the CVT Major Core. Admission to the core is selective and competitive.

The criteria to be eligible for application to the CVT Major Core are as follows:

- Application to NAU must be made before application to the CVT Major Core.
- All science credit must have been earned within the last five years.
- Formal written application to the CVT Major Core, which includes an autobiography and personal statement on why the applicant wants to be a CVT.
- On site interview with the CVT Admissions Committee.
- Three letters of recommendation. At least two letters of recommendation must come from an instructor, guidance counselor, health care professional, job supervisor, or someone who knows the applicant's professional and/or academic abilities. One recommendation letter may be from a personal reference.
- The following must be documented in the CVT program application packet:
  - Current CPR
  - Documentation of current immunizations
  - CGPA of 2.5 in prerequisite courses

Essential Functions and Performance Standards for Successful Completion of the CVT Program: Applicant must have sufficient vision, hearing, tactile sensation, gross and fine motor strength and coordination, memory, critical thinking, communication, and interpersonal skills to interact with patients, ensure safety of self and others, document accurately, and provide intervention while meeting medical standards required by facilities.

Additionally students must be able to physically lift 50 pounds and pass a physical examination prior to beginning externship if required by site.

Prior to admission to the clinical externship the student must document the following (as required by the site):

- Documentation of current immunizations
- Current TB test results
- Active health insurance is required by site
- Negative background and drug screening results
- CGPA of 2.5 in the CVT Major Core for progression to externship
- Current CPR certification

In order to graduate, a minimum 2.5 GPA is required overall and in the Cardiovascular Technology Core Curriculum. A grade of "C" or higher is required in all designated professional courses.

This program is offered through Austin, Austin South, and Georgetown. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Demonstrate entry-level skills, knowledge and behavior competence in content, clinical functions and procedures, including general operational functions, as defined by the Commission on Accreditation of Allied Health Education Programs Standards and Guidelines for Invasive Cardiovascular Tech Educational Programs.
- Apply fundamental principles, regulations and statutes for performing within legal and ethical boundaries in the cardiovascular technology profession.
- Create a plan for becoming a credentialed Cardiovascular Technologist, membership in professional organizations, and continuing education.

## Invasive Cardiovascular Technology: Associate of Applied Science Degree Requirements

**105.5 Credits**

**Cardiovascular Technology Major Core (76)**

(All CV2000+ credits must be with NAU.)

| | | |
|---|---|---|
| CV1010 | Introduction to Cardiovascular Technology | 4 |
| CV1020 | Cardiac Catheterization I | 2 |
| CV1030 | Cardiovascular Anatomy and Physiology | 6 |

| CV1040 | Basic Patient Care Skills | 4.5 |
|--------|---------------------------|-----|
| CV1050 | Cardiovascular Pharmacology | 4.5 |
| CV1060 | Diagnostic Electrocardiography | 4.5 |
| CV2010 | Cardiac Catheterization II | 4.5 |
| CV2020 | Cardiovascular Pathophysiology I | 4.5 |
| CV2030 | Catheterization Lab Fundamentals | 4.5 |
| CV2040 | Cardiovascular Pathophysiology II | 4.5 |
| CV2050 | Catheterization Lab Imaging Fundamentals | 2 |
| CV2060 | Principles of Interventional Radiology | 4.5 |
| CV3010 | Cardiovascular Technology Externship I | 13 |
| CV3011 | Cardiovascular Technology Externship II | 13 |

*CV1010, CV1020, CV1030, CV1040, CV1050, CV1060, CV2010, CV2020, CV2030, CV2040, CV2050, CV2060, CV3011: Professional Course (minimum "C" grade required)*

*CV3010: Students must maintain a 2.5 CGPA in the Major Core.*

### General Education Core (29.5)

### Communications

| EN1150 | Composition I | 4.5 |
|--------|---------------|-----|

### Science

All science transfer courses have a 5-year limit at application.

| SC1221 | Essentials of Anatomy and Physiology with Lab | 6 |
|--------|-----------------------------------------------|---|

*SC1221: Professional Course (minimum "C" grade required)*

### Mathematics

| MA2000 | Quantitative Reasoning | 4.5 |
|--------|------------------------|-----|

### Humanities/Behavioral/Social Science

|  | Humanities/Behavioral/Social Science Elective | 4.5 |
|--|-----------------------------------------------|-----|

### General Education

| CS1201 | Juggling College, Life, and Career:  Set Up for Success! | 5 |
|--------|----------------------------------------------------------|---|
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |

**Twenty-seven (27) credits must be completed at National American University (Includes successful completion of CV1010 and CV1030 credit by examinations).**

The CVT Clinical Core and Science courses must be scheduled for the full required contact hours.

*Graduation Requirements: A minimum 2.5 GPA is required overall and in the Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Medical Administrative Assistant, AAS

The medical administrative assistant degree program is designed to prepare students for entry-level administrative positions in a variety of healthcare settings. Administrative duties may include greeting patients, setting appointment times, scheduling hospital admissions, medical transcription, medical record management, insurance coding and billing, bill collections, office compliance, and other general medical office procedures. A medical administrative assistant with sufficient training and experience may become responsible for office management.

The medical administrative assistant program utilizes a combination of lecture and learning activities to address both administrative and general topics. Students have the option to complete a 160 hour practicum. The practicum is required for graduates to be eligible to take a credentialing exam. Students in the program must complete all professional courses in the curriculum with a minimum "C" grade.

This program is offered online and through Albuquerque, Albuquerque West, Allen, Austin, Austin South, Bellevue, Bloomington, Brooklyn Center, Burnsville, Centennial, Colorado Springs, Colorado Springs South, Georgetown, Houston, Indianapolis, Mesquite, Minnetonka, Rapid City, Rochester, Roseville, Sioux Falls, Tulsa, Watertown, Wichita, Wichita West, and Zona Rosa. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Demonstrate entry-level skills, knowledge and behavior competence in administrative content, functions, and procedures; including medical records management, healthcare coding, office accounting, and transcription.

- Apply fundamental principles, regulations, and statutes for performing within legal and ethical boundaries.

- Create a plan for obtaining membership in professional organizations, and continuing education.

## Medical Administrative Assistant: Associate of Applied Science Degree Requirements

### 92 Credits

### Medical Administrative Assisting Major Core (42.5)

(A minimum of 22 of the following 42.5 credits must be with NAU.)

| | | |
|---|---|---|
| ME1100 | Introduction to Medical Assisting | 4 |
| ME1140 | Medical Terminology for Health Professions | 2 |
| ME1750 | Medical Transcription | 4 |
| ME2211 | Human Pharmacology | 4 |
| ME2250 | Medical Law and Ethics | 4 |
| ME2260 | Medical Records Management | 4 |
| ME2515 | Introduction to Pathophysiology | 4.5 |
| ME2611 | Healthcare Coding and Billing I | 4 |
| ME2612 | Healthcare Coding and Billing II | 4 |
| ME2620 | Medical Office Procedures with Software Apps | 4 |
| ME3321 | Medical Administrative Assistant Practicum OR | 4.5 |
| HA3010D | Introduction to U.S. Healthcare Delivery | 4 |

*ME1100, ME1140, ME1750, ME2211, ME2250, ME2260, ME2515, ME2611, ME2612, ME2620: Professional course (Minimum "C" grade required)*

*ME3321: Recommended that students with no documented healthcare employment experience complete ME3321 MAA Practicum. (Required for students who choose to become credentialed.)*

### Support Core (9)

| | | |
|---|---|---|
| MT1050 | Introduction to Business | 4.5 |
| AC2760 | Financial Accounting for Managers | 4.5 |

### General Education Core (40.5)

#### Communications

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |

*EN1150: Professional course (Minimum "C" grade required)*

#### Science

| | | |
|---|---|---|
| SC1221 | Essentials of Anatomy and Physiology with Lab | 6 |

*SC1221: Professional course (Minimum "C" grade required)*

#### Mathematics

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

*MA2000: Professional course (Minimum "C" grade required)*

#### Humanities

| | | |
|---|---|---|
| | Humanities Elective | 4.5 |

HU: Professional course (Minimum "C" grade required)

#### Behavioral/Social Science

| | | |
|---|---|---|
| PS2000 | Human Growth and Development | 4.5 |

*PS200: Professional course (Minimum "C" grade required)*

#### General Education

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

CS1201, CS1301, CS2086: Professional course (Minimum "C" grade required)

## Medical Administrative Assistant: Associate of Applied Science Degree Requirements (Indiana)

### 96.5 Credits

### Medical Administrative Assisting Major Core (42.5)

(A minimum of 22 of the following 42.5 credits must be with NAU.)

| | | |
|---|---|---|
| ME1100 | Introduction to Medical Assisting | 4 |
| ME1140 | Medical Terminology for Health Professions | 2 |
| ME1750 | Medical Transcription | 4 |
| ME2211 | Human Pharmacology | 4 |
| ME2250 | Medical Law and Ethics | 4 |
| ME2260 | Medical Records Management | 4 |
| ME2515 | Introduction to Pathophysiology | 4.5 |
| ME2611 | Healthcare Coding and Billing I | 4 |
| ME2612 | Healthcare Coding and Billing II | 4 |
| ME2620 | Medical Office Procedures with Software Apps | 4 |
| ME3321 | Medical Administrative | 4.5 |

| | Assistant Practicum OR | |
|---|---|---|
| HA3010D | Introduction to U.S. Healthcare Delivery | 4 |

*ME1100, ME1140, ME1750, ME2211, ME2250, ME2260, ME2515, ME2611, ME2612, ME2620: Professional course (Minimum "C" grade required)*

*ME3321: Recommended that students with no documented healthcare employment experience complete ME3321 MAA Practicum. (Required for students who choose to become credentialed.)*

## Support Core (9)

| MT1050 | Introduction to Business | 4.5 |
|---|---|---|
| AC2760 | Financial Accounting for Managers | 4.5 |

## Open Elective (4.5)

| | Elective | 4.5 |
|---|---|---|

## General Education Core (40.5)

## Communications

| EN1150 | Composition I | 4.5 |
|---|---|---|
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |

*EN1150: Professional course (Minimum "C" grade required)*

## Science

| SC1221 | Essentials of Anatomy and Physiology with Lab | 6 |
|---|---|---|

*SC1221: Professional course (Minimum "C" grade required)*

## Mathematics

| MA2000 | Quantitative Reasoning | 4.5 |
|---|---|---|

*MA2000: Professional course (Minimum "C" grade required)*

## Humanities

| | Humanities Elective | 4.5 |
|---|---|---|

HU: Professional course (Minimum "C" grade required)

## Behavioral/Social Science

| PS2000 | Human Growth and Development | 4.5 |
|---|---|---|

*PS200: Professional course (Minimum "C" grade required)*

## General Education

| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
|---|---|---|
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

CS1201, CS1301, CS2086: Professional course (Minimum "C" grade required)

The Medical Administrative Assisting Core and Science courses are scheduled for the full required contact hours.

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Medical Administrative Assistant Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Medical Assisting, AAS

The campus based Associate of Applied Science Medical Assisting program at National American University prepares students from diverse backgrounds to perform entry-level administrative and clinical functions in outpatient healthcare settings. The university responds to the needs and expectations of the ever-changing healthcare environment including physicians, the public, employers, graduates, students, faculty, and nationally accepted standards of roles and functions. Through a student-centered competency-based curriculum, NAU utilizes cognitive, psychomotor, and affective learning domains to prepare students for a career within the scope of specific training and state law.

Students will complete an Essential Functions form indicating the student is able to meet the requirements to be a MA student. The Essential Functions, which are performance standards for successful completion of the MA Program: Applicant must have sufficient vision, hearing, tactile sensation, gross and fine motor strength and coordination, memory, critical thinking, communication, and interpersonal skills to interact with patients and families, ensure safety of self and others, document accurately, and provide intervention while meeting medical standards required by facilities.

Evidence of up-to-date immunizations or evidence of serologic immunity as required by clinical agencies, signed by a healthcare provider, will be required prior to clinical laboratory courses

In order to graduate, the student must maintain a 2.0 GPA.

This program is offered through all campuses, <u>except</u> Ellsworth AFB, Garden City, Houston, Rapid City, and Watertown. Medical Assisting specific courses must be taken at one of the following campuses: Albuquerque, Austin, Bellevue, Bloomington, Brooklyn Center, Centennial, Colorado Springs, Georgetown, Independence, Indianapolis, Mesquite, Overland Park, Rochester, Roseville, Sioux Falls, Wichita, and Zona Rosa. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Some courses may only be

available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

• Demonstrate entry-level skills, knowledge and behavior competence in content and administrative and clinical functions and procedures, including general operational functions, as defined by the Commission on Accreditation of Allied Health Education Programs Standards and Guidelines for Medical Assisting Educational Programs.

• Apply fundamental principles, regulations and statutes for performing within legal and ethical boundaries.

• Create a plan for becoming a certified medical assistant, membership in professional organizations, and continuing education.

## Medical Assisting: Associate of Applied Science Degree Requirements

**92 Credits**

**Medical Assisting Major Core (51.5)**

| | | |
|---|---|---|
| ME1100 | Introduction to Medical Assisting | 4 |
| ME1140 | Medical Terminology for Health Professions | 2 |
| ME2130 | Clinical Science Lab I | 2 |
| ME2140 | Clinical Science Lab II | 2 |
| ME2155 | Clinical Science Lab III | 3 |
| ME2211 | Human Pharmacology | 4 |
| ME2250 | Medical Law and Ethics | 4 |
| ME2260 | Medical Records Management | 4 |
| ME2401 | Laboratory Techniques I | 2 |
| ME2402 | Laboratory Techniques II | 2 |
| ME2515 | Introduction to Pathophysiology | 4.5 |
| ME2611 | Healthcare Coding and Billing I | 4 |
| ME2620 | Medical Office Procedures with Software Apps | 4 |
| ME3000 | Medical Assisting Examination Review | 3 |
| ME3322 | Medical Assisting Practicum | 7 |

*ME1100, ME1140, ME2130, ME2140, ME2155, ME2211, ME2250, ME2260, ME2401, ME2402, ME2515, ME2611, ME2620, ME3000: A minimum grade of "C" is required for all courses.*

*ME1100, ME2130, ME2140, ME2155, ME2401, ME2402, ME3000, ME3322; Courses required to be taught face-to-face.*

**General Education Core (40.5)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |

*EN1150, EN2100/EN2150: A minimum grade of "C" is required for all courses.*

**Science**

| | | |
|---|---|---|
| SC1221 | Essentials of Anatomy and Physiology with Lab | 6 |

*SC1221: A minimum grade of "C" is required for all courses. This course is required to be taught face-to-face.*

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

*MA2000: A minimum grade of "C" is required for all courses.*

**Humanities**

| | | |
|---|---|---|
| | Humanities Elective | 4.5 |

A minimum grade of "C" is required for all courses.

**Behavioral/Social Science**

| | | |
|---|---|---|
| PS2000 | Human Growth and Development | 4.5 |

*PS2000: A minimum grade of "C" is required for all courses.*

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

CS1201, CS1301: A minimum grade of "C" is required for all courses.

## Medical Assisting: Associate of Applied Science Degree Requirements (Indiana)

**96.5 Credits**

**Medical Assisting Major Core (51.5)**

| | | |
|---|---|---|
| ME1100 | Introduction to Medical Assisting | 4 |
| ME1140 | Medical Terminology for Health Professions | 2 |
| ME2130 | Clinical Science Lab I | 2 |
| ME2140 | Clinical Science Lab II | 2 |
| ME2155 | Clinical Science Lab III | 3 |
| ME2211 | Human Pharmacology | 4 |

| | | |
|---|---|---|
| ME2250 | Medical Law and Ethics | 4 |
| ME2260 | Medical Records Management | 4 |
| ME2401 | Laboratory Techniques I | 2 |
| ME2402 | Laboratory Techniques II | 2 |
| ME2515 | Introduction to Pathophysiology | 4.5 |
| ME2611 | Healthcare Coding and Billing I | 4 |
| ME2620 | Medical Office Procedures with Software Apps | 4 |
| ME3000 | Medical Assisting Examination Review | 3 |
| ME3322 | Medical Assisting Practicum | 7 |

*ME1100, ME1140, ME2130, ME2140, ME2155, ME2211, ME2250, ME2260, ME2401, ME2402, ME2515, ME2611, ME2620, ME3000: A minimum grade of "C" is required for all courses.*

*ME1100, ME2130, ME2140, ME2155, ME2401, ME2402, ME3000, ME3322; Courses required to be taught face-to-face.*

### Open Elective (4.5

| | | |
|---|---|---|
| | Open Elective | 4.5 |

A minimum grade of "C" is required for all courses.

### General Education Core (40.5)

### Communications

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |

*EN1150, EN2100/EN2150: A minimum grade of "C" is required for all courses.*

### Science

| | | |
|---|---|---|
| SC1221 | Essentials of Anatomy and Physiology with Lab | 6 |

*SC1221: A minimum grade of "C" is required for all courses. This course is required to be taught face-to-face.*

### Mathematics

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

*MA2000: A minimum grade of "C" is required for all courses.*

### Humanities

| | | |
|---|---|---|
| | Humanities Elective | 4.5 |

A minimum grade of "C" is required for all courses.

### Behavioral/Social Science

| | | |
|---|---|---|
| PS2000 | Human Growth and Development | 4.5 |

*PS2000: A minimum grade of "C" is required for all courses.*

### General Education

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

CS1201, CS1301: A minimum grade of "C" is required for all courses.

The Medical Assisting Core and Science courses are scheduled for the full required contact hours.

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Medical Assisting Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Medical Billing and Coding: Diploma

The medical billing and coding diploma program is designed to prepare students for entry-level positions as medical billers and coders in a variety of healthcare settings, such as physician offices, multispecialty clinics, nursing homes, surgery centers, healthcare systems, and medical billing companies. Medical billers and coders are responsible for completing insurance claims; coding patient diagnoses and medical, surgical and diagnostic services; submitting claims consistent with government regulations and private insurance policies; and coordinating communications between healthcare providers, insurance carriers, and patients. The accuracy and timeliness of their work is crucial to providers' financial operations, and they serve as valuable members of the healthcare team.

This diploma program utilize a combination of hands-on learning activities in coding and billing courses with a practicum experience at the end of the program to help students develop the knowledge and skills billers and coders use in the healthcare field. Graduates may wish to pursue certification in this field through national professional associations, such as the American Association of Professional Coders (AAPC) or the American Health Information Management Association (AHIMA).

This program is offered online through Bellevue, Overland Park, Wichita, and Wichita West. Students in this program may take on-ground classes where available, except in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Demonstrate entry-level skills, knowledge and behavior competence in administrative content, functions, and procedures, including current medical coding; completing and submitting claims to insurance carriers; and related reimbursement activities.
- Communicate effectively orally and in writing with constituents in the healthcare environment, including patients, medical personnel, and insurance carriers.
- Apply fundamental principles, regulations, and statutes for performing within legal and ethical boundaries.

## Medical Billing and Coding: Diploma Requirements

**60 Credits**

**Medical Coding and Billing Major Core (37.5)**

| | | |
|---|---|---|
| HA3010D | Introduction to U.S. Healthcare Delivery | 4 |
| ME1140 | Medical Terminology for Health Professions | 2 |
| ME2211 | Human Pharmacology | 4 |
| ME2250 | Medical Law and Ethics | 4 |
| ME2260 | Medical Records Management | 4 |
| ME2515 | Introduction to Pathophysiology | 4.5 |
| ME2611 | Healthcare Coding and Billing I | 4 |
| ME2612 | Healthcare Coding and Billing II | 4 |
| ME2630 | Medical Billing & Coding Capstone | 4 |
| ME2650 | Medical Billing & Coding Practicum | 4 |

*HA3010D, ME1140, ME2211, ME2250, ME2260, ME2515, ME2611, ME2612, ME2630, ME2650: Professional course (minimum "C" grade required)*

**General Education Core (22.5)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC1221 | Essentials of Anatomy and Physiology with Lab | 6 |

*SC1221: Professional course (minimum "C" grade required)*

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! | 5 |

| | | |
|---|---|---|
| | Achieving College and Career Success | |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Healthcare Coding Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Medical Laboratory Technician, AAS

The campus based Associate of Applied Science Medical Laboratory Technician (MLT) degree program at National American University requires completion of program-specific didactic and laboratory coursework followed by two advanced clinical internships at NAU-affiliated clinical site(s). Students who successfully complete the program and all appropriate academic requirements are eligible to take the American Society for Clinical Pathology (ASCP) certification exam. Individuals who pass the certification exam earn the initials MLT (ASCP).

A "medical laboratory technician" (MLT), is an individual responsible for clinical laboratory testing and communicating critical values to the healthcare team. Clinical Laboratory Technicians (MLTs) are health professions who work in testing laboratories in hospitals, clinics, and research facilities. The role of the MLT is to analyze specimens submitted by doctors and researchers to determine their nature, to assist the doctor or scientist to provide medical treatment, and to assist in advancing scientific knowledge.

The NAU's MLT Program at Zona Rosa has been granted accreditation from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The NAACLS is a premier international agency for accreditation and approval of educational programs in the clinical laboratory sciences and other related health professions.

NAACLS
5600 N. River Rd. Suite 720
Rosemont, IL 60018-5119
847-939-3597
This program is offered through Overland Park and Zona Rosa. All major core courses must be taken at the Zona Rosa campus. Some courses may only be available online, and students may be required to attend classes at different

locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Follow established standard laboratory procedures.
- Recognize unexpected test results and instrument malfunction in all major areas of the clinical laboratory and take appropriate action.
- Correlate laboratory test results to disease processes.
- Demonstrate professional conduct and interpersonal communication.
- Process information utilizing healthcare and laboratory information systems.
- Develop a plan to achieve national certification.

# Medical Laboratory Technician: Associate of Applied Science Degree Requirements

**104 Credits**

**Medical Laboratory Technician Major Core (58)**

(The following 58 credits must be earned at NAU.)

| | | |
|---|---|---|
| CL1010 | Introduction to Medical Laboratory Techniques and Instrumentation | 3 |
| CL1020 | Specimen Collection | 3 |
| CL1051 | Laboratory Calculations and Quality Control | 3 |
| CL1110 | Basic Immunology and Serology with Lab | 3 |
| CL1120 | Hematology I with Lab | 4 |
| CL1130 | Urinalysis and Body Fluids with Lab | 3 |
| CL1150 | Immunohematology I with Lab | 4 |
| CL1170 | Clinical Microbiology I with Lab | 4 |
| CL1190 | Clinical Chemistry I with Lab | 3 |
| CL2010 | Hematology II with Lab | 4 |
| CL2020 | Immunohematology II with Lab | 4 |
| CL2030 | Clinical Microbiology II with Lab | 3 |
| CL2050 | Clinical Chemistry II with Lab | 3 |
| CL2093 | Clinical Internship I | 7 |
| CL2094 | Clinical Internship II | 7 |

*CL1010, CL1020, CL1051, CL1110, CL1120, CL1130, CL1150, CL1170, CL1190, CL2010, CL2020, CL2030, CL2050: Professional courses (Minimum "C" grade required)*

**General Education Core (45)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

All science transfer courses have a 5-year limit at application.

| | | |
|---|---|---|
| SC1232 | Human Anatomy and Physiology I with Lab | 6 |
| SC1332 | Human Anatomy and Physiology II with Lab | 6 |
| SC1354 | Gen Chemistry and Biochemistry with Lab | 4.5 |
| SC1422 | Microbiology with Lab | 6 |

*SC1232, SC1332, SC1354, SC1422: Professional courses (Minimum "C "grade required)*

**Mathematics**

| | | |
|---|---|---|
| MA1500 | Intermediate Algebra OR | 4.5 |
| MA2050 | College Algebra | 4.5 |

**Humanities/Behavioral Social Science**

| | | |
|---|---|---|
| | Open Elective | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |

*MLT major core courses may only be retaken once.*

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Clinical/Medical Laboratory Technician Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*The American Society for Clinical Pathology (ASCP) certification examination for the MLT (ASCP) category requires an associate degree from a college/university and successful completion of a NAACLS-accredited MLT program within the last 5 years.*

*(The university reserves the right to correct clerical errors.)*

# Medical Staff Services Management, AAS

Legal cases reported in the national press have drawn attention to the importance of credentialing and peer review for physicians and other allied health professionals practicing in hospitals and other healthcare organizations. Medical services professionals perform the credentialing and re-credentialing procedures that document required training, licensure, experience, and continuing education to ensure healthcare practitioners have the proper qualifications and competency to treat patients.

The Associate of Applied Science in Medical Staff Services Management degree program helps students develop the knowledge and skills needed to perform the variety of duties completed by medical services professionals. These duties may include accreditation and regulatory compliance, performing credentialing and privileging processes, medical staff committee work, risk management, peer review, and information management. Graduates of this program with appropriate experience as medical services professionals may seek the Certified Provider Credentialing Specialist (CPCS) and Certified Professional Medical Services Management credentials.

This program is offered online and through all campuses, except Bellevue. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Students in this program may not take any on-ground classes at Bellevue. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

### Student Learning Outcomes

Graduates of the program will:

- Perform initial credentialing, reappointment, and delineation of privileges processes.
- Maintain compliance with accreditation and regulatory standards applicable to medical staff services.
- Coordinate processes related to medical staff bylaws, policies, and rules and regulations.

## Medical Staff Services Management: Associate of Applied Science Degree Requirements

### 90 Credits

### Medical Staff Services Management Major Core (36)

| | | |
|---|---|---|
| HA3010D | Introduction to U.S. Healthcare Delivery | 4 |
| HA3110D | Quality Improvement and Risk Management | 4 |
| HT2250D | Medical Law and Ethics for Health Information Professionals | 4 |
| ME1140 | Medical Terminology for Health Professions | 2 |
| ME1184D | Medical Staff Services Management I | 4.5 |
| ME2185D | Medical Staff Services Management II | 4.5 |
| ME2186D | Medical Staff Services Management III | 4.5 |
| ME2515 | Introduction to Pathophysiology | 4.5 |
| ME3330D | Medical Staff Services Management Externship OR | 4 |
| ME3332D | Medical Staff Services Management Project | 4 |

*HA3010D, HA3110D, HT2250D, ME1140, ME1184D, ME2185D, ME2186D, ME2515: Professional course (Minimum "C" grade required)*

### Advising Guidelines for ME 3330D or ME 3332D Requirement

Students with documented MSSM employment experience may choose one course from the list of recommended courses below (with associate dean approval) to replace ME3330D or ME3332D in order to further develop their administrative and leadership skills:

| | | |
|---|---|---|
| HA3220D | Health Information Systems | 4 |
| HA4070D | Regulatory Environment in Health Care | 4 |
| MT3250 | Organizational Behavior | 4.5 |
| MT3300 | Supervision | 4.5 |

### Support Core (9)

| | | |
|---|---|---|
| MT1050 | Introduction to Business | 4.5 |
| | Business Elective | 4.5 |

### General Education Core (45)

### Communications

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |

### Science

| | | |
|---|---|---|
| SC1221 | Essentials of Anatomy and Physiology with Lab | 6 |

*SC1221: Professional course (Minimum "C" grade required)*

### Mathematics

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

### Humanities

| | | |
|---|---|---|
| | Humanities Elective | 4.5 |

### Behavioral/Social Science

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 4.5 |

### General Education

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |

| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Medical Staff Services Management Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Medical Staff Services Management: Associate of Applied Science Degree Requirements (Indiana)

**99 Credits**

### Medical Staff Services Management Major Core (36)

| HA3010D | Introduction to U.S. Healthcare Delivery | 4 |
| HA3110D | Quality Improvement and Risk Management | 4 |
| HT2250D | Medical Law and Ethics for Health Information Professionals | 4 |
| ME1140 | Medical Terminology for Health Professions | 2 |
| ME1184D | Medical Staff Services Management I | 4.5 |
| ME2185D | Medical Staff Services Management II | 4.5 |
| ME2186D | Medical Staff Services Management III | 4.5 |
| ME2515 | Introduction to Pathophysiology | 4.5 |
| ME3330D | Medical Staff Services Management Externship OR | 4 |
| ME3332D | Medical Staff Services Management Project | 4 |

*HA3010D, HA3110D, HT2250D ME1140, ME1184D, ME2185D, ME2186D, ME2515: Professional course (Minimum "C" grade required)*

#### Advising Guidelines for ME 3330D or ME 3332D Requirement

Students with documented MSSM employment experience may choose one course from the list of recommended courses below (with associate dean approval) to replace ME3330D or ME3332D in order to further develop their administrative and leadership skills:

| HA3220D | Health Information Systems | 4 |

| HA4070D | Regulatory Environment in Health Care | 4 |
| MT3250 | Organizational Behavior | 4.5 |
| MT3300 | Supervision | 4.5 |

**Support Core (9)**
| MT1050 | Introduction to Business | 4.5 |
| | Business Elective | 4.5 |

**Open Electives (9)**
| | Open Elective | 4.5 |
| | Open Elective | 4.5 |

**General Education Core (45)**

**Communications**
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**
| SC1221 | Essentials of Anatomy and Physiology with Lab | 6 |

*SC1221: Professional course (Minimum "C" grade required)*

**Mathematics**
| MA2000 | Quantitative Reasoning | 4.5 |

**Humanities**
| | Humanities Elective | 4.5 |

**Behavioral/Social Science**
| | Behavioral/Social Science Elective | 4.5 |

**General Education**
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Medical Staff Services Management Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Occupational Therapy Assistant, AAS

Occupational therapy practitioners work with people of all ages to teach them how to do everyday tasks they want and need to do through the use of therapeutic occupation. Under the supervision of an occupational therapist, occupational therapy assistants (OTAs) use occupation to develop and improve clients' cognitive, sensory, motor, and social skills to promote health and enhance participation in daily life activities. OTAs participate in the delivery of services including assessment, intervention planning and implementation, documentation, and review of client progress. OTAs work in a variety of settings including hospitals, outpatient clinics, skilled nursing facilities, community settings, schools, and higher education.

NAU's program offers a blended curricular format, whereby students take some courses online, some on-campus, and some in combined online/on-campus format. The program is designed to provide students with a strong foundation in the theory and nature of occupation, the dynamic interaction of clients and their environments, and in hands-on skills. This program emphasizes lecture, laboratory, discussion, demonstration, and practical application. Clinical fieldwork experiences throughout the program take place offsite and are offered with clients across the lifespan in a variety of traditional and non-traditional settings. Students are required to attend OTA specific courses at the Centennial and Independence campuses.

This program is offered through Centennial, Colorado Springs, Colorado Springs South, and Independence. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Admission Requirements**

Admission to the OTA Foundational Core is based on the National American University admission criteria. Admission to and completion of the Foundational Core does not guarantee enrollment in the OTA Major Core. Admission to the OTA Major Core is selective and competitive. Criteria to be eligible for application to the Major Core of the OTA Program are as follows:

- Admission to NAU must be made before application to the OTA clinical core.
- GPA of 2.5 with a grade of "C" or higher in Foundational Core courses.
- All science credit must have been earned within the last 5 years.
- Formal application to OTA Major Core includes:
  - An essay and personal statement on why the applicant wants to be an OTA.

- On site interview with OTA Admissions Committee.
- Completion of at least 8 observation hours with an OT or OTA.
- Three letters of recommendation. At least two letters of recommendation must be from an instructor, guidance counselor, health care professional, job supervisor, or someone who knows the applicant's professional and/or academic abilities. One recommendation letter may be a personal reference.

The following must be submitted with the application to the OTA Major Core.

- Successful background check and drug screen through an agency selected by NAU.
- Evidence of up-to-date immunizations or evidence of serologic immunity as required by clinical agencies, which is signed by a healthcare provider.
- Documentation of a negative TB skin test (taken within one year) or documentation of a negative chest X-ray (within 5 years).
- Evidence of initiation or completion of Hepatitis B series.
- Evidence of current CPR certification.
- A signed Essential Functions form indicating that the student is able to meet the requirements to be an OTA student. The Essential Functions are performance standards for successful completion of the OTA Program: Applicant must have sufficient vision, hearing, tactile sensation, gross and fine motor strength and coordination, memory, critical thinking, communication, and interpersonal skills to interact with clients, ensure safety of self and others, document accurately, and provide intervention while meeting medical standards required by facilities.
- A signed Consent to Release of Background Information form.
- Have met with the OTA Program Coordinator and attended an OTA orientation session.

In order to graduate, the student must maintain a 2.5 GPA, completing all courses with a grade of "C" or higher.

The Occupational Therapy Assistant Program at the Centennial and Independence Campuses are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Contact information for ACOTE is listed below:

Accreditation Council for Occupational Therapy Education
c/o Accreditation Department
American Occupational Therapy Association (AOTA)
4720 Montgomery Lane, Suite 200

Bethesda, MD 20814-3449
(301) 652-2682
www.aota.org

Graduates of the accredited National American University OTA programs are eligible to take the national certification examination for the occupational therapy assistant which is administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of the exam, the graduate will be a certified occupational therapy assistant (COTA). In addition, all states require licensure, which is generally based on the results of the NBCOT Certification Exam. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and obtain state licensure.

### Student Learning Outcomes

Graduates of the National American University Occupational Therapy Assistant Program will:

• Demonstrate ethical behaviors in professional interactions, communications and all forms of service provision as specified in the AOTA Occupational Therapy Code of Ethics (2010).

• Demonstrate sound judgment in safety of self, clients and others in all interactions.

• Describe the collaborative relationship between the occupational therapist and occupational therapy assistant.

• Articulate the values and beliefs of the occupational therapy profession to others, including clients, families and other professionals.

• Recognize the importance of becoming an occupational therapy assistant professional, membership in professional organizations, professional development and life-long learning.

• Demonstrate skills, knowledge and professional behaviors that are required for entry-level OTA practice, as defined by the Accreditation Council for Occupational Therapy Education.

## Occupational Therapy Assistant: Associate of Applied Science Degree Requirements

### 104 Credits

### Occupational Therapy Assistant Major Core (62)

(At least 22.5 credits, excluding Level II fieldwork, must be earned at NAU.)

| | | |
|---|---|---|
| OT1000 | Foundations for Occupational Therapy with Lab | 4.5 |
| OT1040 | Clinical Conditions in Occupational Therapy with Lab | 4.5 |
| OT1060 | Human Movement for Occupation with Lab | 4.5 |
| OT2020 | Pediatric Practice and Level I Fieldwork | 4.5 |
| OT2040 | Physical Rehabilitation and Level I Fieldwork | 6 |
| OT2060 | Psychosocial Practice and Level I Fieldwork | 4.5 |
| OT2080 | Geriatric Practice and Level I Fieldwork | 4.5 |
| OT2220 | Evidence-Based Practice with Lab | 2 |
| OT2240 | Management and Professional Issues | 4.5 |
| OT2400 | Clinical Reasoning with Lab | 4.5 |
| OT2500 | Level II Fieldwork A | 9 |
| OT2501 | Level II Fieldwork B | 9 |

*OT1000, OT1040, OT1060, OT2020, OT2040, OT2060, OT2080, OT2220, OT2240, OT2400: A minimum grade of C is required for all courses.*

*OT2500, OT2501: Students must maintain a 2.5 GPA for progression to Level II fieldwork.*

### Occupational Therapy Assistant Foundational Core (15)

### Communications
| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

### Science

All science transfer courses have a 5-year limit at application.

| | | |
|---|---|---|
| SC1232 | Human Anatomy and Physiology I with Lab | 6 |

### Behavioral/Social Science
| | | |
|---|---|---|
| PS2000 | Human Growth and Development | 4.5 |

*2.5 GPA required for admission to OTA Major Core*

*Completion of the OTA Foundational Core does not guarantee enrollment in OTA Major Core.*

### Occupational Therapy Assistant Support Course
| | | |
|---|---|---|
| ME1140 | Medical Terminology for Health Professions | 2 |

*ME1140: A minimum grade of C is required for all courses.*

### General Education (25)

### Science

All science transfer courses have a 5-year limit at application.

| | | |
|---|---|---|
| SC1332 | Human Anatomy and | 6 |

Physiology II with Lab

*SC1332: A minimum grade of C is required for all courses.*

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| PS1050 | Introduction to Psychology | 4.5 |

*PS1050: A minimum grade of C is required for all courses.*

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |

*SC1232, SC1332: Courses required to be taught face-to-face.*

*Level II fieldwork must be completed within 18 months following completion of academic coursework.*

*Graduation Requirements: A minimum 2.5 GPA is required overall and a minimum grade of "C" is required for all courses. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Surgical Technology, AAS

The Associate of Applied Science in Surgical Technology degree program at National American University prepares students from diverse backgrounds to perform the tasks expected of an entry-level surgical technologist in an operating room setting. Students are prepared for this career through a student-centered, performance-based curriculum that utilizes ongoing skills assessments and offers real-world experience through a clinical externship.

Surgical technologists are specialists in practicing sterile technique, anticipating the needs of the surgeon, and assisting the surgeon in all phases in surgery. These professionals play a key role in preparing, maintaining, and protecting the surgical sterile field. In addition, surgical technology is one of the fastest growing professions in the healthcare industry.

This program is offered through Bellevue, Overland Park, Tulsa, and Wichita. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Apply healthcare laws, regulations, accreditation, licensure, certification standards, and ethics related to the surgical technology profession.
- Demonstrate the principles of asepsis and sterile technique in the operative setting.
- Demonstrate proficiency in the skills and procedures outlined by the Association of Surgical Technologists (AST) in the most recent Core Curriculum publication.
- Apply ethics, professionalism, and good decision-making skills in preparing for and participating in a surgical procedure.
- Create a professional development plan to achieve and maintain certification.

## Surgical Technology: Associate of Applied Science Degree Requirements

**90 Credits**

**Surgical Technology Major Core (48)**

| | | |
|---|---|---|
| ME1140 | Medical Terminology for Health Professions | 2 |
| ST1000 | Introduction to Surgical Technology | 4.5 |
| ST1100 | Surgical Procedures I Lab | 4.5 |
| ST1200 | Surgical Procedures II Lab | 4.5 |
| ST2000 | Surgical Procedures III Lab | 4.5 |
| ST2100 | Surgical Procedures IV Lab | 4.5 |
| ST2200 | Surgical Cases | 4.5 |
| ST2300 | Surgical Technology Professional Practice | 1 |
| ST2500 | Surgical Technology Externship I | 9 |
| ST2510 | Surgical Technology Externship II | 9 |

*ME1140, ST1000, ST1100, ST1200, ST2000, ST2100, ST2200, ST2300, ST2500, ST2510: Professional course (minimum "C" grade required)*

**General Education Core (42)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC1221 | Essentials of Anatomy and Physiology with Lab | 6 |
| SC1422 | Microbiology with Lab | 6 |

*SC1221, SC1422: Professional course (minimum "C" grade required and prerequisite minimum "C" grade required)*

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 4.5 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Elective | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Surgical Technology Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Therapeutic Massage: Diploma

The therapeutic massage industry is a rapidly growing profession. Taking into consideration the mind, body and spirit, the focus of the massage therapist is to meet the needs of the client by perceiving the body as a whole.

With over 50 different therapeutic approaches, the massage therapist is not limited to utilizing only one approach. Massage therapists may work with premature babies, infants, children with disabilities, adults, and geriatric clients. This program is designed to be the foundation of any massage therapist's career.

Massage therapists are found in a variety of settings. They may be found under the supervision of a healthcare facility such as a hospital, nursing home, rehabilitation center, or chiropractic office. Other massage establishments may include fitness centers, day spas, cruise lines, nutrition centers, or hair salons, and they may be employed by the establishment or on an independent contract. Many therapists choose to be self-employed and open a private practice independently or with several associates. Administrative duties may include client scheduling, receptionist duties, client record management, office correspondence, medical insurance procedures, fees, and collections. Clinical duties may include interviewing the client, documenting client progress reports, administering massage techniques for the purpose of relaxation, revitalization, or rehabilitation, or conducting on-site corporate massage.

The therapeutic massage program utilizes a combination of lecture and "hands-on" laboratory sessions. Students will be required to demonstrate the massage techniques with accurate proficiency. Students must also complete all professional courses in the curriculum with a minimum of a "C" grade.

As an integrative part of the learning process, the student will be required to complete a student clinic experience.

National American University's therapeutic massage program may or may not meet the licensing requirements of all states in the United States.

Students enrolling in this program should possess hand/finger dexterity as well as the ability to communicate both orally and visually.

This program is offered through Bloomington, Brooklyn Center, Burnsville, Minnetonka, Roseville, and Sioux Falls. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Combine massage and bodywork techniques for therapeutic benefit.
- Develop successful and ethical therapeutic relationships with clients.
- Conduct research on the historical foundations of and recent developments in the therapeutic massage field.
- Design a plan for participating in professional activities and pursuing personal and professional development.

# Therapeutic Massage: Diploma Requirements

### 49 Credits

**Therapeutic Massage Major Core (19)**

(All 19 credits must be earned at NAU.)

| | | |
|---|---|---|
| TH1021 | Ethics and Personal Growth with Lab | 3 |
| TH1031 | Fundamentals of Massage Therapy with Lab | 3 |
| TH1041 | Massage Standards and Business Practice with Lab | 3 |
| TH2021 | Specialty Massage Techniques with Lab | 3 |
| TH2081 | Special Populations Massage Techniques with Lab | 3 |
| TH2500 | Student Clinic | 3 |
| TH3000 | Therapeutic Massage Exam Review | 1 |

*TH1021, TH1031, TH1041, TH2021, TH2081, TH 2500: Professional course (minimum "C" grade required)*

*TH1021, TH1031, TH1041, TH2021, TH2081: must take this course at the Brooklyn Center or Roseville campus*

**Support Core (6)**

| | | |
|---|---|---|
| ME1140 | Medical Terminology for | 2 |

| | Health Professions | |
|---|---|---|
| ME2530 | Pathology for Massage Therapists | 4 |

*ME1140, ME2530: Professional course (minimum "C" grade required)*

## General Education Core (24)

### Communications
| EN1150 | Composition I | 4.5 |
|---|---|---|

### Science
| SC1221 | Essentials of Anatomy and Physiology with Lab | 6 |
|---|---|---|
| SC2050 | Clinical Kinesiology | 4 |
| SC2061 | Palpation of Anatomy with Lab | 3 |

*SC1221, SC2050, SC2061: Professional course (minimum "C" grade required)*

### Behavioral/Social Science
| PS1050 | Introduction to Psychology | 4.5 |
|---|---|---|

### General Education
| CS2086 | Career Path Planning | 2 |
|---|---|---|

All courses must be scheduled for the full required contact hours.

***Students attending any Minnesota campus must take TH1021, TH1031, TH1041, TH2021, TH2081, TH2500, and SC2061 at the Brooklyn Center or Roseville campus.***

*Graduation Requirement- A minimum 2.0 GPA is required overall and in the Therapeutic Massage Major Core.*

*See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

Emergency Medical Services

# Emergency Medical Services, AAS

The Associate of Applied Science in Emergency Medical Services program at National American University is a degree completion program specifically designed for military personnel (active, Guard, or Reserve) who have already completed emergency medical technician training and hold a current EMT or paramedic certification. Service members who have completed MOS-68-W training, or a service-comparable program, and hold a current certification will receive ACE-evaluated credit. Along with CLEP, DSST, and other prior learning credit for training and experience, military students could complete their associate degree within six months to a year and complete as few as five courses.

Offered through the university's proficiency-based curricula, the degree completion program provides students with a broad general education and critical thinking skills, knowledge, and abilities. The program is also an excellent foundation for students who may wish to pursue a baccalaureate in emergency medical services management, healthcare management, or general management.

The university does not offer the EMS/EMT training. Rather, this program is specifically customized for service members already holding state or national EMT certification and who have completed EMS/EMT or paramedic training.

This program is offered online and through all campuses to military personnel (active, Guard, or Reserve) who have already completed emergency medical technician training and hold a current EMT or paramedic certification. Students in this program may take on-ground classes where available, except in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Course availability is subject to minimum class size requirements.

### Student Learning Outcomes

Graduates of this degree-completion program:

- Demonstrate effective writing, speaking, and quantitative reasoning skills.
- Demonstrate critical thinking, analysis, and problem-solving skills.

# Emergency Medical Services: Associate of Applied Science Requirements (Military Personnel - Active, Guard, or Reserve)

**90 Credits**

### EMS Major Core (Maximum of 43.5 credits)

Those who have completed MOS-68-W training or a service-comparable program, receive 43.5 credits.

### Elective Credit (6)

### General Education Core (40.5)

### Communications
| EN1150 | Composition I | 4.5 |
|---|---|---|
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |

*EN2150: Credits are satisfied by ACE credits demonstrated by completing the MOS-68-W training.*

### Science
| SC | Anatomy and Physiology | 4.5 |
|---|---|---|

*Credits are satisfied by ACE credits demonstrated by completing the MOS-68-W training.*

**Mathematics**

| MA2000 | Quantitative Reasoning | 4.5 |
|---|---|---|

**Humanities**

| | Humanities Elective | 4.5 |
|---|---|---|

**Behavioral/Social Science**

| PS1050 | Introduction to Psychology OR | 4.5 |
|---|---|---|
| SO1050 | Introduction to Sociology | 4.5 |

**General Education**

| | General Education Elective | 13.5 |
|---|---|---|

\*\*National American University provides the General Education Core Curriculum for this associate degree completion program. To be accepted to the program, students must be Military Personnel (Active, Guard, or Reserve), must have completed the MOS-68-W or service comparable program and must hold a current EMT certification recognized by the National Registry. Students must meet placement levels in math and English or complete prerequisite courses. Students must fulfill NAU residency requirements.\*\*

*A minimum 2.0 GPA is required overall. See the "Graduation requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Emergency Medical Services Management, BAS

The Bachelor of Applied Science in Emergency Medical Services Management program is a degree completion program specifically designed for military personnel (active, Guard, or Reserve) who have already completed emergency medical technician training and hold a current EMT or paramedic certification. The program provides students with the necessary skills to become effective managers and leaders within their respective fields and areas of expertise.

Service members who have completed MOS-68-W training, or a service-comparable program, and hold a current certification will receive ACE-evaluated credit. Individuals who have completed an AAS degree in addition to the EMS/EMT training and certification receive additional transfer credit. Along with CLEP, DSST, and other prior learning credit for training and experience, military students entering with an associate degree could complete their baccalaureate degree within twelve to eighteen months by completing as few as 17 management, healthcare management, leadership, or general education

courses. The program is also an excellent foundation for students who may wish to pursue a graduate program.

The university does not offer the EMS/EMT training. Rather, this program is specifically customized for service members already holding state or national EMT certification and who have completed EMS/EMT or paramedic training.

This program is offered online and through all campuses to military personnel (active, Guard, or Reserve) who have previously completed emergency medical technician training and hold a current EMT or paramedic certification. Students in this program may take on-ground classes where available, except in Indiana, Kansas, Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of this degree-completion program will:

- Apply concepts, theories, and analytical methods in the functional areas of business.
- Analyze typical challenges that managers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Demonstrate effective collaboration and teamwork skills.

# Emergency Medical Services Management: Bachelor of Applied Science Requirements (Military Personnel - Active, Guard, or Reserve)

**180 Credits**

**Management Major Core (58.5)**

| AC2760 | Financial Accounting for Managers | 4.5 |
|---|---|---|
| FN3000 | Business Finance I | 4.5 |
| HA3010D | Introduction to U.S. Healthcare Delivery | 4 |
| HA3220D | Health Information Systems | 4 |
| HA3300D | Healthcare Policy and Ethics | 4 |
| MG3000 | Marketing | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MT6300 | Managing Human Resources OR | 4.5 |

| | | |
|---|---|---|
| MT3050 | Human Resource Management | 4.5 |
| MT3300 | Supervision | 4.5 |
| MT4300 | Management Across Cultures | 4.5 |
| MT4441 | Business Review Lab | 1.5 |
| MT4450 | Strategic Management | 4.5 |
| OM3000 | Operations Management | 4.5 |

*MT6300DC: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*MT4450: Credits are satisfied by ACE credits demonstrated by completing the MOS-68-W training.*

### Specialty Core (18)

(Students may transfer an area of specialization or create a specialization using NAU courses.)

### Open Electives (54)

Those who have completed MOS-68-W training, or a service-comparable program, and an associate degree will receive 54 credits.

| | | |
|---|---|---|
| MT6000DC+ | Elective OR | |
| | Elective | 9 |
| | Open Electives | 45 |

*MT6000DC: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

### General Education Core (49.5)

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Elective | 4.5 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Elective | 4.5 |

**General Education**

Residents of the state of Minnesota must complete a humanities elective.

| | | |
|---|---|---|
| | Elective | 4.5 |

*(Course-by-course transfer)*

**Communications**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning OR | 4.5 |
| MA2050 | College Algebra | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |

\*\*National American University provides the General Education Core Curriculum for this associate degree completion program. To be accepted to the program, students must be Military Personnel (Active, Guard, or Reserve), must have completed the MOS-68-W or service comparable program and must hold a current EMT certification recognized by the National Registry. Students must meet placement levels in math and English or complete prerequisite courses. Students must fulfill NAU residency requirements.\*\*

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work.***

*A minimum 2.0 GPA is required overall. See the "Graduation requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Healthcare Management

### Healthcare Management, BS

The Bachelor of Science in Healthcare Management degree program is designed to help students develop the knowledge and skills needed to become effective managers and leaders within the healthcare industry. Students explore concepts and theories related to management and supervision, quality improvement, policy and ethics, law and the regulatory environment, financial management, and strategic planning and evaluation in health care. The program's performance-based curriculum provides a variety of opportunities to improve critical thinking,

decision making, and communication skills through analysis of real-world healthcare issues.

In addition to the required core courses, this degree program offers two specialized options. The first option is available to students who have successfully completed approved healthcare diplomas or associate degrees and wish to transfer these credits into a bachelor's degree completion program. The second option is designed for students seeking business-related positions in healthcare institutions or agencies. Graduates can expect to find career opportunities in management positions within the diverse healthcare industry or within their own area of clinical/professional expertise.

This program is offered through all campuses. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements

**Student Learning Outcomes**

Graduates of the program will:

- Apply professional and ethical management and leadership principles and concepts in healthcare organizations across the continuum of care.
- Apply financial management principles and concepts in healthcare facilities across the continuum of care.
- Examine legal principles, regulatory requirements, and technological issues in health care.
- Examine the efficiency and quality of patient care delivery and support services in healthcare institutions and recommend improvements.

## Healthcare Management: Bachelor of Science Requirements

### 180 Credits

**Healthcare Management Major Core (49)**

| | | |
|---|---|---|
| HA3010D | Introduction to U.S. Healthcare Delivery | 4 |
| HA3110D | Quality Improvement and Risk Management | 4 |
| HA3120D | Essentials of Managed Care | 4 |
| HA3220D | Health Information Systems | 4 |
| HA3300D | Healthcare Policy and Ethics | 4 |
| HA4050D | Healthcare Law | 4 |
| HA4070D | Regulatory Environment in Health Care | 4 |
| HA4110D | Healthcare Planning and Evaluation | 4 |
| HA4120D | Management of Continuum Care Services | 4 |
| HA4200D | Healthcare Financial Management | 4 |
| HA4300D | Healthcare Management and Supervision | 4 |
| HA4501D | Healthcare Management Action Research Project OR | 5 |
| HA4521D | Healthcare Management Capstone | 5 |

*HA3010D, HA3110D, HA3120D, HA3220D, HA3300D, HA4050D, HA4070D, HA4110D, HA4120D, HA4200D, HA4300D: Professional Course, minimum "C" grade required*

*HA4501D or HA4521D: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

**Support Core (18)**

| | | |
|---|---|---|
| AC2760 | Financial Accounting for Managers | 4.5 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MG6500 | Marketing Administration OR | 4.5 |
| MG3000 | Marketing | 4.5 |

*MG6500: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

**Option #1 (47)**

**\*\*Diploma or Associate Degree in Allied Health field required\*\***

**Allied Health Courses (42.5)**

*or business electives at the 3000+ level (AC, EC, FN, LA, MG, MT, OL, or OM courses)*

| | | |
|---|---|---|
| MT6000DC+ | Elective OR | |
| | Elective | 4.5 |
| | Electives | 38 |

**Open Elective (4.5)**

| | | |
|---|---|---|
| MT6000DC+ | Elective OR | |
| | Elective | 4.5 |

***Student in Option #1 attending a Kansas campus MUST complete a 3000+ Open Elective and at least one 3000+ general education elective course.***

*MT6000DC+: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

## OR Option # 2 (47)

*# Courses must be coded AC, CI, EC, FN, LA, MG, MT, OL or equivalent transfer.*

**Required Support Courses (29)**

| | | |
|---|---|---|
| EC2050 | Macroeconomics | 4.5 |
| EC2100 | Microeconomics | 4.5 |
| ME1140 | Medical Terminology for Health Professions | 2 |
| MT6300 | Managing Human Resources OR | 4.5 |
| MT3050 | Human Resource Management | 4.5 |
| MT6000DC+ | Elective OR | |
| 3000+ | Elective | 4.5 |
| 3000+ | Elective | 4.5 |
| 3000+ | Elective | 4.5 |

*MT6300, MT6000DC+: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

**Open Electives (18)**

**General Education Core (66)**

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Electives | 9 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

**Communications**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Electives | 9 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3000 | Business Statistics OR | 4.5 |
| MA3010 | Statistics for Health Professions | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work.*

*Block transfer is not available to these students.*

## Healthcare Management: Bachelor of Science Requirements (Canada)

**180 Credits**

Canadian residents may choose to complete the BS Healthcare Management degree with courses that include a focus on Canadian healthcare systems. The following courses are substitutions in the degree: HA3530CA Intro to Epidemiology, HA4410CA Health and Healing, and HA4460CA Research Methodology.

**Healthcare Management Major Core (49)**

| | | |
|---|---|---|
| HA3500CA | Introduction to Healthcare Delivery | 4 |
| HA3510CA | Quality Improvement & Risk Management in Health Care | 4 |
| HA3520CA | Essentials of Managed Care | 4 |
| HA3530CA | Intro to Epidemiology | 4 |
| HA3540CA | Healthcare Policy and Ethics | 4 |
| HA4410CA | Health and Healing | 4 |
| HA4420CA | Management of Continuum Care | 4 |
| HA4460CA | Research Methodology | 4 |
| HA4470CA | Regulatory Environment in Health Care | 4 |
| HA4480CA | Healthcare Financial Management | 4 |
| HA4490CA | Healthcare Management & Supervision | 4 |
| HA4530CA | Healthcare Management | 4 |

|  | Action Research Project OR |  |
|---|---|---|
| HA4540CA | Healthcare Management Capstone | 4 |

*HA3500CA, HA3510CA, HA3520CA, HA3530CA, HA3540CA, HA4410CA, HA4420CA, HA4460CA, HA4470CA, HA4480CA, HA44890CA: Professional Course, minimum "C" grade required*

*HA4530CA or HA4540CA: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.*

### Support Core (18)

| AC2760 | Financial Accounting for Managers | 4.5 |
|---|---|---|
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| MG6500 | Marketing Administration OR | 4.5 |
| MG3000 | Marketing | 4.5 |

*MG6500: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

### Option #1 (47)

**\*\*Diploma or Associate Degree in Allied Health field required\*\***

#### Allied Health Courses (42.5)

| MT6000DC+ | Elective OR |  |
|---|---|---|
|  | Elective | 4.5 |
|  | Electives | 38 |

#### Open Elective (4.5)

| MT6000DC+ | Elective OR |  |
|---|---|---|
|  | Elective | 4.5 |

*MT6000DC+: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

### OR Option # 2 (47)

*# Courses must be coded AC, CI, EC, FN, LA, MG, MT, OL or equivalent transfer.*

#### Required Support Courses (29)

| EC2050 | Macroeconomics | 4.5 |
|---|---|---|
| EC2100 | Microeconomics | 4.5 |
| ME1140 | Medical Terminology for Health Professions | 2 |
| MT6300 | Managing Human Resources | 4.5 |

|  | OR |  |
|---|---|---|
| MT3050 | Human Resource Management | 4.5 |
| MT6000DC+ | Elective OR |  |
| 3000+ | Elective | 4.5 |
| 3000+ | Elective | 4.5 |
| 3000+ | Elective | 4.5 |

*MT6300, MT6000DC+: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

### Open Electives (18)

### General Education Core (66)

(Available for block transfer)

**Communications**

| EN1150 | Composition I | 4.5 |
|---|---|---|

**Humanities**

|  | Humanities Electives | 9 |
|---|---|---|

**Behavioral/Social Science**

|  | Behavioral/Social Science Elective | 9 |
|---|---|---|

**Communications**

| EN1300 | Composition II | 4.5 |
|---|---|---|
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Science**

| SC | Science Electives | 9 |
|---|---|---|

**Mathematics**

| MA2000 | Quantitative Reasoning | 4.5 |
|---|---|---|
| MA3000 | Business Statistics OR | 4.5 |
| MA3010 | Statistics for Health Professions | 4.5 |

**General Education**

| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
|---|---|---|
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Healthcare Management Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Veterinary Technology

## Veterinary Assisting Diploma

Veterinary assistants are becoming more important as valued members of the veterinary healthcare team in today's modern practices.

This is a one-year program that prepares students to support veterinary technicians and veterinarians in a veterinary practice. Duties performed by veterinary assistants include animal restraint, preparing animals for surgery, care of surgical instruments and other equipment, care and feeding of in-patients, processing radiographs, and front office procedures. Veterinary assistants are not trained to give injections, take blood samples, perform laboratory procedures, administer anesthetics, monitor patients during anesthesia, or assist in surgery.

Students choosing to advance their career may become veterinary technicians by completing the veterinary technology program in an additional two years.

This program is offered through Rapid City. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

### Student Learning Outcomes

Graduates of the program will:

- Demonstrate fundamental knowledge specific to the veterinary assisting field.
- Perform basic skills required to assist veterinarians and veterinary technicians in a clinical setting.

### Veterinary Assisting Diploma Requirements

**53 Credits**

**Veterinary Assisting Major Core (32)**

(A minimum of 16 of the following 32 credits must be earned at NAU.)

| | | |
|---|---|---|
| AH1120 | Veterinary Medical Terminology | 4 |
| AH1130 | Basic Animal Anatomy | 4 |
| AH1150 | Animal Technology Topics | 4 |
| AH1160 | Principles of Animal Care | |
| AH1170 | Principles of Animal Care | |
| AH1180 | Principles of Animal Care | 1 |
| AH1500 | Introduction to Exotic Animals | 1 |
| AH1520 | Introduction to Small Animal Nutrition | 1 |
| AH2230 | Animal Restraint I | 1 |
| AH2320 | Basic Clinical Procedures | 3 |
| AH2380 | Surgical Preparation | 3 |
| AH2700 | Veterinary Office and Hospital Management | 4 |
| AH | Veterinary Assisting Elective OR | 4 |
| SO1800 | Community Volunteer Practicum | 4.5 |
| CI2180 | Veterinary Software Applications | 2 |

**General Education Core (21)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Humanities/Behavioral/Social Science**

| | | |
|---|---|---|
| | Humanities/Behavioral/Social Science Elective | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Veterinary Assisting Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# COLLEGE OF LEGAL STUDIES

## Criminal Justice, AAS

For students whose goal is to pursue a career in the field of criminal justice, National American University offers the criminal justice associate of applied science degree. The curriculum is designed to provide students with a foundation in the knowledge, skills, and abilities for the criminal justice career field. Students who earn the associate of applied science degree are prepared for entry-level employment in policing, courts, and corrections. Policing and institutional corrections employment will also

require the completion of a training academy. The associate degree can be a requirement for entry-level employment in various criminal justice agencies and is often criteria for higher skilled employment and higher pay scales. In some agencies, the associate of applied science degree can be a requirement or weighted factor in the promotion process. The student with an associate of applied science degree in criminal justice is qualified to apply for the positions of police patrol officer, court clerk, court bailiff, correctional officer, probation officer, parole officer, and some federal positions with the requisite law enforcement experience.

Students entering the criminal justice program should be aware that graphic images depicting violent crimes are utilized as teaching tools in various courses. Students should be prepared to view these images and to engage in discussions regarding these images as part of their required learning activities.

This program is offered online and through all campuses. Students enrolled through Indianapolis are subject to Indiana curriculum requirements. Students in this program may not take any on-ground classes at Bellevue. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

- This program is designed to provide students with a foundation in the knowledge, skills, and abilities for the criminal justice career field. The associate degree can be a requirement for entry-level employment in various criminal justice agencies and is often criteria for higher skilled employment and higher pay scales. Students who earn the associate of applied science degree are prepared for entry-level employment in policing, courts, and corrections. Policing and institutional corrections employment will also require the completion of a training academy.
- Graduates of the program will:
- Demonstrate knowledge of the criminal justice system's operations and issues.
- Apply legal principles to the police, courts, and correctional components of the criminal justice system.
- Apply ethical decision-making models and professional standards to criminal justice situations.

## Criminal Justice: Associate of Applied Science Requirements

**90 Credits**

**Criminal Justice Major Core (30)**

| | | |
|---|---|---|
| CJ1000 | Introduction to Criminal Justice | 4.5 |

| | | |
|---|---|---|
| CJ1200 | Report Writing in Criminal Justice | 3 |
| CJ1500 | Criminological Theory | 4.5 |
| CJ2100 | Criminal Law | 4.5 |
| CJ2150 | Professionalism and Ethics in Criminal Justice | 4.5 |
| CJ2300 | U.S. Courts | 4.5 |
| CJ2400 | U.S. Corrections | 4.5 |

*CJ1000, CJ1200, CJ1500, CJ2100, CJ2150, CJ2300, CJ2400, CJ3400: Professional Course, minimum "C" grade required*

**Criminal Justice Electives (12)**

| | | |
|---|---|---|
| CJ | CJ Electives | 12 |

**General Education Core (48)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Elective | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Elective | 4.5 |

**Behavioral/Social Sciences**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career:  Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

## Criminal Justice: Associate of Applied Science Requirements (Indianapolis)

**96 Credits**

**Criminal Justice Major Core (39)**

| | | |
|---|---|---|
| CJ1000 | Introduction to Criminal Justice | 4.5 |
| CJ1200 | Report Writing in Criminal Justice | 3 |
| CJ1500 | Criminological Theory | 4.5 |
| CJ2100 | Criminal Law | 4.5 |

| CJ2150 | Professionalism and Ethics in Criminal Justice | 4.5 |
| CJ2200 | Policing in U.S. Society | 4.5 |
| CJ2300 | U.S. Courts | 4.5 |
| CJ2400 | U.S. Corrections | 4.5 |
| CJ3400 | Constitutional Law | 4.5 |
| CJ | CJ Elective | 3 |

*CJ1000, CJ1200, CJ1500, CJ2100, CJ2150, CJ2200, CJ2300, CJ2400, CJ3400: Professional Course, minimum "C" grade required*

### Criminal Justice Electives (9)

| CJ | CJ Electives | 9 |

### General Education Core (48)

### Communications

| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech | 4.5 |
| | OR | |
| EN2150 | Interpersonal Professional Communication | 4.5 |

### Science

| SC | Science Elective | 4.5 |

### Mathematics

| MA2000 | Quantitative Reasoning | 4.5 |

### Humanities

| | Humanities Elective | 4.5 |

### Behavioral/Social Sciences

| | Behavioral/Social Science Elective | 9 |

### General Education

| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

Graduation Requirements: A minimum 2.0 GPA is required overall and in the Criminal Justice Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.

*(The university reserves the right to correct clerical errors.)*

## Criminal Justice, BS

For students whose goal is to pursue a career in the field of criminal justice, National American University offers the criminal justice bachelor of science degree. The curriculum is designed to provide students with the knowledge, skills and abilities for the career fields of criminal justice. Graduates of the criminal justice bachelor of science degree program are prepared to apply for entry-level employment in policing, courts or corrections and also to advance from entry-level employment to the supervisory and administrative levels of these career fields once they have attained the requisite entry-level experience. Policing and institutional corrections employment also will require the completion of a training academy. The criminal justice degree serves as a foundation for career positions such as police officer, deputy sheriff, state highway patrol officer, court clerk, court bailiff, correctional officer, probation officer, parole officer, as well as various federal law enforcement positions. Many criminal justice agencies today require applicants to have, at a minimum, an associate degree, if not a bachelor's degree for entry-level employment. In addition to the bachelor's degree being a requirement for entry-level employment in various criminal justice agencies, it is often criteria for higher skilled employment and higher pay scales. In some agencies, the bachelor's degree can be a requirement or weighted factor in the promotion process. Promotional advancement may be attained earlier with the bachelor's degree.

The Bachelor's of Science degree in Criminal Justice also offers areas of study in Forensic Investigations, Juvenile Justice, Homeland Security, and Private Security. An area of study is a grouping of electives that focus on particular interests and career paths.

Area of Study – Forensic Investigations
Any combination of 6 of the following courses taken as electives:

- CJ2250 Introduction to Forensic Investigations
- CJ3400 Evidence
- CJ3500 Forensic Photography (3 hours)
- CJ4850 Computer Hacking Forensic Investigation
- CJ4200 Forensic Chemistry
- CJ4400 Investigation of Sex Crimes
- CJ4200 Medicolegal Investigation of Death
- CJ4230 Computer Forensic Investigation
- CJ4210 Forensic Archeology
- CJ4200 Psychology and the Law (Intro to Forensic Psychology)

Area of Study – Private Security
Any combination of 6 of the following courses taken as electives:

- CJ2240 Introduction to Private Security
- CJ2700 Cybercrime in Criminal Justice
- CJ3010 White-Collar Crime and the Law
- CJ3030 Hate Crimes and the Law

- CJ3050 Loss Prevention, Crime Prevention, and Hospital Security
- CJ4450 Security Operations Theory
- CJ4230 Computer Forensic Investigation
- CJ4850 Computer Hacking Forensic Investigation
- CJ4500 Homeland Security & Terrorism

Area of Study – Homeland Security
The following six (6) courses taken as electives:

- CJ4500 Homeland Security & Terrorism
- CJ3005 Gangs in America
- CJ4450 Security Operations Theory
- CJ3050 Loss Prevention, Crime Prevention, & Hospital Security
- CJ2700 Cybercrime & Cyberterrorism in Criminal Justice
- CJ3030 Hate Crimes and the Law

Area of Study – Juvenile Justice
Any combination of 6 of the following courses taken as electives:

- CJ3300 Juvenile Justice & Delinquency
- CJ4000 Psychology & the Law
- CJ3005 Gangs in America
- CJ3700 Community Policing
- PS1050 Introduction to Psychology
- PS2000 Human Growth & Development
- PS2100 Human Relations
- PS3100 Abnormal Psychology
- SO1050 Intro to Sociology
- SO2150 Child Growth & Development
- CJ2230 Diversity and Criminal Justice
- CJ3000 Victimology

Students entering the criminal justice program should be aware that graphic images depicting violent crimes are utilized as teaching tools in various courses. Students should be prepared to view these images and to engage in discussions regarding these images as part of their required learning activities.

The Bachelor Degree of Science in Criminal Justice is also offered in the Intensive Format. If you have an Associate's Degree, you may qualify to enroll in a program that will allow you to complete your Bachelors of Science degree within 12 to 18 months.

This program is offered online and through all campuses. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

This program is designed to provide students with the knowledge, skills and abilities for entry-level employment in policing, courts or corrections, and also to advance from entry-level employment to the supervisory and administrative levels of these career fields once they have attained the requisite entry-level experience. Policing and institutional corrections employment also will require the completion of a training academy. This degree serves as a foundation for career positions such as police officer, deputy sheriff, state highway patrol officer, court clerk, court bailiff, correctional officer, probation officer, parole officer, as well as various federal law enforcement positions. In addition to the bachelor's degree being a requirement for entry-level employment in various criminal justice agencies, it is often criteria for higher skilled employment and higher pay scales.

Graduates of the program will:

- Apply legal principles to the police, courts, and correctional components of the criminal justice system.
- Apply ethical decision-making models and professional standards to criminal justice situations.
- Utilize management and leadership skills to achieve organizational objectives.
- Communicate orally and in writing in a law enforcement environment.
- Integrate and apply substantive knowledge and analytical skills to criminal justice operations and issues.

*Disclaimer:*

*NAU is not a Minnesota POST Board Certified Professional Peace Officer Education Program. Without reciprocity, students in Minnesota are not eligible to sit for the licensing exam upon completion of an NAU Bachelor of Science/Associate of Applied Science in Criminal Justice Degree Programs.*

*Individual agencies regulate the employment of individuals in the policing, courts, and corrections professions. Persons convicted of certain crimes may not serve in these positions. Please consult with the employer of interest to establish what regulations may exist.*

## Criminal Justice: Bachelor of Science Requirements

**180 Credits**

**Criminal Justice Major Core (60)**

| | | |
|---|---|---|
| CJ1000 | Introduction to Criminal Justice | 4.5 |
| CJ1200 | Report Writing in Criminal | 3 |

| | Justice | |
|---|---|---|
| CJ1500 | Criminological Theory | 4.5 |
| CJ2100 | Criminal Law | 4.5 |
| CJ2150 | Professionalism and Ethics in Criminal Justice | 4.5 |
| CJ2300 | U.S. Courts | 4.5 |
| CJ2400 | U.S. Corrections | 4.5 |
| CJ3100 | Criminal Investigation | 4.5 |
| CJ3400 | Constitutional Law | 4.5 |
| CJ4900 | Criminal Justice Capstone | 4.5 |
| CJ6100 | Law and Public Policy OR | 4.5 |
| CJ3000+ | CJ Elective | 4.5 |
| CJ6200 | Management Topics in Criminal Justice OR | 4.5 |
| CJ3000+ | CJ Elective | 4.5 |
| CJ6300 | Criminal Justice Planning and Innovation OR | 4.5 |
| CJ3000+ | CJ Elective | 4.5 |
| CJ | CJ Elective | 3 |

*CJ1000, CJ1200, CJ1500, CJ2100, CJ2150, CJ2300, CJ2400, CJ3100, CJ3400, CJ4900, CJ3000+: Professional Course, minimum "C" grade required*

*CJ6100, CJ6200, CJ6300: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

### Open Electives (54)

| | Electives | 31.5 |
|---|---|---|
| 3000+ | Elective | 22.5 |

### General Education Core (66)

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

### Communications

| EN1150 | Composition I | 4.5 |
|---|---|---|

### Science

| SC | Science Electives | 9 |
|---|---|---|

### Humanities

| | Humanities Electives | 9 |
|---|---|---|

### Behavioral/Social Science

| | Behavioral/Social Science Elective | 13.5 |
|---|---|---|

*(Course-By-Course Transfer)*

### Communications

| EN1300 | Composition II | 4.5 |
|---|---|---|
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

### Mathematics

| MA2000 | Quantitative Reasoning | 4.5 |
|---|---|---|

### General Education

| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
|---|---|---|
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

## Criminal Justice: Bachelor of Science Requirements (Kansas)

### 181.5 Credits

### Criminal Justice Major Core (60)

| CJ1000 | Introduction to Criminal Justice | 4.5 |
|---|---|---|
| CJ1200 | Report Writing in Criminal Justice | 3 |
| CJ1500 | Criminological Theory | 4.5 |
| CJ2100 | Criminal Law | 4.5 |
| CJ2150 | Professionalism and Ethics in Criminal Justice | 4.5 |
| CJ2300 | U.S. Courts | 4.5 |
| CJ2400 | U.S. Corrections | 4.5 |
| CJ3100 | Criminal Investigation | 4.5 |
| CJ3400 | Constitutional Law | 4.5 |
| CJ4900 | Criminal Justice Capstone | 4.5 |
| CJ6100 | Law and Public Policy OR | 4.5 |
| CJ3000+ | CJ Elective | 4.5 |
| CJ6200 | Management Topics in Criminal Justice OR | 4.5 |
| CJ3000+ | CJ Elective | 4.5 |
| CJ6300 | Criminal Justice Planning and Innovation OR | 4.5 |
| CJ3000+ | CJ Elective | 4.5 |
| CJ | CJ Elective | 3 |

*CJ1000, CJ1200, CJ1500, CJ2100, CJ2150, CJ2300, CJ2400, CJ3100, CJ3400, CJ4900, CJ3000+: Professional Course, minimum "C" grade required*

*CJ6100, CJ6200, CJ6300: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

### Open Electives (54)

|   | Elective | 9 |
|---|---|---|
| 3000+ | Elective | 36 |

### General Education Core (66)

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**

| EN1150 | Composition I | 4.5 |
|---|---|---|

**Science**

| SC | Science Electives | 9 |
|---|---|---|

**Humanities**

|   | Humanities Electives | 9 |
|---|---|---|

**Behavioral/Social Science**

|   | Behavioral/Social Science Elective | 13.5 |
|---|---|---|

*(Course-By-Course Transfer)*

**Communications**

| EN1300 | Composition II | 4.5 |
|---|---|---|
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| MA2000 | Quantitative Reasoning | 4.5 |
|---|---|---|

**General Education**

| CS1201 | Juggling College, Life, and Career:  Set Up for Success! | 5 |
|---|---|---|
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work.  Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Criminal Justice Major Core. See the "Graduation Requirements" section of the catalog for additional requirements*

*(The university reserves the right to correct clerical errors.)*

# Paralegal Studies

Paralegals, sometimes called legal assistants, may be employed in law firms; corporate legal departments; local, state, and federal government offices; bank and trust departments; and other offices that require a specialized understanding of the law and the legal system. Paralegals may also be employed in other careers that require excellent analytical and communication skills. Under the supervision of an attorney, a paralegal may interview clients and witnesses; draft court pleadings and other legal documents; perform legal research; review medical, police and other records; attend hearings; assist in trial preparations; and assist at trial. A paralegal may not engage in activities considered to be the practice of law, including giving legal advice, representing a client in court, or setting legal fees.

Most Paralegal Studies legal specialty courses are available to students in a variety of formats, including on-ground, online, and Live Feed. Live Feed is a course delivery format combining the best of traditional classroom and online education, using technology to create a live interactive environment linking students and instructors who may be physically located hundreds or even thousands of miles apart. The Live Feed delivery format makes the university's best instructors available to students all across the system, allows the offering of courses with smaller local enrollments than would otherwise be feasible, and makes it possible for prominent content expert guest speakers to interact directly and during a single session with students across the country.

The availability of different delivery formats varies from campus to campus, depending in part on the state and American Bar Association (ABA) requirements applicable to any given campus. At most campuses, however, students may elect to take many of their legal specialty courses online or via a version of Live Feed which permits a student with the proper equipment to log in to class from his or her home or other site of choice.

### Paralegal Studies Program Admissions

In addition to the university's admissions requirements and instructions, the following admissions requirement is program specific: While the rules vary from jurisdiction to jurisdiction, in some states a person convicted of a felony may not serve as a paralegal in the absence of approval

from that state's Supreme Court or some other legally recognized waiver.

# Paralegal Studies, AAS

An Associate of Applied Science degree in Paralegal Studies is offered for those students who wish to pursue a course of study emphasizing basic paralegal skills. Credits earned in this program will apply toward a Bachelor of Science degree in Paralegal Studies described above. Students can often earn the bachelor's degree in six additional quarters.

This program is offered through Austin, Austin South, Bloomington, Brooklyn Center, Burnsville, Centennial, Colorado Springs, Colorado Springs South, Garden City, Georgetown, Houston Independence, Lee's Summit, Lewisville, Mesquite, Minnetonka, Overland Park, Rapid City, Richardson, Rochester, Roseville, Sioux Falls, Tulsa, Wichita, Wichita West, and Zona Rosa. Some courses may only be available online or by video live feed, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

The programs offered at the Rapid City and Sioux Falls locations 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, Roseville campus, and Minnetonka campus, is separately approved by the ABA.

**Student Learning Outcomes**

Graduates of the program will:

• Demonstrate a fundamental knowledge of substantive and procedural law.

• Analyze issues using legal research methodology.

• Communicate effectively through speaking and writing.

• Model professional behavior in accordance with ethical guidelines governing the conduct of attorneys and paralegals.

## Paralegal Studies: Associate of Applied Science Degree Requirements

**90.5 Credits**

**Paralegal Studies Major Core (47)**

| | | |
|---|---|---|
| PL1100/SO 1100/LA 1100 | Introduction to Legal Principles | 4.5 |
| PL1150/LA 1150 | Legal Research I | 4.5 |
| PL1350 | Legal Research II | 4.5 |
| PL2150/LA 2151 | Civil Procedure | 4.5 |
| PL2350 | Criminal Procedure | 4.5 |
| PL2500/EN 2500 | Legal Writing | 4.5 |
| PL3050 | Real Property OR | 4.5 |
| PL3250 | Wills, Trusts, and Probate | 4.5 |
| PL3000 | Law Office Technology | 4.5 |
| PL3100 | Professional Ethics and Law Office Procedures | 4.5 |
| PL4600 | CLA Review | 4.5 |
| PL | Paralegal Internship | 2 |

*PL1100, PL1150, PL1350, PL2150, PL2350, PL2500, PL3050, PL3250, PL3000, PL3100, PL4600: Professional course (minimum "C" grade required)*

*PL Paralegal Internship: Students may elect to satisfy the 2 credit internship with a PL3000+ Paralegal Studies elective course.*

**Support Core (4.5)**

| | | |
|---|---|---|
| LA3100 | Business Law I | 4.5 |

**General Education Core (39)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Elective | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

**Humanities**

| | | |
|---|---|---|
| HU2000 | Critical Thinking and Problem Solving | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Paralegal Studies, BS

A Bachelor of Science degree in Paralegal Studies is offered for students who wish to prepare for increased employment responsibilities or choose to pursue graduate education. Credits earned in the Associate of Applied Science degree apply toward a Bachelor of Science degree in Paralegal Studies.

This program is offered through Austin, Austin South, Bloomington, Brooklyn Center, Burnsville, Centennial, Colorado Springs, Colorado Springs South, Garden City, Georgetown, Houston Independence, Lee's Summit, Lewisville, Mesquite, Minnetonka, Overland Park, Rapid City, Richardson, Rochester, Roseville, Sioux Falls, Tulsa, Wichita, Wichita West, and Zona Rosa. Some courses may only be available online or by video live feed, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

The programs offered at the Rapid City and Sioux Falls locations 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, Roseville campus, and Minnetonka campus, is separately approved by the ABA.

### Student Learning Outcomes

Graduates of the program will:

- Demonstrate a fundamental knowledge of substantive and procedural law.
- Analyze issues using legal research methodology.
- Communicate effectively through speaking and writing.
- Model professional behavior in accordance with ethical guidelines governing the conduct of attorneys and paralegals.
- Apply legal theories to relevant facts under the supervision of an attorney.

## Paralegal Studies: Bachelor of Science Degree Requirements

### 180.5 Credits

### Paralegal Studies Major Core (90)

| | | |
|---|---|---|
| PL1100/SO 1100/LA 1100 | Introduction to Legal Principles | 4.5 |
| PL1150/LA 1150 | Legal Research I | 4.5 |
| PL1350 | Legal Research II | 4.5 |
| PL2050/LA 2050 | Torts | 4.5 |
| PL2100/SO 2120 | Domestic Relations | 4.5 |
| PL2150/LA 2151 | Civil Procedure | 4.5 |
| PL2350 | Criminal Procedure | 4.5 |
| PL2500/EN 2500 | Legal Writing | 4.5 |
| PL3000 | Law Office Technology | 4.5 |
| PL3050 | Real Property | 4.5 |
| PL3100 | Professional Ethics and Law Office Procedures | 4.5 |
| PL3000+ | Elective | 9 |
| PL4000+ | Elective | 13.5 |
| PL4600 | CLA Review | 4.5 |
| PL4500-4590 | Paralegal Internship | 4.5-13.5 |

*PL1100, PL1150, PL1350, PL2050, PL2100, SO2120, PL2150, PL2350, PL3100, PL3000+, PL4000+, PL4600: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses. Professional course (minimum "C" grade required)*

*PL1100, PL2100: May be credited as the cross-listed sociology course. If so, another Paralegal Studies course must be successfully completed or transferred.*

*PL4500-PL4590: Students may elect to satisfy a maximum of 4.5 internship credit hours with a 3000+ Paralegal Studies elective course other than PL3000 Law Office Technology.*

### Support Core (24.5)

| | | |
|---|---|---|
| LA6100 | Legal Environment for Global Organizations OR | 4.5 |
| LA3100 | Business Law I | 4.5 |
| ME1140 | Medical Terminology for Health Professions | 2 |
| MT1050 | Introduction to Business | 4.5 |
| MT2050 | Principles of Management | 4.5 |
| LA6570 | Human Resource Law OR | 4.5 |
| MT3230/PL 3230 | Employment Law | 4.5 |
| MT6000DC+ | Elective OR | |
| 3000+ | Elective | 4.5 |

*LA6100, LA6570: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.*

*LA6100, LA6570: Professional course (minimum "C" grade required)*

**General Education Core (66)**

(Available for block transfer)

Block transfer is not available to residents of the state of Minnesota or students attending any Minnesota campus.

**Communications**
| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**
| | | |
|---|---|---|
| SC | Science Electives | 9 |

**Humanities**
| | | |
|---|---|---|
| HU2000 | Critical Thinking and Problem Solving | 4.5 |
| | Humanities Elective | 4.5 |

**Behavioral/Social Science**
| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

**General Education**
| | | |
|---|---|---|
| | General Education Elective | 9 |

(Course-by-course transfer)

**Communications**
| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Mathematics**
| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

**General Education**
| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Paralegal Studies Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Professional Legal Studies, AAS

The professional legal studies associate of applied science degree will provide students with a well-rounded education, including an emphasis in legal training that affords the student a unique and valuable perspective upon entering various business professions in which knowledge of the law is essential. The program consists of a major core of legal courses to include legal research, contracts, torts, civil procedure, and business law. An introduction to legal principles, and an internship or independent study round out the major core legal courses required of this program. Students will develop the ability to communicate clearly, systematically, and logically and also to utilize valuable critical thinking skills during the communication process. This program will train students for employment in a number of professional areas in which a basic understanding of the law and legal principles are beneficial.

The Associate of Applied Science degree in Professional Legal Studies also offers areas of study in Human Resources Management, Entrepreneurial, Management, and Supply Chain Management. An area of study is a grouping of electives that focus on particular interests and career paths.

**Area of Study – Human Resources Management**

Major Core:
- LA3150 Business Law II
- MT/PL3230 Employment Law

Support Core:
- MT1050 Introduction to Business
- MT2050 Principles of Management
- MT3050 Human Resource Management

**Area of Study – Entrepreneurial**

Major Core:
- LA3150 Business Law II
- MT/PL3230 Employment Law

Support Core:
- MT1050 Introduction to Business
- MT2050 Principles of Management
- MT3550 Entrepreneurship and Small Business

**Area of Study – Management**

Major Core:
- LA3150 Business Law II
- MT/PL3230 Employment Law

Support Core:
- MT1050 Introduction to Business
- MT2050 Principles of Management

- AC2760 Accounting for Managers

**Area of Study – Supply Chain Management**

Major Core:
- LA3150 Business Law II
- MT/PL3230 Employment Law

Support Core:
- MT1050 Introduction to Business
- MT2050 Principles of Management
- OM1000D Introduction to Business Logistics
  This program is offered online and through all campuses. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas (except Garden City), Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:
- Demonstrate a fundamental knowledge of substantive and procedural law.
- Analyze issues using legal research methodology.
- Communicate effectively through speaking and writing.
- Demonstrate critical thinking skills.
- Apply legal theories to relevant facts.

# Professional Legal Studies: Associate of Applied Science Requirements

**90.5 Credits**

**Professional Legal Studies Major Core (38)**

| | | |
|---|---|---|
| LA1100/PL 1100/SO 1100 | Intro to Legal Principles for Professional Legal Studies | 4.5 |
| LA1150/PL 1150 | Legal Research for Professional Legal Studies | 4.5 |
| LA2050/PL 2050 | Torts for Professional Legal Studies | 4.5 |
| LA2151/PL 2150 | Civil Procedure for Professional Legal Studies | 4.5 |
| LA3100 | Business Law I | 4.5 |
| LA3500/PL 3500 | Contracts for Professional Legal Studies | 4.5 |
| LA | Elective | 9 |
| LA | Internship or Independent Study | 2 |

All courses above in the Professional Legal Studies major core require a minimum "C" grade.

**Open Electives (13.5)**

| | | |
|---|---|---|
| | Elective | 13.5 |

**General Education Core (39)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Elective | 4.5 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Elective | 4.5 |

**Communications**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career:  Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Residents of the state of Minnesota or students attending any Minnesota campus: <must take a Humanities elective.  Block transfer is not available to these students.*

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Professional Legal Studies Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# Professional Legal Studies: Associate of Applied Science Requirements (Indianapolis)

**96 Credits**

**Professional Legal Studies Major Core (43.5)**

| | | |
|---|---|---|
| LA1100/PL 1100/SO 1100 | Intro to Legal Principles for Professional Legal Studies | 4.5 |

| | | |
|---|---|---|
| LA1150/PL 1150 | Legal Research for Professional Legal Studies | 4.5 |
| LA2050/PL 2050 | Torts for Professional Legal Studies | 4.5 |
| LA2151/PL 2150 | Civil Procedure for Professional Legal Studies | 4.5 |
| LA3100 | Business Law I | 4.5 |
| LA3500/PL 3500 | Contracts for Professional Legal Studies | 4.5 |
| LA3000+ | Elective | 13.5 |
| LA | Internship or Independent Study | 3 |

All courses above in the Professional Legal Studies major core require a minimum "C" grade.

**Open Electives (13.5)**

| | | |
|---|---|---|
| | Elective | 13.5 |

**General Education Core (39)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Elective | 4.5 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Elective | 4.5 |

**Communications**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career:  Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Professional Legal Studies Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Professional Legal Studies, BS

The professional legal studies bachelor of sciencedegree will provide students with a well-rounded education, including an emphasis in legal training that affords the student a unique and valuable perspective upon entering various business professions in which knowledge of the law is essential.  The program consists of a major core of legal courses to include legal research, contracts, torts, civil procedure, business law, administrative law, and evidence. An introduction to legal principles, the adversary system and a capstone course round out the major core legal courses required of this program. Students will develop the ability to communicate clearly, systematically, and logically and also to utilize valuable critical thinking skills during the communication process.

The Bachelor's of Science degree in Professional Legal Studies also offers areas of study in Human Resources Management, Entrepreneurial, Management, and Supply Chain Management. An area of study is a grouping of electives that focus on particular interests and career paths. These business areas of study will train students for employment in a number of professional business areas in which a basic understanding of the law and legal principles are useful.

Please note, only licensed attorneys may practice law. A person who earns this degree may not engage in activities considered to be the practice of law, including giving legal advice, representing a client in court, or setting legal fees.

**Area of Study – Human Resources Management**

Major Core:
- LA3150 Business Law II
- MT/PL3230 Employment Law
- PL/LA4150 Practical Legal Investigation
- PL/LA4200 Litigation and Trial Practice
- LA6570DC Human Resource Law

Support Core:
- MT1050 Introduction to Business
- MT2050 Principles of Management
- MT3050 Human Resource Management
- MT3080 Compensation and Benefits
- MT3100 Employee and Labor Relations
- MT3250 Organizational Behavior
- MT4050 Training and Development
- MT4200 Business Ethics
- MT4420 Strategic Human Resource Management

- MT4501 HRM Internship

  **OR**

- MT4500 HRM Action Research Project

**Area of Study – Entrepreneurial**

Major Core:

- PL3050 Real Property
- LA3150 Business Law II
- PL/EN3120 Classical Rhetoric in a Digital Age
- MT/PL3230 Employment Law
- PL/MT3470 Bankruptcy

Support Core:

- MT1050 Introduction to Business
- AC2760 Accounting for Managers
- MT2050 Principles of Management
- MG2100 Principles of Selling
- MT2100 Entrepreneurship and Small Business
- FN3000 Business Finance
- IMT3600 Strategic Entrepreneurship
- MT3650 Business Plan Development
- MT4140 Innovation, Creativity and New Product Development
- MT4500 MT Internship

  **OR**

- MT1900/4990 Special Topics in Management

**Area of Study – Management**

Major Core:

- LA3150 Business Law II
- MT/LA3230 Employment Law
- PL/EN3120 Classical Rhetoric in a Digital Age
- PL4150 Practical Legal Investigation
- LA6570DC Human Resource Law

Support Core:

- MT1050 Introduction to Business
- MG1050 Principles of Marketing
- MT2050 Principles of Management
- AC2760 Accounting for Managers
- FN3000 Business Finance
- IMT3050 Human Resource Management
- MT3250 Organizational Behavior
- MT3500 Managing Information Systems
- MT4200 Business Ethics
- MT4300 Management Across Cultures

  **OR**

- MT4500 Management Internship

**Area of Study – Supply Chain Management**

Major Core:

- LA3150 Business Law II
- MT/LA3230 Employment Law
- PL/EN3120 Classical Rhetoric in a Digital Age
- LA3200 International Law
- PL4220 Environmental Law

Support Core:

- MT1050 Introduction to Business
- MT2050 Principles of Management
- AC2760 Accounting for Managers
- OM1000D Introduction to Business Logistics
- OM2100D Logistics and Transportation Management
- OM2200D Purchasing and Supply Chain Management
- OM3000 Operations Management
- OM3200D Marketing and Distribution Channels
- OM3400D Manufacturing Planning and Control
- OM3100 Business Logistics Internship

  **OR**

- OM 4100 Quality Management in the Supply Chain
  This program is offered online and through all campuses. Students in this program may not take any on-ground classes at NAU campuses in Indiana, Kansas (except Garden City), Minnesota, Missouri, Nebraska, New Mexico, and Oklahoma. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Student Learning Outcomes**

Graduates of the program will:

- Demonstrate a fundamental knowledge of substantive and procedural law.
- Analyze issues using legal research methodology.
- Communicate effectively through speaking and writing.
- Demonstrate critical thinking skills.
- Apply legal theories to relevant facts.

# Professional Legal Studies: Bachelor of Science Degree Requirements

**180 Credits**

**Professional Legal Studies Major Core (69)**

| | | |
|---|---|---|
| LA1100/PL 1100/SO 1100 | Intro to Legal Principles for Professional Legal Studies | 4.5 |
| LA1150/PL 1150 | Legal Research for Professional Legal Studies | 4.5 |
| LA2050/PL 2050 | Torts for Professional Legal Studies | 4.5 |
| LA2151/PL 2150 | Civil Procedure for Professional Legal Studies | 4.5 |
| LA3100 | Business Law I | 4.5 |
| LA3400/PL 3400 | Evidence for Professional Legal Studies | 4.5 |
| LA3500/PL 3500 | Contracts for Professional Legal Studies | 4.5 |
| LA4250/PL 4250 | Administrative Law for Professional Legal Studies | 4.5 |
| LA4350/PL 4350 | Adversary System for Professional Legal Studies | 4.5 |
| LA4900 | Professional Legal Studies Capstone | 6 |
| LA | Elective | 9 |
| LA3000+ | Elective | 13.5 |

All courses above in the Professional Legal Studies major core require a minimum "C" grade.

**Open Electives (45)**

| | | |
|---|---|---|
| 3000+ | Elective | 9 |
| | Open Electives | 36 |

**General Education Core (66)**

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

| | | |
|---|---|---|
| SC | Science Electives | 9 |

**Humanities**

| | | |
|---|---|---|
| | Humanities Electives | 9 |

**Behavioral/Social Science**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 9 |

**General Education**

| | | |
|---|---|---|
| | General Education Elective | 4.5 |

(Course-by-course transfer)

**Communications**

| | | |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |

**General Education**

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

***Residents of the state of Minnesota or students attending any Minnesota campus are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.***

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Professional Legal Studies Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

## Professional Legal Studies: Bachelor of Science Degree Requirements (Kansas)

**180 Credits**

**Professional Legal Studies Major Core (69)**

| | | |
|---|---|---|
| LA1100/PL 1100/SO 1100 | Intro to Legal Principles for Professional Legal Studies | 4.5 |
| LA1150/PL 1150 | Legal Research for Professional Legal Studies | 4.5 |
| LA2050/PL 2050 | Torts for Professional Legal Studies | 4.5 |
| LA2151/PL 2150 | Civil Procedure for Professional Legal Studies | 4.5 |
| LA3100 | Business Law I | 4.5 |
| LA3400/PL 3400 | Evidence for Professional Legal Studies | 4.5 |
| LA3500/PL 3500 | Contracts for Professional Legal Studies | 4.5 |
| LA4250/PL 4250 | Administrative Law for Professional Legal Studies | 4.5 |
| LA4350/PL 4350 | Adversary System for Professional Legal Studies | 4.5 |
| LA4900 | Professional Legal Studies Capstone | 6 |
| LA | Elective | 4.5 |
| LA3000+ | Elective | 18 |

All courses above in the Professional Legal Studies major core require a minimum "C" grade.

**Open Electives (45)**

| | | |
|---|---|---|
| 3000+ | Elective | 18 |

|  | Open Electives | 27 |
|---|---|---|

**General Education Core (66)**

**Communications**

| EN1150 | Composition I | 4.5 |
|---|---|---|

**Science**

| SC | Science Electives | 9 |
|---|---|---|

**Humanities**

|  | Humanities Electives | 9 |
|---|---|---|

**Behavioral/Social Science**

|  | Behavioral/Social Science Elective | 9 |
|---|---|---|

**General Education**

|  | General Education Elective | 4.5 |
|---|---|---|

(Course-by-course transfer)

**Communications**

| EN1300 | Composition II | 4.5 |
|---|---|---|
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Mathematics**

| MA2000 | Quantitative Reasoning | 4.5 |
|---|---|---|

**General Education**

| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
|---|---|---|
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

*Graduation Requirements: A minimum 2.0 GPA is required overall and in the Professional Legal Studies Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.*

*(The university reserves the right to correct clerical errors.)*

# SCHOOL OF NURSING

### 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 lifespan. The nursing programs offer career mobility through an articulated ladder approach to nursing education.

### SON Vision

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

### SON 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.

### SON Progammatic Outcomes/Goals

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.

### SON 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).

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 NAU 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 is 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 SON 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* (NLN, 2010) provides guidelines for associate degree nursing education and practice.

The NAU SON 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* (AACN, 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 SON Master of Science in Nursing (MSN) program includes four areas of study: nursing Administration, Care Coordination, Nursing Education and Nursing Informatics. The MSN program utilizes the *Essentials of Master's Education in Nursing* (AACN 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 and national and international levels.

# Nursing Program, AS (ASN)

Nursing is a career that is in great demand. Nursing offers opportunities in multiple settings with individuals, families, and communities. The National American University (NAU) Nursing Associate of Science (ASN) degree will provide the student the knowledge and skills necessary to integrate practice theories and concepts from nursing, sciences, and humanities when providing comprehensive nursing care in a variety of settings. The program will provide competent graduates prepared to take the NCLEX-RN® exam. (Completion of the program does not ensure student eligibility to take the NCLEX-RN® exam. Students are responsible for meeting eligibility requirements for licensure designated by the Nurse Practice Act and the respective State Board of Nursing.)

This program is offered through Zona Rosa. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

## Student Learning Outcomes

- Exhibit behaviors and characteristics congruent with the professional role.

- Utilize skills to promote communication and collaboration in the healthcare environment.
- Incorporate culturally sensitive information and care to promote health, prevent disease, restore health, and promote adaptation across the lifespan.
- Create a safe and effective environment.

## Admissions Requirements

Admission to the nursing foundational core is based upon the NAU admission criteria.

Admission to the nursing foundational core does not guarantee admission in the nursing clinical core. Admission to the nursing clinical core is selective and highly competitive.

Completed applications to the nursing clinical core must be received at least 90 days prior to the start of each nursing clinical core cohort. Spaces for the nursing clinical core are assigned on a competitive and space-available basis for each admission period.

**The criteria to be eligible for application to the clinical core of the ASN program is identified below (the cost of the items required is the student's responsibility).:**

- Admission to NAU must be made before application to the nursing clinical core.
- General education nursing clinical core courses (SC1201, SC1370, PS2000, SO1050, or PS1050) may be completed prior to acceptance into the nursing clinical core. They are not nursing foundational courses and will not be calculated into the nursing foundational core needed 2.8 CGPA.
- Minimum cumulative grade point average (CGPA) of 2.8 on all nursing foundational courses must be accomplished.
- All required foundational core courses must be completed with a minimum grade of "C".
- All science courses must have been completed within five (5) years of application to the nursing foundational core.
- Non-native English speaking students must provide evidence that they are in compliance with the university and the respective State Board of Nursing requirements for English competency.

**The nursing clinical core application can be obtained from the School of Nursing program administration (the cost of the items required is the student's responsibility). The following items are required at the time of application:**

- Clinical core application.
- Evidence of medical terminology course work or similar knowledge provided through other programs of study. For students without evidence of prior medical terminology course work, NAU has available self-paced, self-pay courses, located on the university

website under continuing education programs (HTH111 Survey of Medical Terminology OR, HTH120 Introduction to Medical Terminology).

- Copy of state specific verification of active certification of a nursing assistant (CNA), emergency medical technician (EMT), medical assistant with associate degree including clinical training (MA), licensed vocational nurse (LVN), or licensed practical nurse (LPN).

- Successfully completed a pre-entrance examination. The student must take the pre-entrance exam at a NAU School of Nursing campus program location or arrange for an official transcript of previous exam scores to be sent to the NAU School of Nursing. In an attempt to gain a higher score, applicants may retake the pre-entrance exam up to three (3) times in a one-year period and must have a minimum of 14 days between testing dates. All components of the pre-entrance exam are considered as a whole, composite score.

- Documented evidence of an advising session with a financial service representative to discuss program costs.

- Complete a national criminal background check and drug screen with a NAU chosen vendor with a successful result.

**The following items are required before the start of the nursing clinical core courses (the cost of the items required is the student's responsibility):**

- Clinical core acceptance letter

- Evidence of meeting all eligibility and application criteria for the nursing clinical core.

- Copy of current active CPR certification (American Heart Association for Healthcare Providers).

- Evidence of a health examination (current within six months of admission) if applicable. Check with the respective program office.

- Evidence of active health insurance.

- Evidence of up-to-date immunizations or evidence of serologic immunity as required by clinical agencies signed by a healthcare provider.

- Documentation of a negative TB skin test (taken within one year) or chest x-ray (taken within five years) signed by a licensed professional.

- The ASN student applying to the clinical core should review and sign the functional abilities form. The signature implies the student can meet the physical needs to support the physical duties required of a nursing student.**The general education transfer courses for the nursing foundational core must meet the same NAU admissions criteria. All nursing**

**prefix (NS) courses must be completed at NAU.**

## ASN Requirements

**108 Credits**

**Nursing Clinical Core (64)**

(All of the following 64 credits must be earned at NAU.)

| | | |
|---|---|---|
| NS1010 | Introduction to Professional Nursing | 2 |
| NS1020 | Health Assessment | 2 |
| NS1030 | Foundations of Nursing Practice | 8 |
| NS1031 | Foundations of Nursing Practice Clinical | 2 |
| NS1040 | Pharmacology I | 4 |
| NS1050 | Adult Health Needs I | 4 |
| NS1051 | Adult Health Needs I Clinical | 5 |
| NS2011 | Maternal/Child Nursing | 6 |
| NS2012 | Maternal/Child Nursing Clinical | 3 |
| NS2021 | Mental Health Needs of Clients and Families | 3 |
| NS2022 | Mental/Health Needs of Clients and Families Clinical | 2 |
| NS2031 | Adult Health Needs II | 4 |
| NS2032 | Adult Health Needs II Clinical | 7 |
| NS2040 | Pharmacology II | 1 |
| NS3011 | Complex Adult Health Needs | 5 |
| NS3012 | Complex Adult Health Needs Clinical | 6 |

**General Education Core (44)**

**Nursing Foundational Core (27)**

(Not Available for Block Transfer)

**Communications**

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |

**Science**

NOTE: All science courses must have been completed within five (5) years of application to the nursing foundational core.

All science courses must be completed with a "C" grade or higher.

| | | |
|---|---|---|
| SC1232 | Human Anatomy and Physiology I with Lab | 6 |
| SC1332 | Human Anatomy and Physiology II with Lab | 6 |
| SC1422 | Microbiology with Lab | 6 |

**Mathematics**

| MA1500 | Intermediate Algebra | 4.5 |
| | OR | |
| MA2050 | College Algebra | 4.5 |

**Nursing Clinical Core (17)**

**Science**

NOTE: All science courses must have been completed within (five) 5 years of application to the nursing foundational core.

All science courses must be completed with a "C" grade or higher.

| SC1201 | Nutritional Foundations | 2 |
| SC1370 | Pathophysiology | 6 |

**Behavioral/Social Sciences**

| PS1050 | Introduction to Psychology | 4.5 |
| | OR | |
| SO1050 | Introduction to Sociology | 4.5 |
| | | |
| PS2000 | Human Growth and Development | 4.5 |

*Minimum of 2.8 cumulative grade point average in the nursing foundational core.*

*Admission to the nursing foundational core does NOT guarantee enrollment in the nursing clinical core.*

*Students must have a state specific verification of active certification of a nursing assistant (CNA) and be officially accepted into the nursing clinical core to register for nursing (NS) courses.*

*Minimum course grade of "C", "P", or "S" is required for progression in all courses within the nursing clinical core.*

*Failure to achieve a passing grade in a theory or clinical course will result in the failure of the associated theory or clinical course.*

*(The university reserves the right to correct clerical errors.)*

# Nursing Program, BS (BSN)

Today's healthcare environment demands nurses who can function in a constantly changing healthcare setting, deal with emerging healthcare needs, and incorporate evidence and research in their practice. The BSN program is an innovative design that enables the graduate nurse to provide care to individuals, families, and communities in health promotion, acute or chronic illness, and at the end of life. By focusing on the current research in nursing education and nursing practice, the BSN program educates nurse generalists with a strong foundation for developing specialized clinical practice and the skills and credentials necessary to pursue graduate education.

**Student Learning Outcomes**

- Synthesize knowledge from nursing, the arts and sciences in the holistic practice of professional nursing.

- Apply theory-based decision-making related to safe, competent, and culturally congruent nursing care to individuals, families, and communities in diverse settings across the lifespan emphasizing the concept of caring.

- Critically evaluate and utilize relevant findings of nursing research in professional nursing practice.

- Demonstrate professional values and behaviors consistent with professional standards.

- Assume responsibility for ongoing professional development in an ever-changing healthcare environment.

**Nursing Program Admission Requirements for BSN Students**

Admission to the nursing foundational core is based on the National American University (NAU) admission criteria.

Admission to the nursing foundational core does not guarantee admission in the nursing clinical core. Admission to the nursing clinical core is selective and highly competitive.

Completed applications to the nursing clinical core must be received at least 90 days prior to the start of each nursing clinical core cohort.*

**The criteria to be eligible to apply for application to the clinical core of the BSN program is identified below (the cost of the items required is the student's responsibility):**

- Admission to NAU must be made before application to the nursing clinical core.

- All foundational core courses must be successfully completed before the start of any clinical core course. Students who have not successfully completed all foundational core courses must apply for the next clinical core start.

- Minimum cumulative grade point average (CGPA) of 2.8 on all nursing foundational courses must be accomplished.

- All required foundational core courses must be completed with a minimum grade of "C".

- All science courses must have been completed within five (5) years of application to the nursing foundational core.

- Non-native English speaking students must provide evidence that they are in compliance with the university and the respective State Board of Nursing requirements for the English competency. (The nursing clinical core application can be obtained from the School of Nursing program administration. The cost of the items required

is the student's responsibility. The following items are required at the time of application.

- Clinical core application
- Evidence of medical terminology course work or similar knowledge provide though other programs of study. For students without evidence of prior medical terminology course work, NA has available self-paced, self-pay courses, located on the university website under continuing education programs (HTH11 *Survey of Medical Terminology* **OR** HTH120 *Introduction to Medical Terminolog*y).

- Copy of state specific verification of active certification of a nursing assistant (CNA), emergency medical technician (EMT), medical assistant with associate degree including clinical training (MA), licensed vocational nurse (LVN), or licensed practical nurse (LPN).

- Successfully completed a pre-entrance examination. The student must take the pre-entrance exam at a NAU School of Nursing campus program location or arrange for an official transcript of previous exam scores to be sent to the NAU School of Nursing. In an attempt to gain a higher score, applicants may retake the pre-entrance exam up to three (3) times in a one-year period and must have a minimum of 14 days between testing dates. All components of the pre-entrance exam are considered as a whole, composite score.

- Documented evidence of an advising session with a financial services representative to discuss program costs.

- Complete a national criminal background check and drug screen with a NAU chosen vendor with a successful result.

**The following items are required *before* the start of the nursing clinical core courses (the cost of the items required is the student's responsibility):**

- Clinical core acceptance letter.
- Evidence of meeting all eligibility and application criteria for the nursing core.
- Copy of current active CPR certification (American Heart Association for Healthcare Providers).
- Evidence of a health examination (current within six months of admission) if applicable. Check with the respective program office.
- Evidence of active health insurance.
- Evidence of up-to-date immunizations or evidence of serologic immunity as required by clinical agencies signed by a healthcare provider.
- Documentation of a negative TB skin test (taken within one year) or a chest x-ray (taken within five years) signed by a licensed professional.

- The BSN student applying to the clinical core should review and sign the functional abilities form. The signature implies the student can meet the physical needs to support the physical duties required of a nursing student.

**Articulation Policy for LPN to BSN Students**

The following policy applies ONLY to the LPN Bridge to BSN program offered at the NAU Overland Park and Wichita West, Kansas campuses.

LPNs who desire to become a professional nurse with BSN degree will take the NS3315 LPN to RN Transition course. Admission for articulation is based on academic criteria and complies with Kansas State Board of Nursing policies, 1202 commission report and follows recommendations of the Council for Nursing Articulation in Kansas.

All LPNs will make application for acceptance into the BSN program and complete the following requirements. **Acceptance is based on available resources and the overall ranking of the following items:**

- Admission to NAU must be made before application to the nursing clinical core.
- In-state applicant must be a graduate of a Kansas State Board of Nursing approved practical nursing school/program with a CGPA of 2.8 or above. Individual evaluation of credits will be accomplished by reviewing an official transcript from the previous nursing school/program and course syllabi. Validation of nursing competencies in selected skill sets will be conducted following the recommendations of the Council for Nursing Articulation in Kansas. Non-nursing course credits may be transferred according to NAU policy.
- Out-of-state graduates from other State Board of Nursing approved practical nursing schools/programs will be evaluated individually by reviewing applicants' official transcripts and course syllabi. Validation of nursing competencies in selected skill sets will be conducted following the recommendations of the Council for Nursing Articulation in Kansas. Non-nursing course credits may be transferred according to NAU policy.
- Current active unencumbered LPN license from any state within the United States must be on the completed application for admission.
- The NS3315 LPN to RN Transition course, 4.5 credit hours, to be taken in the fall quarter. This course must be completed with a minimum grade of "C" to progress in the clinical core. Failure to meet this requirement will result in removal from the program.
- Nine (9) credit hours will be held in escrow for the LPN bridging student. The student must successfully pass

the first nursing courses NS3320D, NS3330, and NS3331 to have the nine (9) credit hours fully transferred into the program.

- Students who have completed nursing foundational course work at NAU will be given priority consideration but not guaranteed admission into the nursing clinical core.

**Criteria to be considered for acceptance into the nursing clinical core:**

- Minimum CGPA of 2.8 on all nursing foundational courses must be accomplished by the student.

- All nursing foundational courses must be completed by the clinical core application deadline.

- All nursing foundational core courses must be completed with a minimum grade of "C".

- All science courses must have been completed within five (5) years of application to the nursing foundational core.

- All nursing foundational core courses may be transferred into the program.

- Successfully completed a pre-entrance examination. The student must take the pre-entrance exam at a NAU School of Nursing campus program location or arrange for an official transcript of previous exam scores to be sent to the NAU School of Nursing. In an attempt to gain a higher score, applicants may retake the pre-entrance exam up to three (3) times in a one-year period and must have a minimum of 14 days between testing dates. All components of the pre-entrance exam are considered as a whole, composite score.

*\* For a new start BSN clinical core, the application timeline may be modified.*

*Note that completed applications must be received at least 100 days prior to start of each nursing clinical core cohort at the Austin, Texas campus.*

*\*\* Check with the Austin, Texas BSN program office for Texas specifics.*

*The general education transfer courses for the nursing foundational core must meet the same NAU admissions criteria. All nursing prefix (NS) courses must be completed at NAU.*

## Bachelor of Science in Nursing: BSN Degree Requirements

### 186 Credits

This program is offered through Albuquerque, Austin, Bloomington, Overland Park, Rapid City, Sioux Falls, Wichita West, and Zona Rosa. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

**Nursing Clinical Core (107)**

(All of the following 107 credits must be earned at NAU.)

| | | |
|---|---|---|
| NS3320D | Pathophysiologic Concepts I | 4 |
| NS3321D | Holistic Health Assessment | 4 |
| NS3325 | Introduction to Professional Nursing Practice | 3 |
| NS3326D | Professional Role Development | 2 |
| NS3330 | Foundations of Holistic Nursing | 7 |
| NS3331 | Foundations of Holistic Nursing Clinical | 3 |
| NS3340D | Pathophysiologic Concepts II | 4 |
| NS3343 | Holistic Nursing Care in Chronic Illness I | 6 |
| NS3345 | Holistic Nursing Care in Chronic Illness I Clinical | 4 |
| NS3346D | Pharmacology for Nurses | 4 |
| NS3360 | Holistic Nursing Care in Acute Illness I | 7 |
| NS3361 | Holistic Nursing Care in Acute Illness I Clinical | 3 |
| NS4000D | Issues in Transcultural Nursing | 4 |
| NS4043 | Holistic Nursing Care of the Community | 6 |
| NS4045 | Holistic Nursing Care of the Community Clinical | 2 |
| NS4060D | Caring for Vulnerable Populations | 4 |
| NS4143 | Holistic Nursing Care in Acute Illness II and End of Life | 6 |
| NS4145 | Holistic Nursing Care in Acute Illness II and End of Life Clinical | 4 |
| NS4210D | Research and Evidence Based Practice | 4 |
| NS4243 | Holistic Nursing Care in Chronic Illness II and End of Life | 6 |
| NS4245 | Holistic Nursing Care in Chronic Illness II and End of Life Clinical | 4 |
| NS4300 | Concept Integration for the Professional Nursing Role I | 5 |
| NS4310 | Concept Integration for the Professional Nursing Role II | 5 |
| NS4400D | Leadership and Management in Nursing | 6 |

*NS3346D: The course delivery format may vary by campus in order to meet the respective Board of Nursing requirements.*

*NS4400D: Capstone course.*

## Nursing Foundational Core (79)

(Not Available for Block Transfer)

### Communications

| | | |
|---|---|---|
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

### Science

NOTE: All science courses must have been completed within five (5) years of application to the nursing foundational core.

| | | |
|---|---|---|
| SC1200 | Principles of Nutrition | 4.5 |
| SC1232 | Human Anatomy and Physiology I with Lab | 6 |
| SC1332 | Human Anatomy and Physiology II with Lab | 6 |
| SC1422 | Microbiology with Lab | 6 |

### Mathematics

| | | |
|---|---|---|
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3010 | Statistics for Health Professions | 4.5 |

### Humanities

| | | |
|---|---|---|
| | Humanities Electives | 9 |

### Behavioral/Social Science

| | | |
|---|---|---|
| SO1050 | Introduction to Sociology | 4.5 |
| PS1050 | Introduction to Psychology | 4.5 |
| PS2000 | Human Growth and Development | 4.5 |

### General Education

| | | |
|---|---|---|
| CS1201 | Juggling College, Life, and Career:  Set Up for Success! | 5 |
| CS2086 | Career Path Planning | 2 |

*Minimum of 2.8 cumulative grade point average in the nursing foundational core. All nursing foundational core courses must be completed with a "C" grade or higher.*

*All nursing students are encouraged to complete some advanced or upper division general education course work.*

*Admission to the nursing foundational core does NOT guarantee enrollment in the nursing clinical core.*

*Students must have a state specific verification of active certification of a nursing assistant (CNA), licensed vocational nurse (LVN), or licensed practical nurse (LPN) and be officially accepted into the nursing clinical core to register for nursing (NS) courses.*

*Minimum course grade of "C", "P", or "S" is required for progression in all courses within the nursing clinical core.*

*Failure to achieve a passing grade in a theory or clinical course will result in the failure of the associated theory or clinical course.*

*All 3000-level nursing courses must be completed for progression to 4000-level nursing courses.*

*(The university reserves the right to correct clerical errors.)*

## Bachelor of Science in Nursing: LPN to BSN Degree Requirements

### 186 Credits

This program is offered through Overland Park and Wichita West. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

*NOTE: LPN bridging into the BSN clinical core students must have a practical nurse (PN) diploma (32 credits) with a 2.8 cumulative grade point average (CGPA) or above and a current active unencumbered licensed practical nurse (LPN) license.*

### LPN to RN Transition (4.5)

### LPN TO RN TRANSITION (4.5) ONLY for bridging LPNs.

| | | |
|---|---|---|
| NS3315 | LPN to RN Transition | 4.5 |

*The LPN to RN Transition course must be completed with a minimum grade of "C"*

*NS3315: The course delivery format may vary by campus in order to meet the respective Board of Nursing requirements.*

### Nursing Clinical Core (107)

(All of the following 107 credits must be earned at NAU. Except LPN escrow courses.)

| | | |
|---|---|---|
| NS3320D | Pathophysiologic Concepts I | 4 |
| NS3321D | Holistic Health Assessment | 4 |
| NS3325 | Introduction to Professional Nursing Practice | 3 |
| NS3326D | Professional Role Development | 2 |
| NS3330 | Foundations of Holistic | 7 |

| | Nursing | |
|---|---|---|
| NS3331 | Foundations of Holistic Nursing Clinical | 3 |
| NS3340D | Pathophysiologic Concepts II | 4 |
| NS3343 | Holistic Nursing Care in Chronic Illness I | 6 |
| NS3345 | Holistic Nursing Care in Chronic Illness I Clinical | 4 |
| NS3346D | Pharmacology for Nurses | 4 |
| NS3360 | Holistic Nursing Care in Acute Illness I | 7 |
| NS3361 | Holistic Nursing Care in Acute Illness I Clinical | 3 |
| NS4000D | Issues in Transcultural Nursing | 4 |
| NS4043 | Holistic Nursing Care of the Community | 6 |
| NS4045 | Holistic Nursing Care of the Community Clinical | 2 |
| NS4060D | Caring for Vulnerable Populations | 4 |
| NS4143 | Holistic Nursing Care in Acute Illness II and End of Life | 6 |
| NS4145 | Holistic Nursing Care in Acute Illness II and End of Life Clinical | 4 |
| NS4210D | Research and Evidence Based Practice | 4 |
| NS4243 | Holistic Nursing Care in Chronic Illness II and End of Life | 6 |
| NS4245 | Holistic Nursing Care in Chronic Illness II and End of Life Clinical | 4 |
| NS4300 | Concept Integration for the Professional Nursing Role I | 5 |
| NS4310 | Concept Integration for the Professional Nursing Role II | 5 |
| NS4400D | Leadership and Management in Nursing | 6 |

*NS3326D, NS3346: The course delivery format may vary by campus in order to meet the respective Board of Nursing requirements.*

*NS3321D, NS3325: LPN to RN transition course ONLY for LPNs bridging into BSN clinical core. A total of nine credit hours of nursing in escrow until successfully passing of first nursing courses (NS3320D, NS3330, and NS3331).*

*NS4400D: Capstone course.*

## Nursing Foundational Core (79)

(Not Available for Block Transfer)

**Communications**

| EN1150 | Composition I | 4.5 |
|---|---|---|
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Science**

NOTE: All science courses must have been completed within five (5) years of application to the nursing foundational core.

| SC1200 | Principles of Nutrition | 4.5 |
|---|---|---|
| SC1232 | Human Anatomy and Physiology I with Lab | 6 |
| SC1332 | Human Anatomy and Physiology II with Lab | 6 |
| SC1422 | Microbiology with Lab | 6 |

**Mathematics**

| MA2000 | Quantitative Reasoning | 4.5 |
|---|---|---|
| MA3010 | Statistics for Health Professions | 4.5 |

**Humanities**

| | Humanities Electives | 9 |
|---|---|---|

**Behavioral/Social Science**

| SO1050 | Introduction to Sociology | 4.5 |
|---|---|---|
| PS1050 | Introduction to Psychology | 4.5 |
| PS2000 | Human Growth and Development | 4.5 |

**General Education**

| CS1201 | Juggling College, Life, and Career: Set Up for Success! | 5 |
|---|---|---|
| CS2086 | Career Path Planning | 2 |

*Minimum of 2.8 cumulative grade point average in the nursing foundational core. All nursing foundational core courses must be completed with a "C" grade or higher.*

*All nursing students are encouraged to complete some advanced or upper division general education course work.*

*Admission to the nursing foundational core does NOT guarantee enrollment in the nursing clinical core.*

*Students must have a state specific verification of active certification of a nursing assistant (CNA), licensed vocational nurse (LVN), or licensed practical nurse (LPN) and be officially accepted into the nursing clinical core to register for nursing (NS) courses.*

*Minimum course grade of "C", "P", or "S" is required for progression in all courses within the nursing clinical core.*

*Failure to achieve a passing grade in a theory or clinical course will result in the failure of the associated theory or clinical course.*

*All 3000-level nursing courses must be completed for progression to 4000-level nursing courses.*

*(The university reserves the right to correct clerical errors.)*

## RN to BSN Program

Today's dynamic and diverse healthcare environment requires professional nurses who can champion health promotion and disease prevention, function effectively in ambiguous, unpredictable and complex environments, demonstrate critical thinking and flexibility, and execute a variety of roles throughout a lifetime career. The National American University (NAU) online RN to BSN program is designed for RNs with an associate degree or diploma who seek a bachelor's degree in nursing.

The NAU online RN to BSN program builds on the student's past education and experience. This program offers a flexible and practical way for RNs to expand their knowledge and prepare for leadership positions in a variety of healthcare settings. It also provides the skills and credentials necessary to pursue graduate education.

### Student Learning Outcomes

- Synthesize knowledge from nursing, the arts, and sciences in the holistic practice of professional nursing.
- Apply theory-based decision-making related to safe, competent, and culturally congruent nursing care to individuals, families, and communities in diverse settings across the lifespan emphasizing the concept of caring.
- Critically evaluate and utilize relevant findings of nursing research in professional nursing practice.
- Demonstrate professional values and behaviors consistent with professional standards.
- Assume responsibility for ongoing professional development in an ever-changing healthcare environment.

### Admissions Requirements

The online RN to BSN program reviews applications and admits students every academic quarter. Admissions decisions are made and communicated in writing once the program application and admissions requirements have been completed and reviewed.

### Admissions criteria include the following:

- Admission to NAU before application to the online RN to BSN program.
- Graduation from an associate degree program in nursing or a diploma nursing program.*
- Current active unencumbered RN license from any state within the United States.* Evidence of current licensure must be present in the student's electronic file.
- Minimum cumulative grade point average (CGPA) of 2.5 or above from the graduated associate degree program in nursing or diploma nursing program.
- Minimum CGPA of 2.5 on all transferred general education courses.
- All nursing prefix (NS) courses must be completed through NAU online.

*All international nurses must have a current active unencumbered RN license from any state within the United States and an international professional evaluation of their prior education credentials.*

## Online RN to BSN Requirements

### 180 Credits

This program is offered online on all states <u>except</u> Tennessee. Some courses may only be available online, and students may be required to attend classes at different locations. Course availability is subject to minimum class size requirements.

*NOTE: Students must have an associate degree or diploma in nursing with a 2.5 cumulative grade point average (CGPA) or above and a current active unencumbered registered nurse (RN) license.*

### Nursing Major Core (48)

(All of the following 48 credits must be earned at NAU.)

| Code | Title | Credits |
|---|---|---|
| NS3026D | Concepts and Challenges in Professional Nursing | 3 |
| NS3050D | Pathophysiology in Practice | 4 |
| NS3225D | Nursing Theory and Healthcare Delivery Models | 4 |
| NS3250D | Ethics and Issues in Contemporary Nursing | 4 |
| NS3305D | Evidence-Based Practice and Research in Nursing | 6 |
| NS4000D | Issues in Transcultural Nursing | 4 |
| NS4050D | Public Health and Community Nursing | 6 |
| NS4060D | Caring for Vulnerable Populations | 4 |
| NS4150D | Information Technology in Nursing | 4 |
| NS4350D | Quality Management in Nursing and Health Care | 4 |

| NS4401D | Nursing Leadership in Practice Capstone | 5 |

*NS4401D: Capstone course*

**Support Core (4)**
| HA4050D | Healthcare Law | 4 |

**Nursing or Open Electives (62 credits)**
| NS4155D | Public Health and Community Nursing Clinical OR Nursing Electives OR Open Electives | 2 |

**General Education Core (66)**

(Not Available for Block Transfer)

**Communications**
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Science**

If sufficient SC credits are not available for transfer, completion of additional science electives will be required.
| | Anatomy and Physiology Elective | 6 |
| | Anatomy and Physiology Elective | 6 |
| | Microbiology Elective | 4.5 |
| SC | Science Elective | 4.5 |

**Mathematics**
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3010 | Statistics for Health Professions | 4.5 |

**Humanities**
| | Humanities Electives | 9 |

**Behavioral/Social Science**
| SO1050 | Introduction to Sociology | 4.5 |
| | Behavioral/Social Science Elective | 4.5 |

*Minimum course grade of "C" required in each nursing course for progression in the nursing program.*

*Minimum course grade of "C" required for all other courses.*

*Minimum of 2.0 CGPA required for progression and graduation.*

*All nursing students are encouraged to complete some advanced or upper division general education course work.*

*(The university reserves the right to correct clerical errors.)*

# GENERAL EDUCATION

## General Education Core Curriculum
**Mission and Philosophy**

The mission of the General Education Core Curriculum (GECC) at NAU is to instill in NAU graduates an appreciation for and an understanding of certain broad aspects of human knowledge and experience and to promote a life of learning. Regardless of professional goals, each student will have the opportunity to develop the knowledge and skills important for college-educated adults through a core curriculum that emphasizes the fields of communication, the humanities, natural sciences, mathematics, the social and behavioral sciences, and information/technology literacy.

**Student Learning Outcomes**

Graduates completing the General Education Core Curriculum at NAU will:

- Apply the skills of intellectual inquiry, quantitative competency, problem solving, and critical thinking.
- Demonstrate competence in information literacy and proficiency in the use of information technology.
- Demonstrate proficiency in written and oral communication skills.
- Develop goals and personal affirmations to achieve life and career aspirations.

The General Education Core Curriculum is an integrated collection of courses that provide a foundation of essential knowledge and skills for degree-seeking students. Students graduating from the university's degree programs must complete the GECC, which in most instances comprises approximately one-third of the academic program. Students and academic advisors are encouraged to collaborate in selecting appropriate general education elective courses that complement a student's professional or technical field.

**General Education Core**

## Bachelor of Science General Education Core Curriculum

**Communications (18 credits)**
| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |

| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |
| EN3050 | Technical Communications | 4.5 |

**Science (9 credits)**

**Mathematics (9 credits)**

| MA2050 | College Algebra | 4.5 |
| MA2000 | Quantitative Reasoning | 4.5 |
| MA3000 | Business Statistics | 4.5 |

**Humanities (9 credits)**

**Behavioral/Social Science (9 credits)**

**General Education (12 credits)**

| CS1201 | Juggling College, Life, and Career:  Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

**Total Credits – 66**

## Associate of Applied Science General Education Core Curriculum

**Communications (13.5 credits)**

| EN1150 | Composition I | 4.5 |
| EN1300 | Composition II | 4.5 |
| EN2100 | Speech OR | 4.5 |
| EN2150 | Interpersonal Professional Communication | 4.5 |

**Science (4.5 credits)**

**Mathematics (4.5 credits)**

| | Algebra Elective | 4.5 |

**Humanities/Behavioral/Social Science (4.5 credits)**

**General Education (12 credits)**

| CS1201 | Juggling College, Life, and Career:  Set Up for Success! | 5 |
| CS1301 | Do the Numbers! Achieving College and Career Success | 5 |
| CS2086 | Career Path Planning | 2 |

**Total Credits – 39**

# COURSES

## AC - ACCOUNTING

### AC1060 - Principles of Accounting I (4.5)

This is an introductory course to the world of accounting. The student will learn basic accounting principles and terminology to classify and record transactions, prepare adjusting and closing entries, account for inventory and prepare financial statements. The student will also learn accounting principles and concepts applicable to assets, including cash. Delivery: on campus and online

Prerequisite: CS1301 and MT1050.

### AC1160 - Principles of Accounting II (4.5)

This course presents accounting principles and concepts applicable to receivables, plant assets and intangibles, liabilities, payroll, corporations and the Statement of Cash Flows. The students will also learn to analyze company performance using financial statements. Delivery: on campus and online

Prerequisite: AC1060.

### AC1260 - Principles of Accounting III (4.5)

This course introduces students to the fundamental concepts of management accounting. The focus is on the accounting tools that managers will find useful in today's business environment. Topics include job order and process costing, activity-based costing, cost-volume-profit analysis, short term business decisions, capital investment and the time value of money, in addition to the master budget and flexible budgets. Delivery: on campus and online

Prerequisite: AC1160.

### AC1900-4990 - Special Topics in Accounting (1-4.5)

Topics will vary depending on the interests of the instructor and students. Delivery: on campus

### AC2050 - Accounting Software Applications (4.5)

This course provides experience in establishing and using computer-based accounting systems for service and merchandising businesses. Delivery: on campus and online

Prerequisite: AC1160 and CS1301.

### AC2760 - Financial Accounting for Managers (4.5)

This course is designed for the non-accounting major who needs a background in accounting from the viewpoint of management. The emphasis is on using accounting information to aid in managerial decision-making. Delivery: on campus and online

Prerequisite: CS1301 and MT1050.

### AC2761 - Financial Accounting for the Business Profession (4.5)

In this introductory accounting course, students will learn basic accounting principles and terminology and apply them in order to classify and record financial transactions. Moreover, students will employ critical thinking skills to analyze financial data and will apply cost accounting methods to evaluate business performance.

Prerequisite: CS1301 and MT1051. Offered: Lone Star.

### AC2810 - AAS Accounting Internship (4.5)

The accounting internship is designed to provide associate degree students with professional experience in an approved professional setting. Students will apply concepts and theories learned in the classroom to the workplace environment. Successful completion of this course requires a written report, detailing the experience gained during the internship, and successful completion of the projects assigned by the internship supervisor. Delivery: on campus

Prerequisite: Completion of all other Major Core courses: AC1060, AC1160, AC1260, AC2050, AC3050, AC3100, AC3150, AC3170.

### AC3050 - Intermediate Accounting I (4.5)

An in-depth study of accounting concepts, principles and processes is presented. Concepts learned in the principles courses are reviewed with emphasis on contemporary accounting theory. Delivery: on campus and online

Prerequisite: AC1160.

### AC3100 - Intermediate Accounting II (4.5)

This course is a continuation of Intermediate Accounting I with concentration on accounting for non-current assets, long-term liabilities, and stockholders' equity. Delivery: on campus and online

Prerequisite: AC3050.

### AC3150 - Intermediate Accounting III (4.5)

Analytical techniques related to revenue recognition, interperiod tax allocation, pensions, leases, and accounting changes and errors are studied. Preparation of the statement of cash flows, basis financial statement analysis, and full disclosure are also emphasized. Delivery: on campus and online

Prerequisite: AC3100.

### AC3170 - Accounting Topics and Issues (1.5)

This course provides a comprehensive review of the accounting curriculum in preparation for entry into the accounting profession. Students will integrate knowledge and skills obtained in accounting program coursework through case study analysis, critical thinking, and problem solving. Delivery: on campus and online

Prerequisite: Completion of all other major core courses: AC1060, AC1160, AC1260, AC2050, AC3050, AC3100, AC3150.

### AC3171 - Accounting Topics and Issues (3)

This course provides a comprehensive review of the accounting curriculum with an emphasis on solving real world accounting problems in preparation for entry into the accounting profession. Students will integrate knowledge and skills obtained in accounting program course work through case study analysis, critical thinking and problem solving. Delivery: on campus and online

Prerequisite: Completion of all other major core courses..

### AC3200 - Cost Accounting (4.5)

This course presents accounting concepts and procedures applicable to an enterprise engaged in manufacturing. Variable costing and absorption costing methods are compared and contrasted. Cost allocation, joint products and by-products, process costing, spoilage, and other procedures, which assist management in the decision-making process are studied. Quality control, transfer pricing, and non-financial performance measures are also introduced. Delivery: on campus and online

Prerequisite: AC1260.

### AC3400 - Federal Income Tax I (4.5)

This course is the first in a series that studies federal income tax law and its application to individuals, corporations, partnerships and other special considerations. After a brief review of the history of taxation in the U.S., the objective of the federal income tax law, and administration of the tax law, this course focuses on the individual taxpayer. Case problems involve preparation of the individual tax return and supporting schedules. Delivery: on campus and online

Prerequisite: AC1160.

### AC3450 - Federal Income Tax II (4.5)

This course is a continuation of the study of federal income tax law. It focuses on the study of federal tax and its application to corporate taxpayers. The course explains the differences in corporate formations; analyzes the corporate tax formula; examines the effects of distributions, acquisitions, and reorganizations; and then focuses on partnership, gift and estate tax considerations. Case studies involve preparation of tax returns. Delivery: on campus and online

Prerequisite: AC3400 and EN1300.

### AC3560 - Accounting Information Systems (4.5)

This course focuses on accounting information systems and their control aspects, including administrative, operational, and security controls. Students will explore the information system's role in allowing business entities to maintain their financial accounting records. Delivery: on campus and online

Prerequisite: AC1260 and CS1301.

### AC3565 - Accounting for Governmental Entities (4.5)

An in-depth study of state and local government accounting concepts, principles, and processes is presented. Delivery: campus and online

Prerequisite: AC3150.

### AC4050 - Advanced Accounting I (4.5)

Students will study how businesses account for investments, consolidations and mergers. Students will work through business combinations using a variety of accounting methods to include the purchase method, the equity method, and the partial equity method. Special consideration will be given to intra-entity transactions that affect the consolidation process. Delivery: on campus and online

Prerequisite: AC3150.

### AC4100 - Advanced Accounting II (4.5)

In this course, students will apply concepts relating to foreign currency translations and transactions that include the consolidation of international subsidiaries. Students will also investigate the movement towards international accounting standards harmonization and the effects of the Securities and Exchange Commission on the accounting profession. Furthermore, students will develop an understanding of the concepts and procedures for corporate liquidations and reorganizations as well as accounting for partnerships initial formation, admission of new partners, retirement of partners, partnership liquidation, and

accounting requirements relating to estates and trusts. Delivery:  on campus and online

Prerequisite: AC4050.

### AC4140 - Advanced Accounting III (4.5)

The course develops the concepts and procedures for partnerships; including initial formation, admission of new partners, retirement partners and partnership liquidation. The accounting for state and local governments and for private not-for-profit organizations are explained.  The requirements for estates and trusts are also covered. Delivery:  on campus and online

Prerequisite: AC4100.

### AC4200 - Auditing I (4.5)

This course is an introduction to a series of courses in auditing.  It emphasizes the philosophy and environment of the auditing profession.  Special attention is given to the nature and economic purpose of auditing, auditing standards, professional conduct, legal liability, audit evidence, audit planning, internal control considerations, audit sampling, audit working papers, and general records. Delivery:  on campus and online

Prerequisite: AC3150.

### AC4250 - Auditing II (4.5)

This course continues the study of the auditing profession. Particular attention is given to internal controls and obtaining evidence about the various financial statement accounts, the auditor's reporting responsibilities, and other attestation and accounting services.  The course concludes with a discussion of internal compliance and operational auditing. Delivery:  on campus and online

Prerequisite: AC4200.

### AC4291 - Accounting Case Analysis (4.5)

This course provides a comprehensive review of the accounting curriculum with an emphasis on solving real world accounting problems in preparation for entry into the accounting profession. Students will integrate knowledge and skills obtained in accounting program coursework through case study analysis, critical thinking and problem solving. Delivery:  on campus and online

Prerequisite: AC3150, AC3200, AC3450, AC4250.

### AC4700-4740 - Accounting Internship (4.5)

The purpose of this internship is to give the student experience in applying what he or she has learned in the classroom by working in a business environment.  The student's responsibility is agreed upon in advance by the student's advisor, the business entity and the student. Successful completion requires a written report by the

student detailing the experience gained during the internship and successful completion of the projects assigned by the business supervisor(s).  The student earns either a "Satisfactory" or "Unsatisfactory" grade. Delivery: on campus

Prerequisite: Senior status.

# AH - ANIMAL HEALTH

### AH1120 - Veterinary Medical Terminology (4)

This course is intended specifically for students who will be required to have a working knowledge of veterinary medical vocabulary as it is related to veterinary medical records, laboratory reports, and general communication in veterinary health care settings. Delivery:  on campus

### AH1130 - Basic Animal Anatomy (4)

This course is an introduction to anatomy of domestic animals. Parts of the animal and the skeleton will be emphasized. In addition, major muscles, vessels, nerves, and organs will be identified and their primary functions discussed. Delivery:  on campus

### AH1150 - Animal Technology Topics (4)

This lecture and lab course introduces the student to the profession of veterinary medicine and the care and handling of small animals.  Veterinary ethics, technician duties, and job opportunities will be covered as well as basic care of dogs and cats. Delivery:  on campus

### AH1160 - Principles of Animal Care (0)

### AH1170 - Principles of Animal Care (0)

### AH1180 - Principles of Animal Care (1)

The intent of this course is to provide the student with a background in basic small animal care and sanitation.  In addition, animal observation and handling are covered. Delivery:  on campus

### AH1500 - Introduction to Exotic Animals (1)

This course is an introduction to exotic animals.  Topics covered include information on pot-bellied pigs, birds, reptiles, ferrets, llamas and ratites.  Additional subjects may be discussed if time permits.   Delivery:  on campus

**AH1520 - Introduction to Small Animal Nutrition (1)**

The intent of this course is to introduce the student to basic nutrition of dogs and cats.  Diets for various life stages as well as prescription diets will be covered. Delivery:  on campus

**AH1800 - Clinical Experience (1)**

This course is designed to familiarize the student with the everyday operations of a veterinary practice. Delivery:  on campus

Prerequisite: AH1150.

**AH1900-3990 - Special Topics in Animal Health (1-4.5)**

Topics will vary depending on the interests of the instructor and students. Delivery:  on campus

**AH2200 - Introduction to Equine Husbandry (2)**

This course is designed to give students the opportunity to observe and participate in activities involved in the management of an equine operation. Delivery:  on campus

**AH2230 - Animal Restraint I (1)**

An introduction to the principles of restraint with emphasis on large animal restraint techniques. Delivery:  on campus

**AH2240 - Animal Restraint II (1)**

This course emphasizes restraint and clinical applications of large animals. Delivery:  on campus

Prerequisite: AH2230.

**AH2300 - Clinical Pathology I (2)**

This is a study of clinical diagnosis of animal diseases by the examination of body fluids.  The course lecture deals with hematology and urinalysis. Delivery:  on campus

Prerequisite: SC1240 and SC1354.

**AH2310 - Clinical Pathology Lab I (2)**

This course emphasizes laboratory exercises using techniques learned in Clinical Pathology I. Delivery:  on campus

Prerequisite: SC1354.

**AH2320 - Basic Clinical Procedures (3)**

The course is designed to cover basic pharmacy, laboratory and radiological techniques.  The student will learn to assist the veterinary technician in dispensing medications, setting up lab tests, and processing radiographs. Delivery: on campus

**AH2350 - Bovine Reproductive Management (1)**

This course is designed to acquaint veterinary technicians with common problems in cattle reproduction, obstetrics, and neonatal care and their prevention or treatment. Semen collection and handling will also be covered. Delivery:  on campus

Prerequisite: Instructor approval.

**AH2380 - Surgical Preparation (3)**

The course is designed to train students to assist veterinary technicians in preparing patients for surgery by clipping and performing the surgical scrub.  Instrument identification and care, preparation of surgical packs, and monitoring patients after surgery are included. Delivery: on campus

**AH2400 - Clinical Pathology II (2)**

This course is a continuation of the study of clinical diagnosis of animal diseases.  The course lecture deals with clinical chemistry, cytology, semen analysis and serology. Delivery:  on campus

Prerequisite: AH2300.

**AH2410 - Clinical Pathology Lab II (2)**

This course provides instruction in laboratory testing using body fluids to aid in diagnosis of animal diseases. Delivery:  on campus

Prerequisite: AH2310.

**AH2450 - Acupressure For Animals (4)**

This course is designed to familiarize the student with various alternative healthcare modalities and to provide hands-on experience with acupressure techniques. Delivery:  on campus

**AH2500 - Laboratory Animal Science (1)**

This course is an introduction to laboratory animal science and technology.  The student will learn breeds of laboratory animals including mice, rats, guinea pigs, hamsters, gerbils, rabbits and primates.  Animal husbandry such as care, handling, reproduction and disease processes

will be stressed.  The student will also be exposed to legal requirements, anesthesia and common laboratory animal procedures.  Prerequisite:  AH1150 and (SC1180 or SC1240) Delivery:  on campus

Prerequisite: AH1150 and SC1240 or SC1180.

### AH2700 - Veterinary Office and Hospital Management (4)

This course deals with the successful personnel and financial management of a veterinary practice.  Topics such as front-office procedures, bookkeeping, and inventory will be covered.   Delivery:  on campus

Prerequisite: AH1150.

### AH2750 - Principles of Avian Care (2)

This course is an introduction to avian care.  Topics covered include avian identification, avian behavior, proper handling and restraint techniques, basic nutrition and husbandry, avian diseases, common laboratory procedures, and basic treatment techniques. Delivery:  on campus

Prerequisite: AH1500.

### AH3000 - Small Animal Dentistry I (2)

This course is intended to introduce the student to basic dental care of companion animals.  Oral anatomy, dental prophylaxis including teeth cleaning and polishing, dental wellness and home care will be covered. Delivery:  on campus

### AH3100 - Companion Animal Loss and Client Bereavement (2)

This course explores the human-companion animal bond and its effect on bereavement and the grief process.  Also included are the effects of pet loss on the veterinary staff and management techniques used to help staff cope with these effects. Delivery:  on campus

### AH3150 - Animal Clinic (4)

Basic principles relating to domestic animals, humane care, caging, housing, nutrition and husbandry practices will be covered.  The student will also become familiar with tasks related to handling, care, treatment and usage of animals in a clinical situation or production unit.   Delivery:  on campus

Prerequisite: Program coordinator or chair approval.

### AH3200 - Radiological Procedures (3)

This course explores the principles of radiology and radiological safety.  Instruction in radiological techniques

such as patient positioning, technique chart preparation, film exposure, and film processing are emphasized. Delivery:  on campus

Prerequisite: SC1320.

### AH3350 - Anesthesia for Veterinary Technicians (2)

This course is designed to prepare veterinary technician students for AH3400, Anesthesiology and Surgical Procedures. Principles of veterinary anesthesia will be covered. Patient preparation, pre-anesthetic protocols, general anesthesia and recovery, anesthetic equipment, and pain management will be included. Delivery:  on campus

Prerequisite: Program coordinator or chair approval.

### AH3400 - Anesthesiology and Surgical Procedures (4)

This is a course designed to acquaint veterinary technicians with normal surgery room procedures, instrumentation, anesthesia, and monitoring.  Prerequisite:  Program coordinator or chair approval Delivery:  on campus

### AH3450 - Veterinary Technician Skills Review (1)

This course is intended for the veterinary technician student who needs to review hands-on skills before enrolling in the Practicum (Externship). The student will be required to perform skills used by veterinary technicians in a clinical setting such as venipuncture, IV catheter placement, anesthetic administration and monitoring, surgical assisting, animal restraint procedures, and performance of laboratory tests. Delivery:  on campus

Prerequisite: Program coordinator or chair approval.

### AH3700-3720 - Veterinary Technician Practicum (Externship) (12-Aug)

The student receives actual experience with selected veterinary clinics, hospitals, and animal care facilities where work is performed under the direct supervision of practicing veterinarians. Delivery:  on campus

Prerequisite: Program coordinator or chair approval.

## AM - Aviation Management

### AM3000 - Air Career Operations (4.5)

This course will prepare students to understand Federal Aviation Regulations and how they affect the operations of airlines. The different roles and responsibilities of key positions within the aviation industry will also be covered.

Prerequisite: MT1050. Offered: Online.

**AM3005 - Aviation Marketing Management (4.5)**

Students are introduced to basic procedures and concepts in marketing related to the sale of aircraft and components. The clientele in aviation generally include the sectors of private, business, and government. Students will assess transportation needs and general management of aviation aircraft.

Prerequisite: MT1050. Offered: Online.

**AM3010 - Aviation Law (4.5)**

Students will study current local, federal, and international laws governing the aviation industry. An overview of the governing bodies will also be addressed.

Prerequisite: MT1050. Offered: Online.

**AM3015 - Aviation Safety Programs (4.5)**

This course introduces students to aviation safety program management. Students will examine the aviation safety program principles, elements, and development. Related aviation safety topics will include accident prevention, human factors, risk management, and other specialized safety topics. Existing safety programs will be covered as well as the importance of consistent safety processes and continuous improvement.

Prerequisite: MT1050. Offered: Online.

**AM4000 - Crew Resource Management I (4.5)**

The course helps the student develop skills and knowledge about flight and ground crews pertaining to skills, interpersonal relationships, and organizational behavior.

Prerequisite: MT2050. Offered: Online.

**AM4005 - Crew Resource Management II (4.5)**

This course further expands upon the flight and ground crew and delves into situational awareness and psycho-motor skills related to safe flight operations.

Prerequisite: AM4000. Offered: Online.

**AM4010 - Air Transportation System (4.5)**

The course will cover organization, inventory, warehousing, distributions, transportation methods, computerized problem solving and logistical economics.

Prerequisite: MT2050. Offered: Online.

**AM4015 - Airport Security (4.5)**

The course will cover the history and evolution of airport and aviation security. Current and future planning of security will be discussed and analyzed. An overview of governmental agencies and laws related to airports and aviation will be reviewed.

Prerequisite: MT2050. Offered: Online.

**AM4020 - Airport Planning (4.5)**

Students will study management, operations, and regulations of air carriers. Airline structure, strategic planning and organization, scheduling, finance and revenues, labor relations and maintenance will also be covered.

Prerequisite: MT2050. Offered: Online.

**AM4040 - Aviation Capstone Course (4.5)**

The capstone course will have students complete a project/presentation detailing current and future issues/trends in the aviation industry. They will apply their knowledge to a 'real world' scenario.

Prerequisite: Completion of all other Major Core courses: AM3000, AM3005, AM3010, AM3015, AM4000, AM4005, AM4010, AM4015, AM4020. Offered: Online.

**AM4041 - Aviation Capstone Course (3.5)**

The capstone course will have students complete a project/presentation detailing current and future issues/trends in the aviation industry. They will apply their knowledge to a 'real world' scenario.

Prerequisite: Completion of all other Major Core courses: AM3000, AM3005, AM3010, AM3015, AM4000, AM4005, AM4010, AM4015, AM4020. Offered: Online.

# AS - ANIMAL SCIENCE

**AS1250 - Introduction to Animal Science (4)**

This course is an introduction to the husbandry of cattle, sheep, horses, swine and poultry, including breed identification, selection and breeding, animal products, basic management techniques, and practical nutrition. The student will become familiar with the terminology used in the livestock industry, thus preparing for future employment or further study. A laboratory consisting of basic livestock handling techniques, physical examination, and restraint of large animals is included. In addition, field trips to local farms, ranches, and other livestock facilities will be arranged. Delivery: on campus

**AS1900-3990 - Special Topics in Animal Science (1-4.5)**

Topics will vary depending on the interests of the instructor and students. Delivery: on campus

**AS2070 - Horse Production (4)**

This course is an introduction to the husbandry of horses, including breed identification, selection and breeding,

basic management techniques, and nutrition. Delivery: on campus

Prerequisite: SC1240 and SC1180.

### AS2350 - Animal Diseases and Prevention I (4)

Concepts of disease control, prevention and treatment are studied in this course. In addition, specific diseases of small domestic animals are discussed. Delivery: on campus

Prerequisite: AS1250 and SC1320.

### AS2360 - Animal Diseases and Prevention II (1)

This course is a continuation of Animal Diseases and Prevention I. Diseases of large animal species including horses, cattle, sheep and swine will be covered. Delivery: on campus

Prerequisite: AS2350.

### AS2500 - Animal Reproduction (4)

This course is a review of functional anatomy of reproduction followed by detailed studies of the physiology of reproduction including endocrinology, reproductive life cycles, mammalian semen, gestation, prenatal physiology and parturition, reproductive failure, and techniques for improving reproductive efficiency. Delivery: on campus

Prerequisite: AS1250 and SC1320.

### AS2600 - Applied Animal Nutrition (4)

This course is an introduction to the basic principles of nutrition and feeding applicable to dogs, cats, horses and cattle. Delivery: on campus

# AV - AVIATION

### AV1001 - Intro to Aviation (3)

Learn the basic pilotage skills you'll need to become successful in the exciting and growing career field of aviation. In this course you'll build the foundation to earning your private pilot license.

Distribution: Sioux Falls. Offered: Online.

### AV1002 - Intro to Meteorology (0.6)

As a pilot you need to understand complex weather patterns and phenomena and learn to make smart decisions. In this course you'll learn how to find, read, and interpret aviation weather reports.

Distribution: Sioux Falls. Offered: Online.

### AV1003 - Fundamentals of Flight Theory (3.5)

Know the aerodynamics and flight characteristics of your airplane from the inside out. In this course you'll learn the forces that make aircraft fly.

Distribution: Sioux Falls. Offered: Online.

### AV1150 - Introduction to Flight (Private Pilot) (1.4)

Start your actual flight lessons as you meet and exceed the FAA private pilot requirements as you earn your first of many licenses working towards your career in aviation.

Distribution: Sioux Falls. Offered: On ground.

### AV2001 - Altitude Instrument Theory (3)

As we begin our instrument flight training (flight solely by reference to instruments). We'll learn how to scan our instruments and use the tools given to us in the airplane.

Prerequisite: AV1001. Distribution: Sioux Falls. Offered: Online.

### AV2002 - Aviation Weather (1.5)

Instrument flying brings in new weather challenges as we start to talk about more advanced subjects like icing, wind shear, squall lines, and embedded thunderstorms.

Prerequisite: AV1002. Distribution: Sioux Falls. Offered: Online.

### AV2003 - Aviation Safety (1.5)

A large part of our instrument training is spent learning how to make good go and no go decisions. In this class we'll explore landmark aviation accidents and relate them back to us as the pilot.

Prerequisite: AV1003. Distribution: Sioux Falls. Offered: Online.

### AV2500 - Instrument Flight (1.4)

You instrument rating allows you to fly without reference to a horizon outside of the airplane. As you start your instrument pilot flight lessons you'll be exposed to the complex departure, enroute, and approach environments of the most professional pilots.

Prerequisite: AV1150. Distribution: Sioux Falls. Offered: On ground.

### AV3001 - Human Factors in Aviation (0.6)

97% of aviation accidents are caused by human error. In this course we work to uncover common and complex human factors in aviation.

Prerequisite: AV2001. Distribution: Sioux Falls. Offered: Online.

**AV3002 - Commercial Pilot Theory I (3.5)**

Learn how to operate safely as a commercial pilot for hire. In this course we'll explain rules and regulations that pertain to operating an aircraft for compensation.

Prerequisite: AV2002. Distribution: Sioux Falls. Offered: Online.

**AV3003 - Commercial Pilot Theory II (3.5)**

As a professional pilot you'll be asked to fly faster and in more complex aircraft in changing weather environments. In professional pilot theory II we discuss the more advanced topics of weather and aerodynamics.

Prerequisite: AV3002. Distribution: Sioux Falls. Offered: Online.

**AV3500 - Commercial Flight Single Engine (4.8)**

Learn to fly faster and more complex aircraft as you pursue your commercial pilot certificate and take one step closer in your aviation career dreams.

Prerequisite: AV2500. Distribution: Sioux Falls. Offered: On ground.

**AV3510 - Commercial Flight Multi Engine (0.4)**

Take the skills you learned previously and now apply them to a multi engine aircraft as you earn your multi engine add on rating.

Prerequisite: AV3500. Distribution: Sioux Falls. Offered: On ground.

**AV4001 - Methods of Teaching In Aviation (1.5)**

Discover the fundamentals of instruction as you now learn how to teach the complex skill set you've developed over the previous course.

Prerequisite: AV3001, AV3002, and AV3003. Distribution: Sioux Falls. Offered: Online.

**AV4002 - Professional Flight Instructor Theory I (5.4)**

Learn how to break difficult subjects down to plain English and build lesson plans for your future flight students.

Prerequisite: AV3001, AV3002, and AV3003. Distribution: Sioux Falls. Offered: Online.

**AV4003 - Professional Flight Instructor Theory I (2.7)**

Apply your flight instructor skills to the instrument pilot environment as well as you learn to teach instrument departures, en-route, and approach procedures.

Prerequisite: AV4002. Distribution: Sioux Falls. Offered: Online.

**AV4500 - Certificated Flight Instructor I (3.5)**

Master and demonstrate your teaching skills from the right seat as you learn to teach while flying from the right seat.

Prerequisite: AV3500. Distribution: Sioux Falls. Offered: On ground.

**AV4510 - Professional Flight Instructor Theory II (1.2)**

Take flight and learn to teach instrument departures, en-route, and approach procedures all from the right seat.

Prerequisite: AV4500. Distribution: Sioux Falls. Offered: On ground.

# CI - INFORMATION TECHNOLOGY

**CI1150 - Introduction to Computer Information Systems (4.5)**

See CS1150

Cross-Listed as: CS1150.

**CI1230 - Spreadsheets For Windows (4.5)**

Spreadsheets for Windows is a course that teaches students what a spreadsheet is and how it is used in business. Topics covered in the course include creating, editing and formatting worksheets and charts, integrating worksheet data with various programs, working with multiple worksheets, and importing data. Delivery: on campus and online

Prerequisite: CS1301.

**CI1231 - Introduction to Spreadsheets (4.5)**

Spreadsheets for Windows will demonstrate to students the utility and power of this dynamic business tool. Topics covered in the course include creating properly formatted Excel spreadsheets, performing calculations using spreadsheets, and creating tables using pivot table functions.

Cross-Listed as: MT1231. Offered: Online.

**CI1320 - Computer Concepts (4.5)**

This course is designed to provide students with a foundation in PC hardware and software concepts. Topics include basic hardware and software installation, configuration, and troubleshooting for standalone PCs and networks. Successful completion of this course helps prepare students to support personal computers. Delivery: on campus and online

Prerequisite: CS1301.

**CI1420 - Principles of Programming (4.5)**

Principles of Programming is designed to be a first course in computer programming. Students will learn how to

design and write programs that will be error-free, reliable and easy to modify and maintain. After completing the course, students will have a firm foundation in the concepts and techniques of object oriented program analysis and design, and will be able to use this knowledge to solve a wide variety of business problems. Delivery: on campus and online

Prerequisite: CI1320 and MA1500 or MA2000.

### CI1423 - Introduction to Programming Concepts (4.5)

This is an introductory course in computer programming designed to equip students with foundational knowledge and skills related to this subject area. Topics include syntax, number systems, and program design tools.

Prerequisite: CI1320. Offered: Online.

### CI2011 - Introduction to Database (4.5)

Students are introduced to the process of developing relational databases that models business situations. The requirements of the business situations are developed in a scenario-based approach that students use hands-on techniques by using selected design software to apply industry standard modeling. The running case method is used to provide students the opportunity to develop their skills in a stepped process. The application of the developed design introduces the student to a selected graphical user interface for building the relational database. Delivery: on campus and online

Prerequisite: CI1320.

### CI2020 - Visual Basic (4.5)

This course provides support for student learning related to Microsoft Visual Basic.NET. Students are introduced to the Visual Studio.NET Integrated Development Environment (IDE) used to create VB.net applications. Prior procedural programming methods are enhanced by developing object-oriented procedures to gather information from users, perform internal processing needed to apply application logic and then return a result to a form. Discussion topics include memory allocation methods, if else logic structures for decision making, for next and do until looping structures, segmenting logic with sub procedures and functions, and use of multiple forms to support application requirements. Delivery: on campus and online

Prerequisite: CI1420.

### CI2035 - Data Structures and Algorithms (4.5)

This course introduces students to the concept of data structures through abstract data structures including lists, sorted lists, stacks, queues, sets/maps, directed acyclic graphs, and graphs. It also explores the use of linked lists, arrays, binary search trees, M-way search trees, hash tables, complete trees, and adjacency matrices and lists. The following topics are reviewed in this course: data structures, abstract data types, recursive algorithms, algorithm analysis, sorting and searching, and problem-solving strategies.

Prerequisite: CI1420. Offered: Online.

### CI2040 - C# Programming (4.5)

This course introduces students to the concept of data structures through abstract data structures including lists, sorted lists, stacks, queues, sets/maps, directed acyclic graphs, and graphs. It also explores the use of linked lists, arrays, binary search trees, M-way search trees, hash tables, complete trees, and adjacency matrices and lists. The following topics are reviewed in this course: data structures, abstract data types, recursive algorithms, algorithm analysis, sorting and searching, and problem-solving strategies.

Prerequisite: CI1420. Offered: Online.

### CI2090 - Introduction to Game Development (4.5)

This course provides on overview of game software development. Topics include the history of game development and treatment of key design parameters such as playability and important features incorporated into current games.

Offered: Online.

### CI2106 - Fundamentals of Programming (4.5)

Fundamentals of Programming builds upon the concepts presented within the Introduction to Programming Concepts course. Students will gain additional competency in the area of software programming. Course topics include integrated development environments, programming logic, file input/output, functions, classes, and documentation.

Prerequisite: CI1423. Offered: Online.

### CI2109 - Intermediate Programming (4.5)

This course builds upon the concepts presented in Fundamentals of Programming. Students will gain further competency in the area of software programming. Topics will include classes, objects, pointers, and templates.

Prerequisite: CI2106. Offered: Online.

### CI2180 - Veterinary Software Applications (2)

This course is designed to provide hands-on experience in veterinary software applications. Delivery: on campus

Prerequisite: CS1301.

### CI2211 - Internetworking Fundamentals (4.5)

Students will develop a foundation in current networking technologies including, local area networks (LANs), wide area networks (WANs), the Internet, and the hardware and software associatd with networking. This also includes: terminology, components, design and connectivity, LAN topologies, protocols and wireless networks. This course covers LAN user concepts, basic functions of system administration and operation, and basic concepts involved in establishing a small, routed computer network. Delivery: on campus and online

Prerequisite: CI1320.

### CI2212 - Data Structures (4.5)

This course presents foundational knowledge related to data structures for implementation. Key concepts and topic areas will include lists, stacks, queues, and trees.

Prerequisite: CI2109. Offered: Online.

### CI2213 - Advanced Programming (4.5)

A course which focuses on the IDE (Integrated Development Environment), including the features and tools associated with this environment. Students will learn to program within this environment.

Prerequisite: CI2109. Offered: Online.

### CI2440 - Introduction to Computer Security (4.5)

The purpose of the course is to provide the student with an overview of the field of Information Security and Assurance. Students will be exposed to the spectrum of security activities, methods, methodologies, and procedures. Coverage will include inspection and protection of information assets, detection of and reaction to threats to information assets, and examination of pre- and post-incident procedures, technical and managerial responses, and an overview of the Information Security Planning and Staffing functions. This course provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features. Delivery: on campus and online

Prerequisite: CI1320.

### CI3010 - Linux (4.5)

This course is a study of the Linux operating system from the perspective of a system power user and administrator. Responsibilities for successful administration, installation, and implementation of a typical Linux distribution are covered. Topics covered in the class include desktop environments, user accounts and security, resource and application management, network administration, and virtualization concepts and scenarios. Delivery: on campus and online

Prerequisite: CI1320.

### CI3015 - Supporting Windows 10 (4.5)

This course provides students with the knowledge they need to understand and identify the tasks involved in deploying Windows 10 in a business. These skills include learning how to install and customize Windows 10 operating systems and apps, and configuring local and remote network connectivity and storage. Students will also learn how to configure data security, device security, and network security; and maintain, update, and recover Windows 10. This course will help the students prepare for the following Microsoft Certified Professional exams: Exam 70-698 Installing and Configuring Windows 10.

### CI3020 - Intermediate Visual Basic (4.5)

The student is introduced to programming in the Windows environment using Visual Basic.Net as a tool. Students will write business applications to illustrate the features of the language. Students will cover the Windows environment, events, objects, properties, methods, program design, logic design, data arrays, control arrays, data manipulation, subroutines, input/output, and data structures. Delivery: on campus and online

Prerequisite: CI2020 and CI3091.

### CI3065 - Object-Oriented Programming and Design Patterns (4.5)

This course introduces students to the development of sound programming and design skills, as well as problem solving and modeling of real world problems from science, engineering, and economics using the object-oriented paradigm.

Prerequisite: CI2040. Offered: Online.

### CI3070 - Human-Computer Interaction - User-Centered Design (4.5)

This course reviews the fundamentals of human-computer interaction and design thinking. The setting for the course is mobile web applications.

Prerequisite: CI1420. Offered: Online.

### CI3075 - Intermediate C# Programming (4.5)

This course builds upon the student's current knowledge of programming logic by writing Graphical User Interface (GUI) applications in the C# programming language. This course shows students how to write applications with many

of the common GUI controls, such as buttons, labels, text boxes, check boxes, and radio buttons. Event-driven programming and the use of event handlers will be examined. Students will learn how to put menus and toolbars into programs to make them easier to use as well as how to make programs interact with sequential files, random access files, and databases. Students will also learn how to use the debugger to reduce program defects.

Prerequisite: CI2040. Offered: Online.

### CI3080 - Application Implementation (4.5)

This course covers the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated with sponsor and stakeholder approvals, end user training, technical staff training, and conversion from an existing application, and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.

Prerequisite: CI1320. Offered: Online.

### CI3091 - Database Design and Management (4.5)

Students learn advanced concepts of database design, access, and management including installation of a Relational Database Management System. Views, partitions, advanced queries, functions, stored procedures, transaction processing, data integrity techniques, and advanced modeling and design concepts are introduced. Delivery: on campus and online

Prerequisite: CI2011.

### CI3155 - Computer Ethics (4.5)

Students will be exposed to extensive and topical coverage of computer and technology-related ethics issues such as file sharing, infringement of intellectual property, security risks, Internet crime, identity theft, employee surveillance, privacy, and compliance. Students will gain an excellent foundation in ethical decision-making for current and future business managers and IT professionals. Delivery: on campus and online

Prerequisite: CI1320 and EN1300.

### CI3216 - 2D Graphics Programming (4.5)

Students in this course will investigate the 2D graphics and input programming interface. Topics will include input methods, window creation, and collision detection.

Prerequisite: CI2109. Offered: Online.

### CI3218 - 3D Graphics Programming (4.5)

Students will investigate the 3D graphics and input programming interface. Topics will include meshes, texturing, rendering, and lighting.

Prerequisite: CI3216. Offered: Online.

### CI3219 - 3D Game Engine Architecture (4.5)

Students will examine different aspects of game engines from a designer's perspective and the variations of engines available for application to different genres of games. Students will also examine the development of code for various engines.

Prerequisite: CI3218. Offered: Online.

### CI3224 - Game Scripting and Tools (4.5)

This course represents an introduction to scripting from a game designer's perspective utilizing scripting languages. Topics will include the following: objects, scripting, level editing, and terrain editing.

Prerequisite: CI3219. Offered: Online.

### CI3310 - Website and Web Application Design (4.5)

In this course students learn to design, create and publish web pages using an industry standard WYSIWYG tool. Web application designs will incorporate graphics, tables, forms, database, and multimedia that function not only as visual elements, but also as navigational and informational elements within the site. Delivery: on campus and online

Prerequisite: CI1320 and EN1300.

### CI3315 - Web Design and Programming (4.5)

This course continues to develop student's competency in the HTML, XHTML, and advanced web design. This course starts with a focus on more complex, code-based, understanding of HTML markup and then extends into CSS and multimedia. Additionally, students will use open-source publishing software to create sample websites.

Prerequisite: CI3310.

### CI3380 - Client Side Scripting and Open Communications (4.5)

In this course, students will continue to develop a deeper understanding of HTML, DHTML, XHTML, and JavaScripting. Students will also develop an understanding and appreciation of the constant evolution in web page development by making use of the technologies that are currently a part of this evolution. Students will continue the development of their personal web pages. Delivery: on campus and online

Prerequisite: CI3315.

**CI3510 - Managing Information (4.5)**

See MT3500

Cross-Listed as: MT3500.

**CI3679 - Windows Operating Systems and Server Administration Fundamentals (4.5)**

Students will develop the knowledge and skills needed to configure windows client operating systems (OS), install and upgrade client OS, manage applications, files and folders. They will also learn to manage devices and OS troubleshooting. The second part of the course will focus on Windows Server fundamentals which will focus on server installation and exploring various features of server such as server roles, active directory, storage, performance and maintenance. This course will help the student prepare for the following MTA Exams: 98-349 titled "Windows Operating System Fundamentals" and 98-365 titled, "Windows Server Administration Fundamentals." Delivery: on campus and online

Prerequisite: CI1320 and CI2211.

**CI3680 - Java Programming (4.5)**

This course introduces computer programming using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger.

Prerequisite: CI1420. Offered: Online.

**CI3689 - Querying Microsoft SQL Server 2012 (4.5)**

This course provides students with the technical skills required to write basic Transact-SQL queries for Microsoft SQL Server 2012. This course is the foundation for SQL Server-related disciplines. Students write queries to retrieve data from single and multiple tables, use built-in functions, develop subqueries, execute stored procedures, use set operators, Implement error handling, implement transactions, use table expressions, sort and filter data, use window ranking, offset and aggregate functions, query SQL Server metadata, program with T-SQL and improve query performance. This course helps to prepare for Microsoft exam 70-461. Delivery: on campus and online

Prerequisite: CI3091.

**CI3690 - Querying Microsoft SQL Server (4.5)**

This course provides students with the technical skills required to write basic Transact-SQL queries for Microsoft SQL Server. This course is the basic foundation for SQL Server-related disciplines. Students write queries to retrieve data from single and multiple tables, use built-in functions, develop subqueries, execute stored procedures, use set operators, implement error handling, implement transactions, use table expressions, sort and filter data, use window ranking, offset and aggregate functions, query SQL Server metadata, program with T-SQL and improve query performance. This course helps to prepare for Microsoft exam 70-461.

Prerequisite: CI3091. Offered: On ground and Online.

**CI3710 - Internet Security (4.5)**

This course introduces students to the technologies, terms, and processes related to Internet security. Students will examine concepts and techniques related to general security, network security, operating system security, and methods for testing security. Delivery: on campus and online

Prerequisite: CI2440 and CI2211.

**CI3715 - Cybercrime and Information Systems (4.5)**

Students will be introduced to fundamental principles in the field of cybercrime and will be exposed to a variety of computer related crime, cybercrime activities, methods, tools, and social and legal issues. Coverage will include review and investigation of actual cybercrime incidents, and examination of pre- and post- incident procedures. Delivery: on campus and online

Prerequisite: CI2440.

**CI3725 - Network Security (4.5)**

This course introduces the student to intrusion detection techniques used to discover intrusion attempts, respond to break-ins, and assess the damage of network attacks. Topics addressed include intrusion detection design and implementation, firewall design and implementation, virtual private networks, packet filters, and network traffic signatures. Delivery: on campus and online

Prerequisite: CI3710.

**CI3730 - Computer Forensics (4.5)**

This course introduces students to the techniques and tools of computer forensics investigations. Students will receive step-by-step explanations on how to use the most popular forensic tools. The course maps to the objectives of the international Association of Computer Investigative Specialists (IACIS) certification to provide credible, standards-based information. Delivery: on campus and online

Prerequisite: CI3725.

**CI4035 - Server-Side Applications with PHP and MySQL (4.5)**

In this class, students will learn to use the PHP programming language utilizing the MySQL database to

create dynamic websites. Students will cover the frameworks and structures of PHP, and use custom and library code to create website actions. Database integration will a focus on both reading and writing functions to create user interactions. Students will also utilize and modify open source applications to meet specific needs. Students will continue to add to their portfolio of work.

Prerequisite: CI3091, CI3380. Offered: Online.

### CI4040 - Designing User Interfaces & Multimedia (4.5)

In this course, students learn and implement best-practices in the design of web-based user interfaces. Concepts will include usability, accessibility, navigation and personalization. Additionally, students will develop and customize interface and multimedia elements related to images, sound, video and animation. Students will also customize existing application themes and templates to meet specific needs. Students will continue to add to their portfolio of work.

Prerequisite: CI3315. Offered: Online.

### CI4085 - Responsive Web Development (4.5)

In this course, students will expand on their understanding of web development to include the use of design frameworks that automatically adapt to the varying screen sizes, pixel densities and download speeds required when accommodating mobile devices. Topics will include development methods, advanced CSS, JavaScript and image issues. Students will also explore the application of e-commerce and web-based marketing applications include website analytics. A comprehensive project will showcase student abilities and add to their expanding portfolio of work.

Prerequisite: CI4035 and CI4040. Offered: Online.

### CI4119 - Installing and Configuring Windows Server 2012 (4.5)

This course provides students with the knowledge and skills necessary to install and configure Microsoft Windows-Server 2012 to operate in a Windows networking infrastructure. Skills covered are server roles and features, Hyper-V, and core network services such as IP addressing and subnetting with IPv4 and IPv6, Dynamic Host Configuration Protocol (DHCP), and Domain Name System (DNS). Additional skills covered are to install and manage Active Directory, Group Policy Objects, and configure Windows security. This course will help the student prepare for the following Microsoft exam: 70-410 Installing and Configuring Windows Server 2012. Delivery: on campus and online

Prerequisite: CI2211.

### CI4129 - Administering Windows Server 2012 (4.5)

This course provides students with the knowledge and skills necessary to deploy, configure, manage and maintain Microsoft Windows-Server 2012 to operate in a Windows networking infrastructure. Skills covered are file and print services, network services and access, and network policy server infrastructure. Additional skills covered are to configure and manage Active Directory and Group Policy Objects. This course will help the student prepare for the following Microsoft exam: 70-411 Administering Windows Server 2012 Delivery: on campus and online

Prerequisite: CI4119.

### CI4139 - Configuring Advanced Windows Server 2012 Services (4.5)

This course addresses skills and knowledge necessary to implement a core Windows Server 2012 infrastructure in an existing enterprise environment. The course covers implementing, managing, maintaining, and provisioning services and infrastructure in a Windows Server 2012 environment; and helps prepare students for the 70-412 exam which addresses advanced configuration and service tasks for deploying, managing, and maintaining a Windows Server 2012 infrastructure. This includes identity management, network load balancing, business continuity, disaster recovery, fault tolerance, and rights management. Delivery: on campus and online

Prerequisite: CI4129.

### CI4159 - Designing and Implementing a Server Infrastructure (4.5)

The course addresses the sequence needed to plan, design, and deploy a physical and logical Windows Server 2012 Active Directory Domain Services infrastructure. The course also provides the skills to perform name resolution, application integration, optimization of automate remediation and maintenance of network services; and helps prepare students for the 70-413 exam. Delivery: on campus and online

Prerequisite: CI4139.

### CI4169 - Implementing an Advanced Server Infrastructure (4.5)

The course addresses the sequence needed to plan, design, and deploy a physical and logical Windows Server 2012 Active Directory Domain Services infrastructure. Students will learn how to plan and implement some of the more advanced features available in Windows Server 2012, and helps prepare students for the 70-414 exam. Delivery: on campus and online

Prerequisite: CI4159.

**CI4209 - Administering Microsoft SQL Server 2012 Databases (4.5)**

This course provides students with the knowledge and skills to maintain a Microsoft SQL Server 2012 database. The course focuses on teaching individuals how to use SQL Server 2012 product features and tools related to maintaining a database. The course helps to prepare for the Microsoft MCSA Exam 70-462. Delivery: on campus and online

Prerequisite: CI3689.

**CI4216 - Game Software Development and Testing (4.5)**

This course focuses on the game development process and guides students in an examination of topics such as the project pipeline, project timelines, project management, risk management and software testing.

Prerequisite: CI3224.

**CI4219 - Implementing a Data Warehouse with Microsoft SQL Server 2012 (4.5)**

This course develops student understanding of data warehousing as a solution organizations use to centralize business data for reporting and analysis; Data warehousing is a solution organizations use to centralize business data for reporting and analysis. This course covers implementing a data warehouse with SQL Server 2012, developing SQL Server Integration Services packages for data extraction, transformation, and loading, enforcing data integrity, and cleansing data. This course helps people prepare for exam 70-463. Delivery: on campus and online

Prerequisite: CI4209.

**CI4220 - Project Management (4.5)**

This course focuses on the essentials of effective project management, activities by which individuals strive to achieve a specific objective through deliberate methodical planning using particular interrelated tasks and effective uses of various resources. The three phases of the project are studied: identification of the need or problem, development of the proposed solution, and implementation of the solution. Students will utilize current technology and equipment. Prerequisite: CI1320 and MT2050 Delivery: on campus and online

Prerequisite: CI1320 and MT2050. Cross-Listed as: MT4230 .

**CI4221 - Systems Analysis and Design (4.5)**

This course covers the full process of information systems development. Students will learn the concepts, skills, methodologies, techniques and tools necessary for a systems analyst to successfully develop information systems. It includes the development of systems "blueprints" guided by the use of a Systems Development Life Cycle used for systems implementation. Topics of discussion include: in-house software development, programming languages and tools used to test software. The student will also learn techniques that will allow them to develop projects in a team environment. Delivery: on campus and online

Prerequisite: CI4220 and Junior Status.

**CI4223 - Integrative Systems Project (6)**

In this course, students will demonstrate their cumulative and comprehensive knowledge of the management and execution of an IT project at scale. Students will rely on knowledge accumulated from prior coursework in their discipline. Students will plan and develop a comprehensive capstone product rooted in the objectives of their emphasis area or coursework focus to demonstrate their overall proficiency. Specific outcomes are expected for analysis/selection, planning/evaluation, and implementation processes for developing improvements during a case or live project. Formal written communications and/or multimedia presentations are provided to the stakeholders at scheduled milestones. Delivery: on campus and online

Prerequisite: CI4221 and Senior Status.

**CI4224 - Project Management for Business Professionals (4.5)**

Students are introduced to the three phases of effective project management: identification of the need or problem, development of the proposed solution, and implementation of the solution. Students will examine how projects are successfully executed and will also examine the ethical implications of project management decisions.

Prerequisite: MT1051. Cross-Listed as: MT4234. Offered: Lone Star.

**CI4229 - Implementing Data Models and Reports with Microsoft SQL Server 2012 (4.5)**

This course teaches students how to empower information workers through self-service analytics and reporting. Students will learn how to implement multidimensional analysis solutions, create PowerPivot and tabular data models, deliver rich data visualizations with PowerView and SQL Server Reporting Services, and discover business insights by using data mining. This course helps prepare students for exam 70-466. Delivery: on campus and online

Prerequisite: CI4219.

**CI4230 - Server-Side Scripting (4.5)**

This course explores the server-side programming tasks needed to develop dynamic web sites. The student will

learn to design and implement the server-side components to create web pages from databases based on user input. Students examine methods associated with building ASP.NET applications using Visual Studio.NET, Microsoft Internet Information Server (IIS) and Microsoft SQL Server. Delivery: on campus and online

Prerequisite: CI1420, CI2020, CI3380, CI3091.

### CI4239 - Designing Business Intelligence Solutions with Microsoft SQL Server 2012 (4.5)

This course teaches students how to design and implement a BI infrastructure. The course discusses design, installation and maintenance of a BI platform. This course helps students prepare for exam 70-467. Delivery: on campus and online

Prerequisite: CI4229.

### CI4291 - Interconnecting Cisco Network Devices I (4.5)

This course provides instruction in the fundamentals of network environments, the basics of router operations, and basic router configuration. This course is designed to provide the skills and knowledge necessary to install, operate, and troubleshoot a network using Cisco routers and switches. Delivery: on campus and online

Prerequisite: CI1320 and CI2211.

### CI4292 - Interconnecting Cisco Network Devices II (4.5)

Provides continued instruction in Cisco-based networking technologies. Topics include advanced routing protocols, wireless networking, virtual networks, and security. This course is designed to provide the skills and knowledge necessary to configuring and securing an advanced network, including WAN technologies with NAT, wireless networking, and IPv6. Delivery: on campus and online

Prerequisite: CI4291.

### CI4320 - Responsive Web Development (4.5)

In this course, students will expand on their understanding of web development to include the use of design frameworks that automatically adapt to the varying screen sizes, pixel densities and download speeds required when accommodating mobile devices. Topics will include development methods, advanced CSS, JavaScript and image issues. Students will also explore the application of e-commerce and web-based marketing applications include website analytics. A comprehensive project will showcase student abilities and add to their expanding portfolio of work.

Prerequisite: CI4035, CI4040. Offered: Online.

### CI4340 - Software Security (4.5)

This course we will explore the foundations of software security and include topics such as software vulnerabilities and attacks that exploit them -- such as buffer overflows, SQL injection, and session hijacking -- and defenses that prevent or mitigate these attacks, including advanced testing and program analysis techniques. Importantly, students will learn a "build security in" mentality, considering techniques at each phase of the development cycle that can be used to strengthen the security of software systems.

Prerequisite: CI3075. Offered: Online.

### CI4355 - Advanced C# Programming and Testing (4.5)

This course provides an emphasis on advanced data structures, object-oriented programming, user interfaces, database processing, and reporting tools. Students will also learn how to develop web and mobile applications.

Prerequisite: CI3075. Offered: Online.

### CI4360 - Cloud Application Development (4.5)

This course provides an emphasis on building and deploying cloud applications and developing an effective implementation strategy.

Prerequisite: CI4355. Offered: Online.

### CI4455 - Artificial Intelligence for Gamers (4.5)

Students in the course will investigate the development of AI systems utilized in the process of simulation and game development. Topics and course concepts will include decision matrices, neural networks, and other key considerations related to the use of AI.

Prerequisite: CI2212, CI3224. Offered: Online.

### CI4490 - Game Software Senior Project (4.5)

This course will provide students with the opportunity to development a project using the knowledge and skills acquired from their previous coursework in programming and game software development.

Prerequisite: CI4455. Offered: Online.

### CI4610 - Principles of Robotics Programming (4.5)

This course presents basic principles of robotics with an emphasis on computer science aspects. Algorithms for planning and perception will be studied and implemented. While planning is a fundamental problem in artificial intelligence and decision making, robot planning refers to finding a path from A to B in the presence of obstacles and complying with the kinematic constraints of the robot. Perception involves the estimation of the robot's motion and path as well as the shape of the environment from sensors.

Prerequisite: CI4355 and Senior Status. Offered: Online.

**CI4620 - Principles of Modeling and Simulations (4.5)**

This course introduces students to basic simulation methods and tools for modelling and simulation of continuous, discrete, and combined systems.

Prerequisite: CI4355 and Senior Status. Offered: Online.

**CI4630 - Principles of Game Development (4.5)**

Introduction to Game Development serves to introduce the animation, development, programming, and sound to students interested in the game development industry. The course reviews the history and context of video games and exposes the students to the processes and practices of the game development industry. The course places emphasis on applied critical discussion as well as exploration and identification of characteristics of the diverse game genres.

Prerequisite: CI4355, Senior Status. Offered: Online.

**CI4640 - Embedded Software Applications (4.5)**

In this class, the fundamentals of embedded system hardware and firmware design will be explored. Issues such as embedded processor selection, hardware/firmware partitioning, glue logic, circuit design, circuit layout, circuit debugging, development tools, firmware architecture, firmware design, and firmware debugging will be discussed.

Prerequisite: CI4355, Senior Status. Offered: Online.

**CI4645 - Principles of Cryptography (4.5)**

The modern study of cryptography investigates techniques for facilitating interactions between distrustful entities. In our connected society, such techniques have become indispensable--- enabling, for instance, automated teller machines, secure wireless networks, internet banking, satellite radio/television and more. This course introduces students to some of the fundamental concepts of this study. Emphasis will be placed on rigorous proofs of security based on precise definitions and assumptions.

Prerequisite: CI4355 and Senior Status. Offered: Online.

**CI4710 - Forensic Methods (4.5)**

This course provides students with a practical hands-on approach to solving problems often encountered in computer forensics investigations. Several case studies provide students with detailed data for analysis. Delivery: on campus and online

Prerequisite: CI3720.

**CI4750 - Administering Microsoft SQL Server Databases (4.5)**

This course provides students with the technical skills required to administer Microsoft SQL Server. This course builds on the skill set developed in the basic course on querying MS SQL server. Students will install and configure MS SQL Server, maintain instances and databases, optimize and troubleshoot, manage data, implement security and implement high availability. This course helps to prepare for Microsoft exam 70-462.

Prerequisite: CI3690. Offered: On ground and Online.

**CI4760 - Implementing a Data Warehouse with Microsoft SQL Server (4.5)**

This course provides students with the technical skills required to implement a data warehouse with Microsoft SQL Server. Students design and implement a data warehouse, extract and transform data, load data, configure and deploy SQL Server Integration Services (SSIS) solutions and build data quality solutions. This course helps to prepare for Microsoft exam 70-463.

Prerequisite: CI4750. Offered: On ground and Online.

**CI4770 - Implementing Data Models and Reports with Microsoft SQL Server (4.5)**

This course provides students with the technical skills required to implement data models and reports with Microsoft SQL Server. Students build an analysis services multidimensional database, manage, maintain, and troubleshoot a MS SQL Analysis Services (SSAS) database, build a tabular data model, and build a report with SQL Server Reporting Services (SSRS.) This course helps to prepare for Microsoft exam 70-466.

Prerequisite: CI4760. Offered: On ground and Online.

**CI4780 - Designing Business Intelligence Solutions with Microsoft SQL Server (4.5)**

This course provides students with the technical skills required to design business intelligence solutions with Microsoft SQL Server. Students plan business intelligence (BI) infrastructure, design BI infrastructure, design a reporting solution, design BI data models, and design an ETL (extract, transform, load) solution. This course helps to prepare for Microsoft exam 70-467.

Prerequisite: CI4770. Offered: On ground and Online.

**CI4800-4840 - Information Technology Internship (4.5)**

The purpose of this internship is to give the student experience in applying what he or she has learned in the classroom by working in a business environment. The student's responsibility is agreed upon in advance by the student's advisor, the business entity, and the student.

Successful completion requires a written report by the student detailing the experience gained during the internship and successful completion of the projects assigned by the business supervisor(s). The student earns either a "Satisfactory" or "Unsatisfactory" grade. Delivery: on campus

Prerequisite: Senior status.

### CI4900-4990 - Special Topics in Information Technology (1-4.5)

Topics will vary depending on the interests of the instructor and students. Delivery: on campus

# CJ - CRIMINAL JUSTICE

### CJ1000 - Introduction to Criminal Justice (4.5)

This course provides an overview of the criminal justice system, explaining the system structure of criminal justice and the specific functions of policing, courts, and corrections. Major topics in policing, courts and corrections are introduced. Delivery: on campus and online

### CJ1200 - Report Writing in Criminal Justice (3)

This course will introduce the student to the specific writing skills needed to write effective reports in criminal justice applications. Writing style, grammar, and technical writing skills will be introduced and developed, along with increasing understanding of the functions and purposes of the various reports within criminal justice agencies. Delivery: on campus and online

### CJ1500 - Criminological Theory (4.5)

This course presents the historical development of the major theoretical schools of criminological explanations for crime and criminal behavior. The major assumptions, policies, and critiques of the classical and positivist theory schools are presented. New evolutions in crime and criminological theories are discussed. Delivery: on campus and online

Prerequisite: CJ1000.

### CJ1900-4900 - Special Topics in Criminal Justice (1-4.5)

Topics will vary depending on the interests of the instructor and students. Delivery: on campus

### CJ2100 - Criminal Law (4.5)

This course presents substantive criminal law concepts including definitions of law, definitions of crime, general principles of criminal responsibility, elements of major crimes, punishments, conditions or circumstances which may excuse individuals from criminal responsibility or mitigate punishment, and the court system of the United States. Delivery: on campus and online

Prerequisite: CJ1500.

### CJ2140 - Crime Analysis (3)

This course will provide a basic introduction to the field of crime analysis. The course will not specifically focus on the technology of crime mapping but more on the history, key concepts, data, and techniques used in crime analysis. Students will be introduced to the theoretical and practical aspects of crime mapping and crime analysis. Various methodologies and techniques will be reviewed and examined. Students will learn procedures to analyze the problems, decipher the data, review the results, and disseminate the crime analysis information. Delivery: on campus and online

Prerequisite: CJ1200.

### CJ2150 - Professionalism and Ethics in Criminal Justice (4.5)

This course introduces the practice of professional behavior and decision making for criminal justice practitioners. The major decision-making tools for dealing with the potential for coercion, the misuse of authority in criminal justice work, and managing temptation are presented. Delivery: on campus and online

Prerequisite: CJ1500.

### CJ2200 - Policing in U.S. Society (4.5)

This course presents the philosophy and history of law enforcement, the Constitutional controls imposed on law enforcement, the agencies and organizations of law enforcement and the role and function of law enforcement in the criminal justice process. Delivery: on campus and online

Prerequisite: CJ2150.

### CJ2230 - Diversity and Criminal Justice (4.5)

This course will acquaint students with the various cultural, ethnic, and racial groups that criminal justice practitioners encounter on a daily basis. Students will also examine the relationship and interactions of each group with the criminal justice system. Delivery: on campus and online

Prerequisite: CJ2200.

**CJ2240 - Introduction to Private Security (4.5)**

This course provides an examination of private security from a historical and philosophical perspective. Topics include the evolution of private security; security goals and responsibilities; investigation; loss prevention through risk management; security systems in the industrial, commercial, retail, and institutional settings; and current challenges facing the security profession.  Delivery:  online

Prerequisite: CJ1000.

**CJ2250 - Introduction to Forensics (4.5)**

This course will introduce the student to the concepts, applications, and technologies involved in forensic science. Topics such as fingerprint analysis, ballistics, and DNA will be covered, as well as emerging technologies to law enforcement and criminal justice. Delivery:  on campus and online

Prerequisite: CJ2200.

**CJ2300 - U.S. Courts (4.5)**

This course provides an overview of the court process from an organizational perspective. The interlocking roles of the prosecutor, judge, and defense attorney are explored as a workgroup dynamic facilitating courtroom activity. The structure and jurisdiction of state and federal courts are examined. Various courtroom dynamic theories are presented with emphasis on court workload processing, plea bargaining, criminal procedure, and how theoretical models influence court activity.  Delivery:  on campus and online

Prerequisite: CJ1500 and EN1300.

**CJ2400 - U.S. Corrections (4.5)**

This course provides an overview of community and institutional corrections in the United States. Evaluation of contemporary corrections systems and recent research related to issues facing institutional corrections and community corrections are emphasized. Delivery:  on campus and online

Prerequisite: CJ1500.

**CJ2700 - Cybercrime in Criminal Justice (4.5)**

This course will examine the history of cybercrime and the techniques and strategies for investigating computer crime. Emphasis will be placed on the identification of cybercrime activity and applying the concepts, theories and laws of computer crime to the conduct of investigations. Delivery:  on campus and online

Prerequisite: CJ2200 and CS1301.

**CJ3000 - Victimology (4.5)**

This course presents a survey of the literature, research, and current trends concerning the victim of crime with emphasis placed on victim rights and compensation in the criminal justice process, the extent of victimization, and the impact of victimization on the individual.  Delivery: on campus and online

Prerequisite: CJ2100.

**CJ3010 - White-Collar Crime and the Law (4.5)**

This course presents the occurrence of white-collar crimes in the United States.  Students will explore the current assumptions of criminal behavior, how white-collar crime is addressed in the criminal justice system, and review current and historical cases of white-collar crime.  The evolution of white-collar crime and connections to technology will also be touched upon. Prerequisite: CJ1000 and EN1150 Delivery:  online

Prerequisite: CJ1000 and EN1150. Cross-Listed as: PL3010 .

**CJ3020 - Serial Killers and the Law (4.5)**

This course examines serial killers, their motivations, outcomes, and victims. Considerable focus will be placed upon how the criminal justice system investigates and apprehends these offenders.  Students will also explore the outcome of these cases on society and culture. Prerequisite: CJ1000 and EN1150 Delivery:  online

Prerequisite: CJ1000 and EN1150. Cross-Listed as: PL3020.

**CJ3030 - Hate Crimes and the Law (4.5)**

This course provides an examination of private security from a historical and philosophical perspective. Topics include the evolution of private security; security goals and responsibilities; investigation; loss prevention through risk management; security systems in the industrial, commercial, retail, and institutional settings; and current challenges facing the security profession.  Prerequisite: CJ1000 and EN1150 Delivery:  online

Prerequisite: CJ1000 and EN1150. Cross-Listed as: PL3030 .

**CJ3050 - Loss Prevention, Crime Prevention, and Hospital Security (4.5)**

This course analyzes the theoretical and practical foundation of security in regards to security risk assessments, loss and crime prevention for a variety of business types; including medical treatment facilities. Asset management, access control, crime prevention strategies, school and campus safety, wireless and technological advances in security, and terrorism, natural

disasters, emergency response, and data analysis are just some of the topics discussed in this course. Delivery: online

Prerequisite: CJ1000.

### CJ3100 - Criminal Investigation (4.5)

This course provides an explanation of scientific crime detection and the techniques for case management and documentation, the concept of proof, and the impact of evolving technology on the investigative process. Delivery: on campus and online

Prerequisite: CJ2100.

### CJ3200 - Police Issues and Practices (4.5)

This course discusses contemporary issues in policing from a systems perspective. The practice of policing in a complex environment creates consequences for the community and the criminal justice system that must be addressed with analytical and appropriate solutions. Emphasis in this course is placed on those issues, and the continuous evolving efforts to address the problems facing law enforcement. Delivery: on campus and online

Prerequisite: CJ2200.

### CJ3300 - Juvenile Justice and Delinquency (4.5)

This course presents the nature and extent of juvenile delinquency, the theories of juvenile offending and rehabilitation, an overview of the juvenile justice system and how it differs from the adult system, the history and unique philosophy of the juvenile court, juvenile court practices and procedures, and the relationship between juvenile offenders and policing and corrections. Delivery: on campus and online

Prerequisite: CJ2100.

### CJ3400 - Constitutional Law (4.5)

This course will examine the basics of Constitutional Law from its birth to current applications. The history of the Constitution will be discussed, as well as the two major applications of Constitutional Law: governmental powers and individual liberties. The student will be introduced to a variety of legal terms, as well as become familiar with major cases that affect the criminal justice practitioner today. Delivery: on campus and online

Prerequisite: CJ2100 and EN1300.

### CJ3500 - Forensic Photography (3)

This course is specifically for the forensic student and the up-to-date, state-of-the art class text offers a complete look at forensic photography. Its focus is on what to photograph and how to use the latest equipment and techniques to capture images that translate to the courtroom. Finally, this course emphasizes accuracy, reinforces how to overcome common photographic roadblocks, and its applications to law enforcement personnel, firefighters, insurance investigators, and private detectives. Delivery: online

Prerequisite: CJ1000. Offered: Online.

### CJ3700 - Community Policing (3)

Current events have brought forth harsh criticism of the criminal justice community. As a result, more departments are exploring the Community Policing approach. Community Policing is a strategy that expands the police officer's traditional role to forming partnerships in the community. It is based on team policing, police-community relations, and crime prevention. These partnerships assist officers in the fulfillment of their traditional role fighting crime. This philosophy is based on the premise of the community and the police working together to improve the quality of life for everyone. This course is a comprehensive overview of that approach. Delivery: online

Prerequisite: CJ1000.

### CJ4000 - Psychology and the Law (4.5)

Psychology's concepts and methods are involved in many aspects of the modern legal system. This course covers those concepts and their effect on the legal environment. Topics include the psychological foundations for profiling, incompetency, eyewitness testimony, false confessions, insanity defense, sex offender classification, sentencing, alternative courts, and many other areas in which psychology is incorporated into the legal system. Prerequisite: PS1050 Delivery: online

Prerequisite: PS1050. Cross-Listed as: PL4000.

### CJ4200 - Forensic Chemistry (4.5)

This course will provide the student with a fundamental understanding of forensic chemistry. The student acquires a solid foundation for basic chemistry, introducing chemical concepts and practices from a forensic perspective (including multivariate statistics, quality assurance/quality control, and protocols used in working forensic laboratories). It offers students insight into the legal context in which forensic chemistry is conducted, the variety of types of samples and matrices, and extensive use of instrumentation they will likely encounter in the lab and future professions. Delivery: online

Prerequisite: CJ1000.

### CJ4210 - Introduction to Forensic Archeology (3)

This course is a survey of methods for locating buried remains. It instructs the police officer, investigator, forensic scientists, archeologist, pathologist, international human rights workers, and lawyers in methods of recovery

of remains, the decay of human remains and associated evidence, the use of DNA, and dating the time of death. Delivery: online

Prerequisite: CJ2250 and CJ3100.

### CJ4220 - Medicolegal Investigation of Death (4.5)

Understanding the entire death investigation process (whether it be homicide, suicide, accident or natural), with all of its nuances, makes a detective a better death investigator. This class addresses how one should go about conducting a death investigation from understanding the death process, the first officers' responses upon arrival, the victim and the victimology, the preliminary versus the follow up investigation and the issues presented at a crime scene. It further delves into investigating equivocal deaths, the art of reconstructing the facts of the case, the investigative interviewing process, to a review of common mistakes found in other cases considering the legal issues at hand. Delivery: online

Prerequisite: CJ1000 and CJ2250.

### CJ4300 - Drugs and Alcohol in Criminal Justice (4.5)

This course presents an overview of the description, classification, and analysis of the extent of the drug problem and the role of drugs in criminal behavior, as well as an overview of the most serious drug abuse problem, alcohol abuse, with an emphasis on the physiological and social aspects of alcohol use and abuse, social control measures and its role in criminal behavior. Delivery: on campus and online

Prerequisite: CJ2100.

### CJ4400 - Investigation of Sex Crimes (4.5)

This is an in-depth look at sex crimes. The content in the course my be disturbing to some individuals but is highly relevant to the law enforcement officer. This course provides analysis of sexually motivated crimes and their application to law enforcement and social agencies. Psychological, physical, investigative and legal aspects relating to the prevention, investigation and prosecution of sex crimes will be explored. Major emphasis will be placed on sexual assault, sex crimes involving children, and sexually motivated homicides, burglaries, vandalism and arson, as well as, other areas of sexual deviancy which result in criminal actions. Delivery: online

Prerequisite: CJ2250 and CJ3100.

### CJ4430 - Computer Forensic Investigations (4.5)

How does law enforcement recover text messages from a human trafficker's cell phone that have been deleted? How do criminal investigators recover data, from a child pornographer's computer, that has been erased? What are the best practices for recovering and preserving data that

law enforcement uses for investigation and evidence in criminal proceedings? This course introduces students to the techniques and tools of computer forensics investigations. Students will receive step-by-step explanations on computer forensic practices that law enforcement uses for criminal investigation, data collection, data preservation, evidence production, and assisting the prosecutor in securing a conviction. Delivery: online

Prerequisite: CJ1000.

### CJ4450 - Security Operations Theory (4.5)

This class presents a global view of security along with the practical application of physical, financial, and cyber security principles. Covered material include focus on management topics such as planning, budgeting, and dealing with decision-makers; other topics explored include physical security management, the legal aspects of security, and asset protection, policies, and procedures for specific industries. Delivery: online

Prerequisite: CJ1000.

### CJ4500 - Homeland Security and Terrorism (4.5)

This course presents the various forms of terrorism and the explanations for terrorism from a theoretical and sociological perspective to be able to explain the causes of past, current, and new forms of terrorist behavior. Operational responses to terrorism are discussed, with special emphasis on the role of Homeland Security. Delivery: on campus and online

Prerequisite: CJ2100 and EN1300.

### CJ4600 - Criminal Justice Administration (4.5)

This course provides an overview of the principles and practices of administration and their applications to policing, courts, and corrections with an emphasis on the application of theoretical administrative concepts to practical criminal justice problems. Delivery: on campus and online

Prerequisite: CJ2100 and EN1300.

### CJ4700 - Applied Research Methods (4.5)

This course introduces the criminal justice student to the applied research activities of the criminal justice professional, including how to interpret criminal justice research, how to evaluate a criminal justice policy or program, and how to design an applied study for a criminal justice organization and for grant program evaluation. Delivery: on campus and online

Prerequisite: CJ2100 and EN1300.

**CJ4800-4820 - Criminal Justice Internship (4.5-13.5)**

This course is a supervised work experience in an approved criminal justice or social agency setting completed during the senior year for the bachelor's degree and during the sophomore year for the associate degree. The experience is designed to provide the student with an opportunity to apply academic learning in professional situations. The work experience assignment must be approved by the department and the student must be assigned to a faculty supervisor. Delivery:  on campus and online

Prerequisite: Sophomore status for AAS and Senior status for BS.

**CJ4800 - Computer Hacking Forensic Investigations (4.5)**

Are you interested in a career in digital forensics? Want to investigate cybercrime? Do you know how to set up a computer forensic lab?  Do you know how to retrieve data from a computer?  Cell phone?  Tablet? This course will put you on the path for a career in digital forensics.  This course is for beginners in the field of digital forensics. In order to be successful in this course, however, you must be familiar with how computers work (CPU, memory, persistent storage, etc.).  You must also have some familiarity with current operating systems such as Linux, Microsoft Windows, Mac OSX, and/or Oracle Solaris.

Prerequisite: EN1000.

**CJ4900 - Criminal Justice Capstone (4.5)**

This course is the final application and explanation course for the criminal justice degree. In this course students will focus upon:  making a connection between course content, skills learned, and applied contexts; self reflection pertaining to their individual criminal justice college experience; and criminal justice employment issues. Emphasis will be placed on using theory and case studies to explain policy, the use of research results to inform and or evaluate policy, enhanced understanding of criminal justice operations, the use of professional decision making and leadership skill, and the enhancement of communications in criminal justice work.  Delivery:  on campus and online

Prerequisite: All other CJ courses must be completed prior to course enrollment.  CJ1000, CJ1200, CJ1500, CJ2100, CJ2150, CJ2200, CJ2300, CJ2400, CJ3000, CJ3100, CJ3200, CJ3300, CJ3400, CJ4300, CJ4500, CJ4600.

# CL - CLINICAL LABORATORY

**CL1010 - Introduction to Medical Laboratory Techniques and Instrumentation (3)**

This course explores medical/clinical laboratory health career options, accrediting and certifying agencies, administrative law, and the educational requirements of various laboratory practitioners. Laboratory safety regulations and procedures are heavily emphasized and consistently followed during laboratory exercises. Students learn about laboratory glassware and general laboratory equipment including:  centrifuges, microscopes, pipettes, balance scales, spectrophotometers, and pH meters.   (2 hours lecture and 2 hours lab per week) Delivery:  on campus

**CL1020 - Specimen Collection (3)**

The collection of blood specimens by venipuncture, skin puncture, and arterial puncture is addressed in this course. Students will learn about preanalytic variables that adversely affect the accuracy of test results. They will perform venipunctures and skin/capillary punctures. Collection of additional specimens such as stool, urine, sputum, and throat swabs are addressed, and students will practice collecting these specimens and explain proper collection procedures to simulated patients.  (2 hours lecture and 2 hours lab per week) Delivery:  on campus

Prerequisite: Concurrent with CL1010.

**CL1051 - Laboratory Calculations and Quality Control (3)**

This course explains the body's innate and acquired immune responses. Lymphocytes, major histocompatibility complexes, antibodies, cytokines, and complement are emphasized. Abnormalities within the immune system are related to specific disease states. Laboratory testing of those abnormalities is discussed and analyzed. Serological point of care testing is performed. (2.5 hours lecture, 1 hour lab per week) Delivery:  on campus

Prerequisite: MA1500.

**CL1110 - Basic Immunology and Serology with Lab (3)**

This course discusses the innate and adaptive branches of the immune system. Characteristics of antigens and immunoglobulins are emphasized, and immunological test principles are explored. Diseases and disorders involving the immune system, diagnosis and monitoring of malignant tumors, and organ transplantation matches and rejections are also addressed. Serological procedures are performed in the laboratory, including point-of-care testing, use of automated instruments that employ immunological test

methods, and serial dilutions with the associated calculations. Delivery:  on campus

Prerequisite: CL1010 and CL1051 (or concurrent with CL1051).

### CL1120 - Hematology I with Lab (4)

This course addresses the production of blood cells in the body. The physiology of red blood cells is described and linked to diseases. The structure of hemoglobin and functional and non-functional hemoglobin molecules are discussed. Anemias are classified using red blood cell indices and reticulocyte parameters.  Genetic disorders of the red cell membrane and hemoglobin molecule are discussed. White blood cell function is introduced. Laboratory procedures covered include:  the preparation and staining of peripheral blood smears, hematocrit, cell counts, erythrocyte sedimentation rate, and white blood cell differentials. (3 hours lecture, 2 hours lab per week) Delivery:  on campus

Prerequisite: CL1010 and SC1332.

### CL1130 - Urinalysis and Body Fluids with Lab (3)

In this course, the student will perform the physical, chemical, and microscopic analysis of urine while reviewing renal physiology and correlating urinalysis findings with clinical conditions. The physical, chemical, and microscopic analysis of other body fluids including: CSF, synovial, and pleural fluids will be discussed and abnormal results will be correlated with clinical conditions and diseases. The performance of manual body fluid cell counts and associated calculations are also emphasized. (2.5 hours lecture, 1 hour lab per week)  Delivery: on campus

Prerequisite: CL1010 and SC1332.

### CL1150 - Immunohematology I with Lab (4)

Characteristics of immunogens (antigens) and immunoglobulins (antibodies) as well as the genetic principles of inheritance are applied to red blood cell typing. Blood Banking reagent composition and use are explained. Blood group systems (antigens and antibodies), including ABO, Rh, Kell, Duffy, Kidd, MNSs, Lewis, Ii, and P1, are covered in detail. Quality control of equipment and reagents, preparation of red blood cell suspensions, and typing tests are discussed and performed. Selection of special procedures to be used in the resolution of discrepant results is discussed. (3 hours lecture, 2 hours lab per week) Delivery:  on campus

Prerequisite: CL1110 and SC1332.

### CL1170 - Clinical Microbiology I with Lab (4)

General microbiological concepts are reviewed, including nomenclature, use of stains, and selection of culture media. Collection and processing of clinical specimens, direct smear preparation and interpretation, primary culture interpretation, identification of pathogenic bacteria, and antimicrobial susceptibility testing are discussed and performed. Gram positive bacteria and gram negative bacteria are cultured, examined, and identified. (3 hours lecture, 2 hours lab per week) Delivery:  on campus

Prerequisite: CL1110 and SC1422.

### CL1190 - Clinical Chemistry I with Lab (3)

This course addresses the role of the clinical laboratory in the diagnosis of diseases and disorders of the kidney, liver, pancreas, bone, and heart. Carbohydrate, lipid, protein, and enzyme disorders are described. The pH, electrolyte composition, and osmolality of the blood are also discussed. Clinical signs and symptoms of significant organ disease/damage are identified and linked to laboratory tests employed in identification of specific organ or system dysfunction. (2.5 hours lecture, 1 hour lab per week) Delivery:  on campus

Prerequisite: CL1010, CL1051, SC1332, SC1354.

### CL2010 - Hematology II with Lab (4)

White blood cell, platelet, and clotting disorders are covered in this course. Emphasis is placed on abnormal hematological conditions, such as leukemias, lymphomas, myeloproliferative, and myelodysplastic disorders. Peripheral blood smears are examined focusing on abnormal cellular morphology commonly associated with each disorder. Platelet function, blood coagulation and fibrinolysis are addressed. Coagulation testing is discussed and performed. (3 hours lecture, 2 hours lab per week) Delivery:  on campus

Prerequisite: CL1120.

### CL2020 - Immunohematology II with Lab (4)

Antibody detection and identification, compatibility testing, transfusion reactions, hemolytic disease of the fetus and newborn, blood donations, blood components, and transfusion therapy are covered in this course. Antibody screens, antibody identifications, crossmatches, and Rh Immunoglobulin (RhIG) candidacy testing are performed. (3 hours lecture, 2 hours lab per week) Delivery:  on campus

Prerequisite: CL1150.

### CL2030 - Clinical Microbiology II with Lab (3)

General microbiological concepts are reviewed, including nomenclature, use of stains, and selection of culture media. Collection and processing of clinical specimens, direct smear preparation and interpretation, primary culture interpretation, identification of pathogenic bacteria, and antimicrobial susceptibility testing are discussed and

performed. Gram positive bacteria and gram negative bacteria are cultured, examined, and identified. Fungi, parasites and viruses are discussed. (2 hours lecture, 2 hours lab per week) Delivery:  on campus

Prerequisite: CL1170.

### CL2050 - Clinical Chemistry II with Lab (3)

This course covers endocrine, digestive, heart, liver, and iron disorders. Therapeutic drugs, toxic substances, trace elements, and vitamins are addressed. Diseases are linked to laboratory results throughout the course material. (2.5 hours lecture, 1 hour lab per week) Delivery:  on campus

Prerequisite: CL1190.

### CL2093 - Clinical Internship I (7)

This internship covers the theory and practice of internship rotations through the following laboratory departments at a clinical facility:  hematology, chemistry, urinalysis, coagulation, and phlebotomy. Students collect and process specimens, perform tests and associated quality control, perform preventive maintenance on instruments, and participate in troubleshooting as indicated in each of the listed departments under the supervision of assigned clinical laboratory staff. Emphasis is on the preanalytic, analytic, and postanalytic phases of laboratory testing. (210 hours contact hours) Delivery:  on campus

Prerequisite: CL1010, CL1020, CL1051, CL1110, CL1120, CL1130, CL1150, CL1170, CL1190, CL2010, CL2020, CL2030, CL2050.

### CL2094 - Clinical Internship II (7)

This internship covers the theory and practice of internship rotations through the following laboratory departments at a clinical facility:  immunohematology, immunology/serology, microbiology, and chemistry. Students collect and process specimens, perform tests and quality control, perform preventive maintenance on instruments, and participate in troubleshooting as indicated under the supervision of assigned clinical laboratory staff. Emphasis is on the preanalytic, analytic, and postanalytic phases of laboratory testing. (210 contact hours)  Delivery: on campus

Prerequisite: CL1010, CL1020, CL1051, CL1110, CL1120, CL1130, CL1150, CL1170, CL1190, CL2010, CL2020, CL2030, CL2050.

# CM - CONSTRUCTION MANAGEMENT

### CM1100 - Introduction to Construction Management (4.5)

This course will provide an introduction of the construction process. It will include an overview of organization, relationships, contract documents, industry standards, practices, career opportunities, terminology, project types, procurement methods, and terminology.

Prerequisite: MT1050. Offered: Online.

### CM2100 - Construction Materials and Methods I (4.5)

This course will provide an overview on basic building materials, with emphasis on techniques for assembly and utilization in residential and light construction with various building materials.

Prerequisite: CM1100. Offered: Online.

### CM2200 - Construction Materials and Methods II (4.5)

This course will provide an analysis of building methods for structural, non-structural, and design and use of temporary structures including method selection, sequencing, and coordination of specialty trades in commercial and industrial construction.

Prerequisite: CM2100. Offered: Online.

### CM2300 - Construction Documents and Graphics (4.5)

This course will provide an overview of working drawings, specifications, and other documents designed to enable the student to read and interpret complete set of contract documents for residential and light commercial projects. The organization and uses of architectural/engineering drawings and specifications in the construction process will be covered.

Prerequisite: CM1100. Offered: Online.

### CM2400 - Building Codes and Inspection (4.5)

This course will provide an overview of the permit process, life-safety requirements, and environmental regulations for designs and construction of buildings as established by the national and local jurisdictions.

Prerequisite: CM2200. Offered: Online.

### CM2500 - Construction Estimating I (4.5)

This course will provide an introduction to the principles and techniques of estimating construction costs, with emphasis on quantity take-off and pricing elements of work.

Prerequisite: CM2200, CM2300. Offered: Online.

**CM2600 - Construction Planning and Scheduling (4.5)**

This course will provide the basic principles, techniques, and practices used as tools by contractors to plan, schedule, and control costs on construction projects.

Prerequisite: CM2500. Offered: Online.

**CM3100 - Construction Safety (4.5)**

This course will cover the requirements of the Occupational Safety and Health Act and other related federal and state legislation that is applied to the building construction industry by addressing standards for accident prevention, hazard identification, and responsibility for compliance emphasized.

Prerequisite: CM1100. Offered: Online.

**CM3200 - Construction Laws and Contracts (4.5)**

This course will address legal issues arising from design and construction services, focusing on liability awareness and risk management. Topical areas include basic legal doctrines, the design professional/client relationship, contractor selection, the construction process, and professional practice problems.

Prerequisite: CM2300, MT1050. Offered: Online.

**CM3300 - Mechanical and Electrical Systems (4.5)**

This course will provide an introduction to building heating, cooling, plumbing, and fire protection systems including aspects of design, construction, estimating, and problem solving. Introduction to electrical construction including electrical distribution from generation to consumption, equipment and applications, electrical contract documents and estimating, terminology, and electrical project management theory and practice.

Prerequisite: CM2300. Offered: Online.

**CM3400 - Construction Estimating II (4.5)**

This course will discuss the principles and techniques for estimating commercial construction projects including a mock bid day exercise on a commercial construction project.

Prerequisite: CM2500. Offered: Online.

**CM3500 - Productivity and Cost Control (4.5)**

This course will discuss the organization, management, and administrative functions on construction projects including a hands-on and extensive case study of a commercial construction project, cost control, and introduction to the concepts of Value Engineering, partnering, and Total Quality Management.

Prerequisite: AC2760, CM2500. Offered: Online.

**CM3510 - Construction Management Capstone (1.5)**

This Capstone project will utilize case studies to apply skills, knowledge, techniques, and concepts developed in prior courses. This course will be based on the concept of integrated project management, including cost estimating and bidding, scheduling, project organization, cost control, documentation, and safety.

Prerequisite: CM1100, CM2100, CM2200, CM2300, CM2400, CM2500, CM2600, CM3100. Offered: Online.

**CM4100 - Construction Equipment Operations (4.5)**

This course will cover the basic principles, practices, and techniques used in the construction industry for selecting and managing construction equipment. The course will focus on understanding the time value of money, selecting the proper equipment for specific construction tasks, estimating equipment ownership and operating costs, and estimating equipment production.

Prerequisite: CM2200, CM2600. Offered: Online.

**CM4200 - Advanced Construction Graphics (4.5)**

This course will emphasize studying construction drawings including key symbols, learning to navigate pdf files and ACAD drawings.

Prerequisite: CM2300. Offered: Online.

**CM4300 - Green Building Trends and Technology (4.5)**

This course will cover the study of sustainable construction techniques and best practices. It will focus on the use of U.S. Green Building Council's Leadership in Energy and Environmental Design standards to evaluate alternatives and select techniques for constructing sustainable projects.

Prerequisite: CM2600. Offered: Online.

**CM4400 - Construction Project Management and Administration (4.5)**

This course shall examine management of construction projects focusing on construction contracting, cost estimating, project scheduling, and resource management.

Prerequisite: CM4300. Offered: Online.

**CM4500 - Construction Management Capstone (1.5)**

This Capstone project will utilize case studies to apply skills, knowledge, techniques, and concepts developed in prior courses. This course will be based on the concept of integrated project management, including cost estimating and bidding, scheduling, project organization, cost control, documentation, and safety.

Prerequisite: CM1100, CM2100, CM2200, CM2300, CM2400, CM2500, CM2600, CM3100, CM3200,

CM3300, CM3400, CM3500, CM4100, CM4200, CM4300, CM4400. Offered: Online.

# CS - COLLEGE STUDIES

### CS1150 - Introduction to Computer Information Systems (4.5)

This course provides the student with the necessary background for further study of information systems. Students gain a beginning understanding of computer hardware and software and how computer based operations are used to produce meaningful information. Students are exposed to security and ethical use topics based in the current technology including the Internet. Students develop practical examples of electronic mail, documents, workbooks, spreadsheets, and presentations within Internet-based mailing systems suitable for personal and professional purposes. Delivery: on campus and online

Cross-Listed as: CI1150.

### CS1170 - Introduction to Information Technology (4.5)

This course introduces students to the basic skills and concepts related to information technology. Students will learn about computer hardware and software, Internetworking Systems, security issues, and mobile devices. This course will show students how to set the controls on a computer and how to use basic software programs. Students will also learn how to set passwords and other fundamental skills associated with personal and network security. Delivery: on campus and online

### CS1201 - Juggling College, Life, and Career: Set Up for Success! (5)

Your life is already busy and now you are starting college? How will you manage? Fortunately, this is the perfect course to get you started on the path to college and career success! Caring instructors will be with you every step of the way while you explore NAU resources, technology, and software applications that will make the college experience better than you ever imagined. You'll develop a college, career, and life plan, learn strategies for personal and relationship management, and become part of a community of lifelong learners. There will even be an opportunity to look closely at your life experience and on-the-job learning that could help you start a portfolio with potential for additional credit. Your future success starts with this course!

### CS1301 - Do the Numbers! Achieving College and Career Success (5)

We know what you're thinking. You hate math and this sounds like a math course. You'll be happy to know it isn't a math course! It's a course about numbers and how they apply to your daily life and career. In this course, you'll look at your career plan in terms of the job outlook statistics and potential earnings. You'll explore how to use data, statistics, spreadsheets, and formulas in business, health, and technology careers. Practical applications of numbers, including understanding interest, taxes, and credit, will also be introduced. In this course, you'll learn to love numbers and make them work for you in your life and career. And along the way, you may even brush up on your math skills!

### CS1410 - Optimize Success-Career, Technology, & Course-Smarts (4.5)

Bottom line, you've been out of school or college for a while. Technology has changed; software has changed; college has changed--but your career is waiting! This course steeps you in the skills you need to succeed in college and your career. Through exploration of NAU resources and popular software applications, you'll master expected software programs and online learning platforms and develop a career and life plan, self- and relationship-management strategies, and an appreciation for the value of lifelong learning. You might even choose to start a portfolio of your life and on-the-job learning that can be evaluated for potential additional credit! Delivery: on campus and online

### CS1420 - Joy in Numbers-Careers, Technology, and Math (4.5)

Sounds like a cover-up for a math refresher course doesn't it? Not quite. In this course you'll develop a career plan, evaluate what you'll earn, and strategize the best degree path given the stats in the job outlook. Along the way, you'll learn to use spreadsheets, demonstrate you can navigate the online course environment and NAU resources, and, yes, demystify the math, data, and basic statistics used in most business, health, and technology careers. You might even determine you've learned a lot in life or on the job and want to create a portfolio with potential for additional credit! Delivery: on campus and online

Prerequisite: CS1410.

**CS1600 - Pathways to Academic and Professional Success (4.5)**

This course is designed to enhance the university learning experience and prepare students for academic, personal, and professional success. In addition to analyzing various models of thinking and self-reflection, participants will explore learning skills and college success tools. Delivery: on campus and online

**CS1610 - Pathways to Academic and Professional Success (2.5)**

This course is designed to enhance the university learning experience and prepare students for academic, personal, and professional success. In addition to analyzing various models of thinking and self-reflection, participants will explore learning skills and college success tools. Delivery: on campus

**CS1620 - Pathways to Academic and Professional Success (2)**

This course is designed to enhance the university learning experience and prepare students for academic, personal, and professional success. In addition to analyzing various models of thinking and self-reflection, participants will explore learning skills and college success tools. Delivery: on campus

**CS1900-2990 - Special Topics in Career Management (1-4.5)**

Topics will vary depending on the interests of the instructor and students. Delivery: on campus and online

**CS2080 - Career Management (3)**

This course introduces graduating students to knowledge and skills that will help them secure professional employment. With a focus on the value of lifelong learning, it teaches students how to use open web and library resources for career advancement and planning. Students will practice goal-setting for career and finances, perform a skills gap analysis, and develop a plan to close their skills gap. Students will exit the course with a completed business card, cover letter, and resume. Delivery: on campus and online

Prerequisite: Sophomore status for diploma and associate's degree students. Senior status for bachelor's degree students..

**CS2082 - Career Exploration (1)**

This course introduces new students to career exploration by providing them with an opportunity to examine their own skill set, to examine skills sets needed for specific professions and to assess their skill gap. Students will be encouraged to evaluate the job market and to understand how it impacts the economy. Lastly, students will explore different avenues of networking and explore how social and professional networking overlap. Delivery: on campus and online

**CS2083 - Career Development (1)**

This course prepares students to understand professional expectations, as well as develop and apply vocabulary used in their chosen profession and/or career. Students will develop networking, interviewing and negotiation techniques, and the means to document and communicate how to meet and exceed employer expectations, manage career transitions and workplace promotions. Students continue developing their personal and professional skills to maintain work/life balance, manage career transitions, and further their careers Delivery: on campus and online

Prerequisite: CS2082.

**CS2084 - Career Marketing (1)**

This course allows students to reflect and review their professional portfolio, and continue to build their own personal brand through further developing career-based interviewing techniques, revising their portfolio, continuing to develop job search skills, and continuing to network in their career. Students will understand the various roles of technology in establishing their own "personal brand" in their profession. Delivery: on campus and online

Prerequisite: CS2082 and CS2083.

**CS2086 - Career Path Planning (2)**

This course provides students with knowledge and skills in preparing for professional employment, promotions and work transitions. Students will update their "skills" language and mission statement as well as improve networking, interviewing and negotiation and follow-up techniques. Students will plan for success in the global workforce by using tools, such as a completed business card, cover letter, and resume, social media and technology to enhance their career. Delivery: on campus and online

Prerequisite: Sophomore status for diploma and associate degree students. Senior status for bachelor's degree students..

# CV - CARDIOVASCULAR TECHNOLOGY

### CV1010 - Introduction to Cardiovascular Technology (4)

This course provides the student with an introduction to the field of cardiovascular technology and the roles of the cardiovascular technologist. Topics include ethical/legal aspects of health care, patient rights, communications skills, OSHA mandates, and universal precautions. Delivery: on campus

### CV1020 - Cardiac Catheterization I (2)

This course addresses basic life support (BLS), advanced cardiac life support (ACLS), cardiac pharmacology, and emergency procedures as they relate to the catheterization lab experience. Delivery: on campus

Prerequisite: SC1221.

### CV1030 - Cardiovascular Anatomy and Physiology (6)

This course emphasizes the anatomy, physiology, and structural relationships of the human heart and vascular system. Cardiac anatomy, electrocardiology, cardiac hemodynamics, and the innervation of the heart are addressed. Delivery: on campus

Prerequisite: SC1221 and MA1500 or MA2050.

### CV1040 - Basic Patient Care Skills (4.5)

This course provides an overview of patient care standards and procedures. Students will learn skills in patient communication, safety, transport, infection control, monitoring, vital signs assessment, and patient history. Delivery: on campus

Prerequisite: CV1020.

### CV1050 - Cardiovascular Pharmacology (4.5)

Students are introduced to pharmacology relating to the treatment of cardiovascular diseases in this course. Drug classification, indications, contraindications, action, dosage, route of administration, and side effects will be addressed. Delivery: on campus

Prerequisite: CV1020 and CV1030.

### CV1060 - Diagnostic Electrocardiography (4.5)

This course provides students with cardiac testing skills, including the techniques and interpretation of EKG. The fundamentals of electrocardiography, stress testing, Holter monitoring, vital signs, and cardiovascular pharmacology will also be addressed. Delivery: on campus

Prerequisite: CV1030.

### CV2010 - Cardiac Catheterization II (4.5)

This course is a continuation of Cardiac Catheterization I. Advanced cardiovascular diagnostic and therapeutic procedures including percutaneous coronary intervention and electrophysiology studies will be addressed. Delivery: on campus

Prerequisite: CV1020 and MA2000.

### CV2020 - Cardiovascular Pathophysiology I (4.5)

This course emphasizes the study of diseases of the cardiovascular system. Fetal cardiac development, methods of hemodynamic data collection and implications in relation to cardiac diseases are addressed. Delivery: on campus

Prerequisite: CV1030.

### CV2030 - Catheterization Lab Fundamentals (4.5)

This course is an introduction to the diagnostic procedures used in the catheterization lab. Prior didactic instruction in cardiac physiology and medical instrumentation are applied to catheterization lab procedures, including patient preparation and monitoring, angiographic equipment set-up, and the coronary angiography procedure itself. Delivery: on campus

Prerequisite: CV1030 and CV1040.

### CV2040 - Cardiovascular Pathophysiology II (4.5)

This course focuses on the anatomy, physiology, and pathophysiology of the cardiovascular system. Cardiac and vascular structural anatomy and relationships, electrical innervation, embryology, and hemodynamics of the heart and vascular system are reviewed. The course also explores the pathophysiology, etiology, pathology, signs, symptoms, risk factors, and treatment of acquired cardiovascular diseases. Delivery: on campus

Prerequisite: CV2020.

### CV2050 - Catheterization Lab Imaging Fundamentals (2)

This course addresses X-ray technology and diagnostic procedures in the cardiac catheterization lab. Emphasis is on the beginning cath lab clinical experience. Delivery: on campus

Prerequisite: CV2030.

### CV2060 - Principles of Interventional Radiology (4.5)

This course is an introduction to the diagnostic procedures used in the interventional lab including patient preparation and monitoring, angiographic equipment set-up, and vascular procedures. Delivery: on campus

Prerequisite: CV2030.

### CV3010 - Cardiovascular Technology Externship I (13)

This course is a catheterization lab work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the cath lab clinical professionals. Delivery:  On campus

Prerequisite: CV2060.

### CV3011 - Cardiovascular Technology Externship II (13)

This course is a catheterization lab work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the cath lab clinical professionals. Delivery:  on campus

Prerequisite: CV3010.

## EC - ECONOMICS

### EC1900-4990 - Special Topics in Economics (1-4.5)

Topics will vary depending on the interests of the instructor and students.   Delivery:  on campus

### EC2050 - Macroeconomics (4.5)

This is a study of how the entire economic system works. The course is centered around an examination of gross domestic product and examines fiscal and monetary policy, the budget and banking. It demonstrates the role each plays in stabilizing the economy. Delivery:  on campus and online

Prerequisite: MA1500 or MA2000, and MT1050.

### EC2100 - Microeconomics (4.5)

This is a study of the segments of the economic system which examines the behavior of consumers and firms in making decisions on the allocation of limited resources. The course also examines the elasticity's of demand and supply, government actions in markets, market externalities, consumer choice and demand, production and cost, and evaluates economic market types including, perfect competition, monopoly, monopolistic competition, and oligopoly. Delivery:  on campus and online

Prerequisite: MT1050.

### EC3100 - International Economics (4.5)

This course is a study of economics from an international perspective.  After explaining how international economies differ, it explores the theory of international trade, examines forces that affect trade policies, and develops an understanding of the foreign exchange market. Delivery:  on campus and online

Prerequisite: EC2050.

## EG - ENERGY MANAGEMENT

### EG3000 - Fundamentals of Oil and Gas (4.5)

This course presents an introduction to the various aspects of the oil and gas industry including the various stages of oil and gas exploration and production. In addition, the history and logistics of the oil and gas industry will also be examined and explored in this course.

Distribution: Lone Star. Offered: On ground.

## EN - ENGLISH

### EN1000 - College Writing (4.5)

This is an introductory writing course designed to prepare students for various kinds of college and career writing. Students learn skills and strategies for becoming successful readers, writers, and speakers utilizing their experiences and planned career fields. Skills and strategies include reading and writing critically, generating ideas, identifying audience and purpose, organizing ideas, and revising writing.  Delivery:  on campus and online

### EN1150 - Composition I (4.5)

This course is designed to help students gain confidence and proficiency in basic writing skills. Students are introduced to principles and strategies that will help them to write and revise clearly, concisely, and coherently. Students write essays wherein organization and proper usage are stressed. Emphasis is also placed on introductory concepts of the research process. Delivery:  on campus and online

Prerequisite: EN1000 or placement recommendation.

### EN1300 - Composition II (4.5)

This course provides a continued engagement with the writing process with an emphasis on argumentation. Students learn how to locate and document peer-reviewed research sources, utilizing electronic and print materials. Students focus on an argumentative research paper and related skills. Emphasis is placed on expanding knowledge of the research process and improving the ability to evaluate and integrate various kinds of research in academic writing. Delivery:  on campus and online

Prerequisite: EN1150.

**EN1900-4990 - Special Topics in English (1-4.5)**

Topics will vary depending on the interests of the instructor and students. Delivery: on campus

**EN2050 - Introduction to Literature (4.5)**

This course explores elements of poetry, drama, fiction, and the essay to combine instruction in composition with an introduction to literature. Delivery: on campus

Prerequisite: EN1150.

**EN2100 - Speech (4.5)**

This course is designed to improve skills in group discussion and extemporaneous speaking for practical application in personal, social, and business situations. Techniques for audience analysis, non-verbal communication, problem solving, organization, and credible source citation will be addressed. Delivery: on campus and online

Prerequisite: EN1150.

**EN2150 - Interpersonal Professional Communication (4.5)**

This course provides students with information and practice in professional communication skills. Students will write memos, develop and present information to the class, practice meeting facilitation skills, examine individual and group decision making, and practice dealing with conflict situations. Delivery: on campus and online

Prerequisite: EN1150.

**EN2151 - Interpersonal & Professional Business Communication (4.5)**

This course will provide an introduction to business writing and speech with a particular emphasis on delivering effective presentations. Class activities will emphasize effective communication in the workplace and provide students with opportunities to enhance their written and oral communication skills.

Prerequisite: EN1150. Offered: Lone Star.

**EN2500 - Legal Writing (4.5)**

See PL2500

Cross-Listed as: PL2500.

**EN3010 - Creative Writing (4.5)**

This course explores the creative abilities of the student writer and will introduce and examine major forms of creative writing, including fiction, creative nonfiction and poetry. The student will study, read and write in each form

with the objective of developing quality work that may lead to publication. Delivery: on campus

Prerequisite: EN1150.

**EN3050 - Technical Communications (4.5)**

In this course, learners apply the principles of writing and oral presentations used in business and academia to develop a scholarly proposal. Word processing and presentation tools are used to create both a written and oral presentation of their research. Various communication formats and styles are also explored. Learners analyze and incorporate primary and secondary research and display their results and findings through graphic displays. Delivery: on campus and online

Prerequisite: EN1300.

**EN3060 - Technical Writing (4.5)**

In this course learners apply the principles of proficient writing in the context of business. Word processing and presentation tools are used to create written products and presentations. Various communication formats and styles are also explored.

Prerequisite: EN1150.

**EN3120 - Classical Rhetoric in a Digital Age (4.5)**

See PL3120

Cross-Listed as: PL3120.

**EN3150 - American West-Fact and Fiction (4.5)**

This course is an interdisciplinary study of the culture of the American West. Emphasis is placed on both the history of the region and on the images of that history as they are presented in literature and art. Prerequisite: EN1150 Delivery: on campus

Prerequisite: EN1150. Cross-Listed as: HI3500.

**EN3275 - Transcultural Literature (4.5)**

This literature course explores the multicultural and global perspectives of ethnic and cultural groups by examining the writings of people of color. Transcultural literature is comprised of writings that characterize the racial, ethnic, and social diversity in the world. These diverse cultures include voices typically omitted from the traditional canon. This course offers the opportunity for students to learn about the range of experiences and possibilities in the world and move beyond resistance to engagement. This course engages students in a process of questioning, research, presentation and reflection. Delivery: on campus and online

Prerequisite: EN1300.

**EN3300 - Detective Fiction (4.5)**

This humanities course is designed to examine the detective fiction literary genre. The student is exposed to a wide range of detectives and detective fiction writers. This course includes the use of text, tapes, and films. Delivery: on campus

Prerequisite: EN1150.

# FN - FINANCE

**FN1900-4990 - Special Topics in Finance (1-4.5)**

Topics will vary depending on the interests of the instructor and students. Delivery: on campus

**FN3000 - Business Finance I (4.5)**

This course is an examination of the role of financial management, analysis, forecasting, mathematics, working capital management, cash and marketable securities management, accounts receivable, inventory management, and short-term financing. Delivery: on campus and online

Prerequisite: AC1060 or AC2760, and MA1500 or MA2000.

**FN3010 - Business Finance II (4.5)**

This course is an examination of capital budgeting under uncertainty, valuation and rates of return, cost of capital, term loans and leases, long-term debt, preferred and common stock, convertibles and warrants, mergers and acquisitions, failure, and reorganization. Delivery: on campus and online

Prerequisite: FN3000.

**FN3050 - Investments and Portfolio Management (4.5)**

This course is an introductory course in investing. A study of the environment of investing, basic concepts of the "what" and "why" of investing, descriptions of the various types of investments, and tax implications of investment are included. Delivery: on campus and online

Prerequisite: FN3000 and MA2000.

**FN3060 - Corporate Investment Decisions (4.5)**

This course focuses on managing both current and fixed assets. Special emphasis is placed on managing working capital, making capital budgeting decisions, evaluating firm performance, and positioning to achieve firm goals. Delivery: on campus and online

Prerequisite: FN3010.

**FN3100 - Risk Management and Insurance (4.5)**

This course introduces different types of insurance risks, insurance policy contracts, types and problems of insurers, social insurance, and risk management. The approach is broad with an emphasis on the basic unity of insurance. Delivery: on campus and online

Prerequisite: FN3000.

**FN3200 - Financial Statement Analysis (4.5)**

This course is a study of financial statement accounting with emphasis on the reporting function. It is designed to develop critical thinking and problem solving skills in a financial statement environment. Additionally, the course is focused on the student's ability to analyze and interpret financial data. Delivery: on campus and online

Prerequisite: FN3000.

**FN3600 - International Financial Management (4.5)**

This course introduces the international financial environment. Particular attention is given to short-term asset and liability management, long-term asset and liability management, and international banking. Delivery: on campus and online

Prerequisite: FN3010.

**FN4055 - Financial Institutions and Markets (4.5)**

This course is a study of how financial institutions and markets operate. Students will develop a conceptual framework for understanding how recent and current events impact the financial environment. Emphasis is placed on interest rate theory, money and capital market instruments, government regulation, and international market issues. Delivery: on campus and online

Prerequisite: FN3000.

**FN4500 - Financial Case Analysis (4.5)**

This is a case-oriented capstone course that requires students to apply various finance knowledge, skills and techniques to case study situations. Contemporary issues including cash management, resource allocation, risk management, capital structure, budgeting, and financial strategy will be covered. Students will also analyze the legal and ethical ramifications of the decisions they make. Delivery: on campus and online

Prerequisite: FN3010.

**FN4800-4840 - Finance Internship (4.5-13.5)**

The purpose of this internship is to give the student experience in applying what he or she has learned in the classroom by working in a business finance environment. The student's responsibility is agreed upon in advance by the student's advisor, the business entity, and the student.

Successful completion requires a written report by the student detailing the experience gained during the internship and successful completion of the projects assigned by the business finance supervisor(s). The student earns either a "Satisfactory" or "Unsatisfactory" grade. Delivery: on campus and online

Prerequisite: Completion of Emphasis Core courses, Senior status. FN3010, FN3050, FN3060, FN3100, FN3200, FN3600, FN4055, FN4500.

# HA - HEALTH CARE

### HA1900-4990 - Special Topics in Healthcare Management (1-4.5)

Topics will vary depending on the interests of the instructor and students. Delivery: online

### HA3010D - Introduction to U.S. Healthcare Delivery (4)

This course provides an introduction to healthcare delivery in the United States from a systems theory perspective. Topics of study include the types of professionals employed in health care, the institutions that provide services across the care continuum and the effects of internal and external environments on the healthcare delivery system. Developments in the evolution of health care in the U.S. and changes in the current healthcare environment will also be examined. Delivery: online

### HA3110D - Quality Improvement and Risk Management (4)

This course addresses methods used to measure and improve the efficiency and effectiveness of care delivery in healthcare institutions. Students will gain an understanding of the history and theory related to quality management and risk management in healthcare organizations and will apply methods for collecting and analyzing quality data. Delivery: online

Prerequisite: EN1300 and HA3010D.

### HA3120D - Essentials of Managed Care (4)

This course examines the systems and processes used in the U.S. to control healthcare access and cost in order to improve efficiency and productivity in service delivery. Topics addressed include types of managed care organizations, reimbursement models and utilization management in rural and urban settings. Delivery: online

Prerequisite: HA3010D.

### HA3220D - Health Information Systems (4)

This course explores the use of specialized software in the completion of Health Information processes. The course will also explore policies and procedures to facilitate the electronic health record (EHR), personal health record (PHR), and other administrative applications. Delivery: online

Prerequisite: CS1301 and HA3010D.

### HA3300D - Healthcare Policy and Ethics (4)

This course is an introduction to ethics as it applies to healthcare management. The course will include an introduction to ethical theory and the relationship of those theories to healthcare policy and to real world healthcare management. Delivery: online

Prerequisite: HA3010D and EN1300.

### HA3500CA - Introduction to Healthcare Delivery (4)

This course provides an introduction to healthcare delivery in Canada. Topics of study include the types of professionals employed in health care, the role of Health Canada and other federal and international health agencies, and the effects of internal and external environments on the healthcare delivery system. Developments in the evolution of health care in Canada and changes in the current healthcare environment will also be examined.

Distribution: Canada. Offered: Online.

### HA3510CA - Quality Improvement & Risk Management in Health Care (4)

This course addresses methods used to measure and improve the efficiency and effectiveness of care delivery in healthcare institutions in Canada. Students will gain an understanding of the history and theory related to quality management and risk management in healthcare organizations, and will apply methods for collecting and analyzing quality data.

Prerequisite: EN1300 and HA3010D. Distribution: Canada. Offered: Online.

### HA3520CA - Essentials of Managed Care (4)

This course examines the systems and processes used to control healthcare access and cost in order to improve efficiency and productivity in service delivery. Topics addressed include types of managed care organizations, reimbursement models, and utilization management. Managed Care in a global context will also be examined.

Prerequisite: HA3010D. Distribution: Canada. Offered: Online.

**HA3530CA - Intro to Epidemiology (4)**

This course provides an introduction to epidemiology. Topics of study include fundamentals epidemiology, study design, disease occurrence and exposure, rates and rations and accuracy. Also discussed are the applications of epidemiology and infectious disease and practicing epidemiology in developing countries.

Prerequisite: CS1301 and HA3010D. Distribution: Canada. Offered: Online.

**HA3540CA - Healthcare Policy and Ethics (4)**

This course is an introduction to ethics as it applies to healthcare management. The course will include an introduction to ethical theory and the relationship of those theories to healthcare policy and to real world healthcare management in Canada.

Prerequisite: HA3010D and EN1300. Distribution: Canada. Offered: Online.

**HA4050D - Healthcare Law (4)**

This course examines legal principles and laws regulating health services activities. Healthcare topics include liability, negligence, malpractice, right of access to care, informed consent, and confidentiality. Legal aspects of human resources management in healthcare settings are also addressed. Delivery: online

Prerequisite: BS Students EN1300 and HA3010D; Online RN to BSN Student EN1300.

**HA4070D - Regulatory Environment in Health Care (4)**

This course emphasizes healthcare funding and reimbursement processes, and related compliance and regulatory mechanisms in healthcare organizations. Selected aspects of federal and state survey requirements are included. Delivery: online

Prerequisite: HA3010D and EN1300.

**HA4110D - Healthcare Planning and Evaluation (4)**

This course explores strategic planning and evaluation in healthcare organizations. Students will examine theories and practices from the perspectives of health care and business. Delivery: online

Prerequisite: HA3010D.

**HA4120D - Management of Continuum Care Services (4)**

This course examines the role, organization, and management characteristics of health care programs and institutions that provide long-term patient services in acute and extended care, home care, outreach, wellness and health promotion, housing, and ambulatory care. Delivery: online

Prerequisite: HA3010D.

**HA4200D - Healthcare Financial Management (4)**

This course introduces concepts and techniques of financial decision-making for the healthcare managers. Topics covered include fiscal management and performance; cost, revenue and risk; fiscal planning and forecasting, budgeting, control, and reporting. Financial management in long-term care facilities, home health agencies, and hospitals are discussed. Delivery: online

Prerequisite: AC2760 and HA3010D.

**HA4300D - Healthcare Management and Supervision (4)**

Students will apply the managerial functions of planning, organization, leading, and controlling to the healthcare environment in this capstone course. Delivery: online

Prerequisite: HA3010D and MT2050, and Senior status.

**HA4410CA - Health and Healing (4)**

This course provides an introduction to health and healing with a Canadian perspective. Topics of study include connections between our physical and psychological worlds, the psychology of wellness and illness, and the bigger picture of the health of populations. Developments in health promotion in Canada will also be examined.

Prerequisite: HA3010D and EN1300. Distribution: Canada. Offered: Online.

**HA4420CA - Management of Continuum Care (4)**

This course examines the role, organization, and management characteristics of health care programs and institutions that provide long-term patient services in acute & extended care, home care, outreach, wellness & health promotion, housing, and ambulatory care with a Canadian perspective.

Prerequisite: HA3010D and EN1300. Distribution: Canada. Offered: Online.

**HA4460CA - Research Methodology (4)**

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: HA3010D and EN1300. Distribution: Canada. Offered: Online.

**HA4470CA - Regulatory Environment in Health Care (4)**

This course emphasizes healthcare funding and reimbursement processes, and related compliance and regulatory mechanisms in healthcare organizations in Canada.

Prerequisite: HA3010D and EN1300. Distribution: Canada. Offered: Online.

**HA4480CA - Healthcare Financial Management (4)**

This course introduces concepts and techniques of financial decision-making for the healthcare managers. Topics covered include fiscal management and performance; cost, revenue and risk; fiscal planning and forecasting, budgeting, control, and reporting. Financial management in long-term care facilities, home health agencies, and hospitals is discussed.

Prerequisite: HA3010D and EN1300. Distribution: Canada. Offered: Online.

**HA4490CA - Healthcare Management & Supervision (4)**

Students will apply the managerial functions of planning, organizing, leading and controlling to the healthcare environment in this capstone course.

Prerequisite: HA3010D and EN1300. Distribution: Canada. Offered: Online.

**HA4501D - Healthcare Management Action Research Project (5)**

The course for Option 2 Healthcare Management students combines experience working on a health services project, writing a senior-level thesis, and presenting the project. Learners will demonstrate critical, analytical, and interpretive skills in their project and thesis. Delivery: online

Prerequisite: All other HA courses in the major core must be completed prior to enrolling in this course. HA3010D,HA3110D,HA3120D,HA3220D,HA3300D,HA4050D,HA4070D,HA4110D,HA4120D,HA4200D,HA4300D.

**HA4511D - Healthcare Management Internship (5)**

The internship is designed to allow Option 1 Healthcare Management students to obtain managerial experience in an approved healthcare organization through the application of concepts and theories learned in the classroom. Successful completion requires a written report, detailing the experience gained during the internship, and successful completion of the projects assigned by the healthcare supervisor(s). Delivery: online

Prerequisite: All other HA courses in the major core must be completed prior to enrolling in this course. HA3010D, HA3110D, HA3120D, HA3220D, HA3300D, HA4050D, HA4070D, HA4110D, HA4120D, HA4200D, HA4300D.

**HA4521D - Healthcare Management Capstone (5)**

Students will evaluate multiple case studies in all major areas of healthcare management in this capstone course. Through case analysis, they will demonstrate critical, analytical and interpretive skills; hone their professional writing skills; and further develop collaboration and teamwork skills. Students will also complete an in-depth research paper on a critical problem or issue in healthcare management as a final culminating project for their degree program.

Prerequisite: All other HA courses in the major core must be completed prior to enrolling in this course. HA3010D, HA3110D, HA3120D, HA3220D, HA3300D, HA4050D, HA4070D, HA4110D, HA4120D, HA4200D, HA4300D.

**HA4530CA - Healthcare Management Action Research Project (4)**

The course for Healthcare Management students combines experience working on a health services project, writing a senior-level thesis, and presenting the project. Learners will demonstrate critical, analytical, and interpretive skills in their project and thesis.

Prerequisite: HA3010D and EN1300. Distribution: Canada. Offered: Online.

**HA4540CA - Healthcare Management Capstone (4)**

Students will evaluate multiple case studies in all major areas of healthcare management in this capstone course. Through case analysis, they will demonstrate critical, analytical, and interpretive skills; hone their professional writing skills; and further develop collaboration and teamwork skills. Students will also complete an in-depth research paper on a critical problem or issue in healthcare management as a final culminating project for their degree program.

Prerequisite: HA3010D and EN1300. Distribution: Canada. Offered: Online.

# HB - HEALTH AND BEAUTY

**HB2100D - Mastering Cosmetology Business (6)**

This course is designed to add business skills to students' industry knowledge and experiences through studies in management, marketing, communication, and career management. Previous education and practical experiences will be integrated with knowledge and skills from the business field. Students will gain a fundamental knowledge

of business development, operations, and management as it relates to the health and beauty industry. Delivery: online

# HI - HISTORY

**HI1900-4990 - Special Topics in History (1-4.5)**

Topics will vary depending on the interests of the instructor and students. Delivery: on campus

**HI2050 - American History Since 1877 (4.5)**

This course is designed to increase students' knowledge and understanding of how and why the United States came to be what it is today. The course seeks to instill in students the habits of historical thinking that will allow them to live more competent lives in their local communities and in the nation at large. Delivery: on campus and online

**HI2155 - World Religions (4.5)**

See HU2150

Cross-Listed as: HU2150.

**HI3500 - American West-Fact and Fiction (4.5)**

See EN3150

Cross-Listed as: EN3150.

# HT - HEALTH INFORMATION TECHNOLOGY HEALTH CARE CODING

**HT1000D - Introduction to Health Information Management and Health Care (4)**

This course provides an introduction to health care delivery in the United States, the health information management profession, departmental functions related to filing and numbering methods, records management, retention and storage, and forms design. Various aspects related to health record documentation guidelines and standards will be explored, as well as the influence of accreditation and regulatory bodies. Health information processes and relationships among organizational departments and healthcare providers will also be addressed. Developments in the evolution of healthcare in the U.S. and changes in the current healthcare environment will also be examined. Delivery: online

Prerequisite: CS1201.

**HT1900-2990 - Special Topics in Health Information Technology (1-4.5)**

Topics will vary depending on the interests of the instructor and students. Delivery: online

**HT2116D - ICD-10-CM Coding I with Lab (3)**

This course will introduce the student to the ICD-10-CM classification system with an emphasis on the correct process of utilizing the alphabetical index and tabular list for code assignment. The focus will be on rules, conventions, and instructions for ICD-10-CM, and chapter-specific guidelines. Criteria for assignment of principal and additional diagnoses in all applicable patient settings will be addressed. The impact of proper code assignment, MS-DRGs, and reimbursement, as well as ICD-9-CM as a legacy system, will be discussed. (2 hours lecture, 2 hours lab per week) Delivery: online

Prerequisite: HT1000D, ME2211, ME2520, ME1140.

**HT2117D - ICD Coding and Pathophysiology I with Lab (6)**

This course covers clinical vocabularies and classification systems, as well the principles and guidelines for using ICD-9-CM to code diagnoses and procedures, provides a study of human diseases for the allied health student, emphasizes the description, etiology, signs and symptoms, diagnostic procedures, and treatment for specified diseases and introduces the allied health student to the study of medications and medication therapy by identifying actions, classifications, names, routes of administration, and adverse effects of medications. This course will allow the student to identify the interaction and effects of certain medications in relation to treatment of specific diseases and disorders. Students will gain an understanding of ICD as it is used in inpatient and outpatient settings and its contribution to the severity of illness and case-mix analysis systems. Assignments and practical examples of patient records will provide practice in coding and sequencing of diagnoses. This course will also introduce students to the International Classification of Diseases- Tenth Revision-Clinical Modification/Procedural Coding System (ICD-10-CM/PCS). Lastly, the applications of coding principles are explored through the use of encoding software tools. Delivery: online

Prerequisite: HT1000D or co-requisite, ME1140, and SC1221.

**HT2126D - ICD-10 PCS Coding with Lab (3)**

The course will focus on professional standards for coding and reporting of inpatient procedure services. The ICD-10-PCS conventions and guidelines will be applied in identifying and accurately assigning codes to procedures.

The student will use case scenarios, computerized health records, encoder, and coding resources to assign procedure codes. (2 hours lecture, 2 hours lab per week) Delivery: online

Prerequisite: HT2116D.

**HT2127D - ICD Coding and Pathophysiology II with Lab (6)**

This course covers clinical vocabularies and classification systems, as well the principles and guidelines for using ICD-9-CM to code more advanced diagnoses and procedures. This course also provides a more advanced study of human diseases for the allied health student, emphasizes the description, etiology, signs and symptoms, diagnostic procedures, and treatment for specified diseases and introduces the allied health student to the study of medications and medication therapy by identifying actions, classifications, names, routes of administration, and adverse effects of medications. This course will allow the student to identify a more in-depth analysis of the interaction and effects of certain medications in relation to treatment of specific diseases and disorders. Students will gain an understanding of ICD as it is used in inpatient and outpatient settings. Assignments and advanced examples of patient records will provide practice in coding and sequencing of diagnoses. Lastly, the applications of advanced coding principles are explored through the use of encoding software tools. Delivery: online

Prerequisite: HT2117D and SC1224D.

**HT2129D - ICD-10 Advanced Coding with Lab (3)**

The course will focus on ICD-10-CM and ICD-10-PCS professional standards of coding inpatient diagnosis and procedures. The ICD-10-CM and ICD-10-PCS conventions and guidelines will be applied in identifying and accurately assigning diagnosis and procedure codes. The student will use case scenarios, computerized health records, encoder, and other coding resources to assign diagnosis and procedure codes. In addition, techniques for validating coded clinical information, case-mix, and severity of illness data will be addressed. (2 hours lecture, 2 hours lab per week) Delivery: online

Prerequisite: HT2126D.

**HT2130D - Current Procedural Terminology Coding with Lab (3)**

This course will expand on the knowledge of clinical classification systems through the use of Current Procedural Terminology (CPT) coding principles. Assignments and practical examples of patient records will provide practice in coding and sequencing of diagnoses. Exercises will allow students to apply guidelines for Evaluation and Management (E/M) code and modifier

assignment, in addition to the purpose and use of the Healthcare Common Procedure Coding System (HCPCS). The applications of coding principles are also explored through the use of encoding software tools. (2 hours lecture/2 hours lab per week) Delivery: online

Prerequisite: HT2127D.

**HT2135D - Advanced Coding With Lab (3)**

This course will focus on ICD and CPT standards for coding patient diagnoses and procedures. ICD and CPT conventions and guidelines will be applied in identifying and accurately assigning diagnosis and procedure codes in inpatient and outpatient settings. The student will use case scenarios, computerized health records, encoder, and other coding resources to assign diagnosis and procedure codes. In addition, techniques for validating coded clinical information, case-mix, and severity of illness data will be addressed. Delivery: online

Prerequisite: HT2130D.

**HT2200D - Health Information Management Systems (4)**

This course explores the use of health information systems with an emphasis on health data information, file structures, data storage and retrieval, and security and risk assessment. The determination of information system needs, system implementation, system evaluation and confidentiality/security will also be addressed. Delivery: online

Prerequisite: HT1000D and CS1301.

**HT2210D - Healthcare Data Quality and Management (4)**

This course will provide an overview of quality improvement methodologies and expand on the use of health information and data for utilization review, risk management, and organizational approaches to quality assessment activities. Methods, tools, technologies and processes for analyzing data are examined, to identify and prepare data for health-related purposes. Displays and reports to support quality improvement programs are explored. Delivery: online

Prerequisite: HT2200D.

**HT2230D - Healthcare Reimbursement (3)**

This course will provide an overview of the reimbursement and payment methodologies that apply to various healthcare settings, inclusive of the forms, processes, and practices of health information professionals. Topics related to insurance, third party, prospective payment, and managed care capitation are also explored along with issues of policy, regulatory information technology and data exchange among providers. Delivery: online

Prerequisite: HT2126D or HT2127D.

### HT2240D - Health Info Management and Supervision (3)

This course focuses on the principles of supervisory management in the health information environment and provides an overview of general management functions. Staffing, training, performance, and productivity procedures are explored, as well as work processes and policies and procedures design. The application of these functions will be explored in the inpatient, ambulatory, and physician office environments. This course will also provide an overview of quality improvement methodologies and expand on the use of health information and data for utilization review, risk management, and organizational approaches to quality assessment activities. Methods, tools, technologies and processes for analyzing data are examined, to identify and prepare data for health-related purposes. Displays and reports to support quality improvement programs are explored. Delivery: online

Prerequisite: HT2210D.

### HT2250D - Medical Law and Ethics for Health Information Professionals (4)

This course emphasizes legal principles, procedures, and regulations which affect the control, use, and release of health information, including HIPAA. Delivery: online

Prerequisite: HT1000D and EN1300.

### HT2300D - Healthcare Coding Practicum (3)

The practicum is designed to allow students to participate in a supervised setting to gain practical experience in a health information department or other approved practice setting or organization. Through the application of concepts and theories, students will demonstrate skills focused on application of coding skills and observation of supervisory and planning activities. Students will prepare a written report of their practical learning experience. (15 hours lecture, 45 hours practicum) Delivery: online

Prerequisite: Program coordinator or chair approval, completion of all other Major Core courses except HT2135D. HT1000D, HT2117D, HT2127D, HT2130D, HT2230D, ME1140.

### HT2500D - Health Information Technology Practicum (6)

The practicum is designed to allow students to participate in a supervised setting to gain practice experience in a health information department or other approved practice setting or organization. Through the application of concepts and theories, students will demonstrate skills in record retrieval, data abstraction and analysis; record retention, release of information, and coding; and observation of supervisory and planning activities. Students will prepare a written report of their practical learning experience. Practicum placement will be at a site assigned by the practicum coordinator. Students will spend up to 90 hours at a practicum site during the quarter in which they are enrolled. (30 hours lecture, 90 hours practicum) Delivery: online

Prerequisite: Program coordinator or chair approval, completion of all other Major Core courses except HT2129D or HT 2135D. HT1000D, HT2117D, HT2127D, HT2130D, HT2230D, HT2300D, ME1140.

# HU - HUMANITIES

### HU1050 - Music Appreciation (4.5)

This course is an introduction to the study of music in a broad context of the humanities. By studying the development of music through the ages, the student will understand how the cultural and political environment affects the art of music. The development of various music styles, the elements of music, techniques and instruments are reviewed and related to our current musical heritage. Delivery: on campus

### HU190-4990 - Special Topics in the Humanities (1-4.5)

Topics will vary depending on the interests of the instructor and students. Delivery: on campus

### HU2000 - Critical Thinking and Problem Solving (4.5)

This course is designed to develop students' basic skills of logical reasoning relative to problem-solving and related argument analysis. Learning to provide evidence and well-reasoned support for asserted solutions and/or positions within frameworks of clarity, depth, precision, relevance, and fairness are central to the course. Delivery: on campus and online

### HU2050 - Introduction to Philosophy (4.5)

This course is designed to introduce the student to the philosophical writings of ancient, medieval, and modern philosophers. The student, through the writings of philosophers, discovers and develops his/her own personal philosophy. Delivery: on campus

### HU2100 - Introduction to Humanities (4.5)

This interdisciplinary course examines the many ways that human creativity manifests itself in the areas of the visual arts, literature, philosophy, history, music, architecture,

and technology.  In this course, students will gain a broad understanding of Western cultural history. Delivery:  on campus and online

### HU2150 - World Religions (4.5)

This course explores the ways religion and its practice is relevant to human thought and behavior. A structure for organizing features common to most religious traditions makes learning easier and provides the student with a framework to identify similarities and differences between religions. Different teaching methods and techniques are used to make the student more aware of how religion shapes individual personalities, cultures, societies, and entire political systems. The course helps the student become better equipped to evaluate contemporary world events within a context of cooperation and the potentials for conflict among different religious traditions. Prerequisite:  EN1300 Delivery:  on campus

Cross-Listed as: HI2155.

### HU2200 - Art Appreciation (4.5)

This course is designed to introduce the student to a study of art and its relation to the individual.  The student will explore the various art forms throughout the major periods of art.  Outstanding artists and their major contributions are included.  Emphasis is placed on elements of art, drawing techniques, painting, digital art, photography, sculpture, ceramics, and architecture.   Delivery:  on campus

### HU2400 - Introduction to Film Studies (4.5)

Through the use of selected films, the student is introduced to the technical and theoretical aspects of film making. The course encourages critical analysis of films in order to enrich future viewing experiences. Delivery:  on campus

### HU3000 - Voices on Aging (4.5)

This course is designed to engage students in the investigation of the emerging paradigm of conscious aging and its implications for individuals as well as society. Using an anthology of literature on aging, popular films and other media, students will examine the prevailing cultural attitudes and myths surrounding aging and how new perspectives reframe the aging process. Delivery:  on campus

### HU3050 - Biomedical Ethics (4.5)

After exploring ethical argumentation through basic benefit/harm scenarios, students examine ethical issues in medical treatment and experimentation from the perspectives of patients, their families, and medical professionals. Students also produce arguments for ethical courses of action in biomedical cases. Delivery:  on campus and online

Prerequisite: EN1150.

# LA - LAW

### LA1100 - Intro to Legal Principles for Professional Legal Studies  (4.5)

See PL1100

Cross-Listed as: PL1100, SO1100. Offered: Online.

### LA1150 - Legal Research for Professional Legal Studies (4.5)

See PL1150

Prerequisite: EN1150. Cross-Listed as: PL1150. Offered: Online.

### LA1900-4990 - Special Topics in Law (1-4.5)

Topics will vary depending on the interests of the instructor and students.  Delivery:  on campus

### LA2050 - Torts for Professional Legal Studies  (4.5)

See PL2050

Cross-Listed as: PL2050. Offered: Online.

### LA2151 - Civil Procedure for Professional Legal Studies  (4.5)

See PL2150

Prerequisite: LA1100. Cross-Listed as: PL2150. Offered: Online.

### LA3100 - Business Law I (4.5)

This course introduces students to fundamental legal principles affecting business in the United States, including the sources and classifications of laws in the U.S.  Students learn to recognize and apply basic legal concepts relating to contracts, torts, and product liability; explore various forms of business organizations common in the United States; and gain a fundamental understanding of select legal topics critical to operating a business, including real property, personal property, agency and employment, credit and secured transactions, bankruptcy and decedent's estates. Delivery:  on campus and online

Prerequisite: MT1050 or PL1100.

**LA3150 - Business Law II (4.5)**

This course is a continuation of the study of business law. It focuses on the study of agency law, contract law, the Uniform Commercial Code, debtor-creditor relationships, government regulation of business and business structure. Students analyze hypothetical factual scenarios by applying legal and equitable theories learned in this course. In addition, students develop practical skills by drafting basic contacts, Uniform Commercial Code filings and business formation documents, including but not limited to articles of incorporation and operating agreements. Delivery: on campus and online

Prerequisite: LA3100.

**LA3200 - International Law (4.5)**

This course provides the student with the tools for understanding the principles underlying the legal environment of global business. It identifies the current legal rules and regulations affecting businesses and examines new developments and trends that will affect future transactions. Ethical implications and dilemmas are presented throughout the course. Delivery: on campus and online

Prerequisite: LA3100 and MT3000.

**LA3400 - Evidence for Professional Legal Studies (4.5)**

See PL3400

Corequisite: Junior Status or Placement Recommendation. Cross-Listed as: PL3400. Offered: Online.

**LA3500 - Contracts for Professional Legal Studies (4.5)**

See PL3500

Prerequisite: LA1150. Corequisite: Junior Status. Cross-Listed as: PL3500. Offered: Online.

**LA4250 - Administrative Law for Professional Legal Studies (4.5)**

See PL4250

Cross-Listed as: PL4250. Offered: Online.

**LA4350 - Adversary System for Professional Legal Studies (4.5)**

See PL4350

Prerequisite: LA2151. Cross-Listed as: PL4350. Offered: Online.

**LA4900 - Professional Legal Studies Capstone (6)**

This course is the final application and explanation course for the professional legal studies degree. In this course students will focus upon making a connection between course content, skills learned and applied contexts; self-reflection pertaining to their individual professional legal studies college experience, and professional legal studies employment issues. Emphasis will be placed on using theory and case studies to explain policy, the use of research results to inform and or evaluate policy, enhanced understanding of the law, the use of professional decision making and leadership skill, and the enhancement of communications in legal work.

Prerequisite: LA1100, LA1150, LA2050, LA2151, LA3100, LA3400, LA3500, LA4250, LA4350. Offered: Online.

# MA - MATHEMATICS

**MA1000 - Mathematics Demystified (4.5)**

This course is designed to encourage success in college mathematics courses. Students will review basic skills while deepening their understanding of the field of mathematics. Study topics will include whole numbers, decimals, fractions, proportions, percentages, signed numbers, real numbers and algebraic expressions, solving linear equations and inequalities, performing operations involving polynomials, graphing linear equations, solving and graphing inequalities, and simplifying and factoring polynomials. This course can be used as open elective credit only. Delivery: on campus and online

Prerequisite: Placement recommendation.

**MA1500 - Intermediate Algebra (4.5)**

This course builds on introductory algebra concepts and also includes topics such as: utilizing formulas to solve word problems, solving linear equations, graphing linear equations, functions, and compound inequalities, writing equations of linear equations, solving compound and absolute value inequalities, finding solutions to a system of linear equations and systems of linear inequalities, and uses the methods of factoring polynomials to solve problems. Delivery: on campus and online

Prerequisite: MA1000.

**MA1900-4990 - Special Topics in Mathematics (1-4.5)**

Topics will vary depending on the interests of the instructor and students. Delivery: on campus

**MA2000 - Quantitative Reasoning (4.5)**

This course enhances students' quantitative reasoning skills using inductive and deductive reasoning. Content focuses on connections between mathematics and the society in which we live. Students will explore sets and truth tables to order and classify information and use logic

more effectively. Other topics include number theory, mathematical modeling, percent, measurement, counting methods, probability theory and statistical methods. Delivery: on campus and online

Prerequisite: CS1301.

### MA2050 - College Algebra (4.5)

This course is an in-depth study of the traditional topics of college algebra. These topics include solving linear and quadratic equations and inequalities, graphs of equations, inequalities, and functions, operations involving polynomials and rational expressions, exponents, radicals, complex numbers, quadratic functions, arithmetic sequences, geometric sequences and probability. Delivery: on campus and online

Prerequisite: Prerequisite: MA1500 or placement recommendation.

### MA2070 - Basic Trigonometry (4.5)

This course will provide the opportunity for students to explore mathematics through a variety of activities and real world applications. The course will include a treatment of key concepts and practical applications in trigonometry.

Prerequisite: CS1301 or placement recommendation. Offered: Online.

### MA2080 - Applied Statistics (4.5)

In this course, students will become versed in the fundamental principles of statistics and the practical application of those principles. Topics will include the presentation and interpretation of numerical data, measures of central tendency, dispersion, probability, continuous and discrete probability distributions, and linear regression.

Prerequisite: CS1301 or placement recommendation. Offered: Online.

### MA3000 - Business Statistics (4.5)

This course is applications-oriented with a business and economics emphasis. Topics studied include presentation and interpretation of numerical data, measure of central tendency, dispersion, probability, continuous and discrete probability distributions, and linear regression. Delivery: on campus and online

Prerequisite: MA2050 or MA2000.

### MA3010 - Statistics for Health Professions (4.5)

This course introduces students to statistical techniques most frequently used by health professionals conducting research. Topics studied include presentation and interpretation of numerical data, measures of central tendency, measures of dispersion, evaluation of measurement tools, Chi-Square test, Student t-test,

ANOVA, correlation, and risk. Delivery: on campus and online

Prerequisite: MA2000.

# ME - MEDICAL

### ME1100 - Introduction to Medical Assisting (4)

The student is introduced to the professions of medical assisting and medical administrative assistant, their scope of practice, and career opportunities available. The course orients the student to the healthcare environment, utilizing computers in healthcare, communication skills, scribe duties, and office maintenance. Delivery: on campus and online

### ME1140 - Medical Terminology for Health Professions (2)

Students develop a working knowledge of the medical vocabulary utilized in medical records and reports, laboratory findings, and communication in healthcare settings. Delivery: on campus and online

### ME1184D - Medical Staff Services Management I (4.5)

This course provides an introduction to the profession of medical staff services management. Medical staff management topics will be addressed, including the medical staff organizational structure, medical staff services roles and responsibilities, and the process of credentialing healthcare providers. Delivery: online

Prerequisite: EN1300, HT2250D, ME1140.

### ME1750 - Medical Transcription (4)

This course introduces the student to the use of word processing and transcribing equipment in order to produce a variety of medical reports. Medical and English language skills, report formats, and medical references are emphasized. Delivery: on campus and online

Prerequisite: CS1301, EN1000, ME1100, ME1140, SC1221.

### ME1900-2990 - Special Topics in Allied Health (1-4.5)

Topics will vary depending on the interests of the instructor and students. Delivery: on campus

**ME2130 - Clinical Science Lab I (2)**

This course, part one of a three-part laboratory course, provides an introduction to the duties and responsibilities within the clinical area of a medical office, including theory and practice in equipment and supplies control. Emphasis will be toward medical asepsis, preparation and maintenance of exam rooms, vital sign assessment and assisting with routine examinations. (4 hours of lab per week) Delivery: on campus

Prerequisite: CS1301, EN1000, ME1100, ME1140, and SC1221.

**ME2140 - Clinical Science Lab II (2)**

This course is a continuation of the medical assistant's duties and responsibilities in the clinical area of the medical office. The following clinical duties are presented and performed: continuation of aseptic techniques, instrument identification and sterilization, and assisting the physician with minor procedures. (4 hours of lab per week) Delivery: on campus

Prerequisite: ME2130.

**ME2155 - Clinical Science Lab III (3)**

This course is a continuation of the medical assistant's duties and responsibilities in the clinical area of the medical office. The following clinical duties are presented and performed: radiology, medication administration, and electrocardiography. In addition, students are introduced to basic first aid and safety measures, cardiopulmonary resuscitation (CPR) of adults, children and infants, and automated external defibrillation (AED). Upon successful completion of this course, students will receive certifications from the American Heart Association in Basic Life Support for Healthcare Providers (CPR AED), and Heartsavers® First Aid. (1 hour lecture, 4 hours lab per week) Delivery: on campus

Prerequisite: ME2130.

**ME2185D - Medical Staff Services Management II (4.5)**

This course will expand the MSSM student's knowledge about the roles and functions of a Medical Staff Services Department (MSSD), focusing on clinical privileges, peer review and administrative responsibilities. Topics will include the development and application of clinical privileges as well as the categories of clinical privileges that a Medical Staff Services Professional (MSSP) will encounter in their role. Students will also be introduced to medical staff peer review functions and will delineate the circumstances that call for particular peer review approaches. Students will explore the administrative functions that are typically assigned to the MSSD, including meeting management, and they will develop an orientation guide for physicians new to the medical staff. Delivery: online

Prerequisite: ME1184D. Offered: Online.

**ME2186D - Medical Staff Services Management III (4.5)**

This course will expand the medical staff services management (MSSM) student's knowledge about the roles and functions of a medical staff department, focusing on regulatory and legal responsibilities of a medical staff services department (MSSD). Students will be introduced to accrediting agencies in a variety of health care settings. They will also become familiar with medical staff bylaws, rules and regulations, and policies, which are the governing documents of a medical staff organization. Students will learn about the challenges encountered by medical staff services professionals (MSSP) related to physician health and behavior issues, and they will explore the legal implications associated with medical staff credentialing, privileging, and peer review processes. Delivery: online

Prerequisite: ME2185D.

**ME2211 - Human Pharmacology (4)**

This course introduces the allied health student to the study of drugs and drug therapy. Emphasis is placed on identifying drug actions, drug names, routes of administration, and adverse effects. Delivery: on campus and online

Prerequisite: AAS Programs: CS1301, EN1000, ME1100, ME1140, SC1221; Diploma Programs: ME1140, SC1221 and HA3010D OR ME1100.

**ME2250 - Medical Law and Ethics (4)**

This course emphasizes legal principles, procedures, and regulations which affect the control, use, and release of health information, including HIPAA. Delivery: on campus and online

Prerequisite: AAS Programs: EN1000 and ME1100; Diploma Programs: HA3010D or ME1100.

**ME2260 - Medical Records Management (4)**

This course is designed to introduce the student to standard and electronic medical record systems and management. The medical record will be viewed from various aspects including the medical record release, standard information included in a medical record, medical record formats, types of filing systems, procedure to make corrections to a medical record, medical records storage, along with procedures for inactive record storage. Delivery: on campus and online

Prerequisite: AAS Programs: CS1301, EN1000, ME1100, ME1140, SC1221; Diploma Programs: ME1140, SC1221 and HA3010D OR ME1100.

### ME2401 - Laboratory Techniques I (2)

Students are introduced to laboratory safety, use of microscopes and other lab equipment and CLIA Waived testing. Entry level skills in quality control, specimen collection, urinalysis, and phlebotomy procedures are covered. Delivery: on campus

Prerequisite: CS1301, EN1000, ME1100, ME1140, SC1221.

### ME2402 - Laboratory Techniques II (2)

Students practice phlebotomy skills and perform CLIA waived testing in this continuation of ME2401. Chemistry, hematology, microbiology, and immunology procedures are covered. Delivery: on campus

Prerequisite: ME2401.

### ME2515 - Introduction to Pathophysiology (4.5)

This course provides an introduction to pathophysiology and the related changes that occur in normal human physiologic processes. Course content and learning activities emphasize the description, etiology, clinical manifestations, and treatment for diseases and disorders of the major body systems. Delivery: on campus

Prerequisite: ME1140 and SC1221.

### ME2530 - Pathology for Massage Therapists (4)

This course provides the study of the process human disease for the therapeutic massage student. Course content includes disease awareness, indications and contraindications, and development of therapeutic discernment regarding treatment for specified diseases with the use of therapeutic massage. Delivery: on campus

Prerequisite: ME1140 and SC1221.

### ME2600 - Healthcare Coding I (3)

The focus of this course is learning the basic coding rules for ICD-9-CM, ICD-10-CM, CPT and Level II (HCPCS) coding systems and then applying the rules to code patient diagnosis and services, and completing insurance claim forms. The medical topics of Medicare fraud/abuse, Centers for Medicare and Medicaid regulations, HMO's, LMRP's and PRO's are also reviewed. Delivery: on campus and online

Prerequisite: ME2520.

### ME2610 - Healthcare Coding II (3)

This course continues with more advanced practical experience in insurance billing and coding. Students will abstract proper information from the patient record to the insurance form, code diagnoses, code physician services to complete an insurance claim, make entries on the patient's ledger card, and follow up on unpaid claims. Special attention will be given to proper use of modifiers and third-party reimbursement issues. Delivery: on campus and online

Prerequisite: ME2600.

### ME2611 - Healthcare Coding and Billing I (4)

The focus of this course is learning the basics of third party reimbursement. The medical topics of Medicare fraud/abuse, Centers for Medicare and Medicaid regulations, HMO's, LMRP's and PRO's are discussed. Application of diagnostic and procedure rules for current coding systems are used in coding patient diagnosis and services, and completing insurance claim forms. Delivery: on campus

Prerequisite: ME2515.

### ME2612 - Healthcare Coding and Billing II (4)

Advanced practical experience in insurance billing and coding is the focus of this course. Students will abstract proper information from the patient record to the insurance form, code diagnoses and physician services to complete an insurance claim, and follow up on unpaid claims. Special attention will be given to proper use of current coding systems and third party reimbursement issues. Delivery: on campus

Prerequisite: ME2611.

### ME2620 - Medical Office Procedures with Software Apps (4)

The allied health student will demonstrate practical skills and knowledge in medical office administrative duties using manual and computerized methods. The following areas of medical office management are emphasized: administrative responsibilities and procedures, telephone techniques, appointment scheduling, medical practice finances, and scribe functions. Delivery: on campus and online

Prerequisite: CS1301, EN1000, ME1100, ME1140, SC1221.

### ME2630 - Medical Billing & Coding Capstone (4)

Students will have the opportunity to practice coding skills using advanced scenarios, patient records, computerized coding systems, the Healthcare Common Procedure Coding System (HCPCS), and Resource-Based Relative Value Scales (RBRVS). Review of program skills and objectives will help to prepare students for future certification examinations.

Prerequisite: HA3010D, ME1140, ME2211, ME2250, ME2260, ME2515, ME2611, ME2612.

### ME2650 - Medical Billing & Coding Practicum (4)

This practicum is designed to allow students to apply billing and coding principles and concepts used in clinics and physician office settings. Successful students will prepare to demonstrate skills expected of entry-level billers and coders employed in the healthcare field.

Prerequisite: HA3010D, ME1140, ME2211, ME2250, ME2260, ME2515, ME2611, ME2612, ME2630.

### ME3000 - Medical Assisting Examination Review (3)

This course is designed to provide the medical assisting student with a comprehensive review of content, skills, and behaviors in the administrative and clinical duties performed in an ambulatory setting. Emphasis is in preparing students for their practicum and certification exam. Delivery: on campus

Prerequisite: ME1100, ME1150, ME1181D, ME1240, ME1750, ME2130, ME2140, ME2150, ME2155, ME2182D, ME2183D, ME2211, ME2250, ME2260, ME2400, ME2410, ME2510, ME2515, ME2520, ME2600, ME2610, ME2620.

### ME3321 - Medical Administrative Assistant Practicum (4.5)

The medical administrative assistant practicum is designed to allow the student to obtain practical experience in a healthcare setting. An unpaid, supervised practicum in a healthcare setting performing administrative procedures within the scope of the student's training are addressed. Delivery: on campus

Prerequisite: ME1100, ME1140, ME1750, ME2211, ME2250, ME2260, ME2515, ME2611, ME2612, ME2620.

### ME3322 - Medical Assisting Practicum (7)

The medical assisting practicum is designed to allow the student to obtain practical experience in a physician's office. A 210 hour unpaid, supervised practicum in an ambulatory healthcare setting performing administrative, clinical, and laboratory procedures, within scope of the student's training are addressed. Delivery: on campus

Prerequisite: ME3000.

### ME3330D - Medical Staff Services Management Externship (4)

The medical staff services management externship is designed to allow students to obtain practical experience in a credentialing verification setting. The externship provides the student an opportunity to apply the principles and practices of credentialing and medical staff services management in a supervised setting at an approved site. Delivery: online

Prerequisite: HA3010D, HA3110D, HT2250D, ME1140, ME1184D, ME2185D, ME2186D, and ME2515.

### ME3332D - Medical Staff Services Management Project (4)

This capstone course is designed to serve as a culmination of the student's studies in medical staff services management. The course requires students to integrate and apply the knowledge and skills acquired in prior courses by exploring the medical staff services profession in the areas of credentialing and privileging; regulatory standards; or medical staff organization, bylaws, and rules and regulations. Supporting documents that can be used in the creation of a career portfolio will also be developed. Delivery: online

Prerequisite: HA3010D, HA3110D, HT2250D, ME1140, ME1184D, ME2185D, ME2186D, and ME2515.

# MG - MARKETING

### MG1900-4990 - Special Topics in Marketing (1-4.5)

Topics will vary depending on the interests of the instructor and students. Delivery: on campus

### MG2050 - Principles of Advertising (4.5)

The student is exposed to the concepts, strategies, and planning associated with advertising and the effects of advertising in the marketing concept. Emphasis is placed at the small business and retail level. Delivery: on campus and online

Prerequisite: MT1050.

### MG2100 - Principles of Selling (4.5)

This course analyzes various selling methods, techniques and applications of selling to various marketing segments. The student demonstrates various sales techniques and presents a complete sales presentation as well as prepares several mini sales presentations. Delivery: on campus and online

Prerequisite: MT1050.

### MG2200 - Principles of Retailing (4.5)

This is an introductory course designed to familiarize the student with the study of retail institutions, site selection, product selection, promotional strategies, pricing strategies, inventory control, and problems in retail management. Delivery: on campus

Prerequisite: MT1050.

**MG2300 - Customer Service Relations (4.5)**

Effective customer service can bring a competitive advantage to a firm. This course will provide students with information and skills in effective customer service. Topics addressed include the definition of effective customer service, models for providing effective customer service, service recovery models, practice in identifying and communicating effective customer service, and service management case studies. Delivery: on campus and online

Prerequisite: MT1050.

**MG2301 - Introduction to Customer Service Relations (4.5)**

Customer Service Relations introduces students to proven and effective customer service techniques. Topics addressed will include the definition of effective customer service, models for providing effective service, an examination of the impact of unsatisfactory service, in addition to service recovery models. Students will also develop skills that will facilitate excellent customer service, which will include effective listening skills.

Prerequisite: EG3000 and MT1051. Offered: Lone Star.

**MG3000 - Marketing (4.5)**

This course explores the field of marketing. Students will learn marketing strategy and the marketing environment, components of the marketing system, consumerism, the legal environment, and the global market. Additional topics include social responsibility, market research, buying behavior, and digital marketing. The marketing decision-making process, which revolves around the marketing mix (product, distribution, promotion, and price), is also reviewed. Delivery: on campus and online

Prerequisite: MT2050.

**MG3001 - Sales & Marketing Principles (4.5)**

This course analyzes various selling methods, techniques, and the application of selling to various marketing segments. Introductory marketing principles will also be addressed and will include the treatment of the buyer decision-making process which revolves around the marketing mix (product, price, place, and promotion). Moreover, students will develop the skills to communicate unique marketing and selling propositions and learn to recognize trends based on consumer behavior.

Prerequisite: MT1051. Offered: Lone Star.

**MG3050 - Marketing Management (4.5)**

This course explores marketing concepts as they relate to the marketing manager's decision-making process. Topics discussed include the strategic planning process, marketing research procedures, market segmentation, defining the marketing mix, consumer behavior, organizational buying, advertising and promotion, distribution, pricing and the globalization of marketing. Delivery: on campus and online

Prerequisite: MG3000 and MT2050.

**MG3150 - Sales Management (4.5)**

Emphasis of this course is in the areas of sales force management, organizing, staffing and training of a sales force, directing sales force operations, sales planning, and evaluating sales performance. Learning is enhanced with interactive lecture, group discussions and mini-case analysis. Delivery: on campus

Prerequisite: MG2100 and MT2050.

**MG3300 - International Marketing (4.5)**

This advanced marketing course allows the student to understand environmental and cultural aspects required to successfully enter into global marketing. Delivery: on campus and online

Prerequisite: MG3000.

**MG3350 - Social Media Marketing (4.5)**

Social media marketing is playing an increasingly prominent role as a powerful marketing tool successfully employed by a variety of business organizations. This course examines the connections that exist between social media concepts and fundamental business considerations such as customer engagement, customer relationship management, and decision support services. Additional topics being treated in this course include social media metrics and measurement, use of profiles, the role of social objects, best practices, and the social business ecosystem. Delivery: on campus and online

Prerequisite: MG3000.

**MG3400 - Visual Merchandising (4.5)**

Designed for retail management learners with basic marketing understanding. This course provides an introduction to the essentials of visual merchandising. Throughout the course students will demonstrate knowledge of visual merchandising tools and techniques employed in the retail industry today. Students will be able to apply this fundamental knowledge to explain and assess aspects of visual merchandising that are important to planning and executing modern visual presentations.

Prerequisite: MG2200. Offered: Online.

**MG34010 - Store Management (4.5)**

This course focuses on the management of running a retail store, from selecting the location to organizing the retail

space. Additional topics students will learn include the management of the store operations, marketing the business, and managing retail staff.

Prerequisite: MT2050. Offered: Online.

### MG3500 - Consumer Behavior (4.5)

This course informs the student of how the interaction of feeling, knowledge, behavior, and environmental events influence people and organizations in the conduct of their business transactions. Delivery:  on campus and online

Prerequisite: MG3000. Cross-Listed as: PS3500.

### MG4000 - International Retailing (4.5)

This course will look at the retail industry from a global perspective. Topics that students will learn include the social, economic, and political influences on global retailers, differences in global merchandising and pricing, and ecommerce within the global market.  Retailing trends in various cultures, and the spread thereof, will also be covered.

Prerequisite: MG2200. Offered: Online.

### MG4100 - Marketing Cases (4.5)

This is an advanced course in marketing management.  It develops analysis and problem-solving skills by requiring the student to thoroughly analyze real marketing problems and propose viable solutions and recommendations. Delivery:  on campus

Prerequisite: MG3050 and Senior Status.

### MG4150 - Marketing Research (4.5)

This course is an introduction to the purpose and nature of problem identification and definition, information collection and analysis, and application of research for management decision making.  Case problems and individual student projects are featured. Delivery:  on campus and online

Prerequisite: EN1300,  MA3000,  MG3000, Senior Status.

### MG4500-4540 - Marketing Internship (4.5)

The purpose of this internship is to give the student experience in applying what he or she has learned in the classroom by working in a business environment. The student's responsibility is agreed upon in advance by the student's advisor, the business entity, and the student. Successful completion requires a written report by the student detailing the experience gained during the internship and successful completion of the projects assigned by the business supervisor(s). The student earns either a "Satisfactory" or "Unsatisfactory" grade. Delivery: on campus

Prerequisite: Program coordinator or chair approval and Senior status.

## MS - MILITARY SCIENCE

### MS3000 - Air Force Leadership Studies I (4.5)

Teaches cadets advanced skills and knowledge in management and leadership. Emphasis placed on enhancing leadership skills. Cadets have an opportunity to try out these leadership/management techniques in a supervised environment as juniors and seniors. Delivery: on campus (All Military Science courses are taught at the University of New Mexico.)

Prerequisite: Instructor Permission.

### MS3001 - Air Force Leadership Laboratory (1.5)

Application of leaders1hip and management theories and concerns through participation in advanced leadership experiences; weight and fitness training. Delivery:  on campus (All Military Science courses are taught at the University of New Mexico.)

Prerequisite: MS3000 co-requisite.

### MS3100 - Air Force Leadership Studies II (4.5)

Teaches cadets advanced skills and knowledge in management and leadership. Emphasis placed on enhancing leadership skills. Cadets have an opportunity to try out these leadership/management techniques in a supervised environment as juniors and seniors. Delivery: on campus  (All Military Science courses are taught at the University of New Mexico.)

Prerequisite: Instructor Permission and MS3000.

### MS3101 - Air Force Leadership Laboratory (1.5)

Application of leadership and management theories and concerns through participation in advanced leadership experiences; weight and fitness training. Delivery:  on campus (All Military Science courses are taught at the University of New Mexico.)

Prerequisite: MS3100 co-requisite.

### MS4000 - Air Force National Security Affairs and Preparation for Active Duty I (4.5)

A foundation for seniors to understand their role as military officers in American society. An overview of the complex social and political issues facing the military profession. Delivery:  on campus (All Military Science courses are taught at the University of New Mexico.)

Prerequisite: Instructor Permission.

**MS4001 - Air Force Leadership Laboratory (1.5)**

Advanced laboratory experience in practicing leadership and managerial techniques with individuals and groups. Applying effective communications and human relations. Delivery: on campus (All Military Science courses are taught at the University of New Mexico.)

Prerequisite: MS4000 co-requisite.

**MS4100 - Air Force National Security Affairs and Preparation for Active Duty II (4.5)**

A foundation for seniors to understand their role as military officers in American society. An overview of the complex social and political issues facing the military profession. Delivery: on campus (All Military Science courses are taught at the University of New Mexico.)

Prerequisite: Instructor Permission and MS4000.

**MS4101 - Air Force Leadership Laboratory (4.5)**

Advanced laboratory experience in practicing leadership and managerial techniques with individuals and groups. Applying effective communications and human relations. Delivery: on campus (All Military Science courses are taught at the University of New Mexico.)

Prerequisite: MS4100 co-requisite.

# MT - MANAGEMENT

**MT1050 - Introduction to Business (4.5)**

This is an introductory course to the world of business. The student will learn business concepts, the global market place, corporate social responsibility, the legal environment in business, types of business ownership, management techniques, human resource fundamentals, marketing concepts, production and distribution of goods, and financial management. Delivery: on campus and online

**MT1051 - Contemporary Business Principles (4.5)**

This course provides a survey of the functional areas of business and an overview of business etiquette techniques. Students will have an opportunity to apply their knowledge to business-related case studies that will be presented and analyzed within the course.

Distribution: Lone Star. Offered: On ground.

**MT1230 - Spreadsheets For Windows (4.5)**

See CI1230

Cross-Listed as: CI1230.

**MT1231 - Spreadsheets For Windows (4.5)**

See CI1231

Prerequisite: CS1301. Cross-Listed as: CI1231. Distribution: Lone Star. Offered: On ground.

**MT1900-4990 - Special Topics in Management (1-4.5)**

Topics will vary depending on the interests of the instructor and students. Delivery: on campus

**MT2050 - Principles of Management (4.5)**

This course introduces students to the field of management and emphasizes the knowledge and skills used by successful managers. Throughout the course, students will demonstrate specific knowledge and skills in the areas of management, history, decision-making, communication, planning, organizing, staffing, directing, controlling, and business ethics. Delivery: on campus and online

Prerequisite: MT1050.

**MT2200 - Franchising (4.5)**

This course explores the world of franchising from an entrepreneurial perspective and covers topics such as the franchisor feasibility study, franchisor and franchisee management and marketing practices, financial considerations, and the franchisor-franchisee relationship. Delivery: on campus and online

Prerequisite: MT2050.

**MT2400 - Small Business Management Operations (4.5)**

This course focuses on the operational issues fundamental to managing a small business. Topics include small business strategic management, managing cash flow, techniques for enhancing profitability, and direction for managing people. Delivery: on campus and online

Prerequisite: MT2050, or AC1160 and CS1301.

**MT3000 - International Business (4.5)**

This course covers the scope of international business and the dimensions of multi-national enterprises. The student studies exporting and marketing in foreign business environments. Delivery: on campus and online

Prerequisite: EN1300, and MG3000 or MT2050.

**MT3050 - Human Resource Management (4.5)**

This course explores Human Resources Management (HRM) concepts as they relate to the HRM managers' and supervisors' workplace decision-making processes. Topics discussed include, HRM roles from a strategic perspective, legal environment of HRM, human resources planning and

recruitment, employee selection process, performance management and appraisal, employee compensation, and managing employment relationships. Delivery: on campus and online

Prerequisite: MT2050 and EN1300.

### MT3051 - HRM & Employment Law (4.5)

This course explores Human Resources Management (HRM) concepts as they relate to the HRM managers' and supervisors' workplace decision-making processes. Treatment of topics will include the human resources planning that is necessary to meet organizational goals and objectives. Topics will also include the selection and hiring process, performance management and appraisal, employee compensation, managing employment relationships, and the legal environment of HRM.

Prerequisite: EN1150 and MT1051. Distribution: Lone Star. Offered: On ground.

### MT3080 - Compensation and Benefits (4.5)

This course is designed to guide the student through an in-depth study of compensation and benefit programs within business organizations. From strategy to implementation, students will examine the issues surrounding compensation and benefits from the standpoint of currently approved policies, objectives, and techniques. Topics include treatment of pay models, external competitiveness policy, and linking organizational strategy to compensation and performance management. Delivery: on campus and online

Prerequisite: MT3050.

### MT3100 - Employee and Labor Relations (4.5)

This course has been designed to aid students who desire a deeper understanding of union-management relations. The course focuses on negotiation and administration of labor agreements with emphasis on the development and application of the more significant bargaining issues. The transaction between two organizations, management and the labor union, are also discussed. Delivery: on campus and online

Prerequisite: MT2050.

### MT3200 - International Management (4.5)

This course builds on the fundamentals introduced in International Business. Topics explored include the process of internationalizing business, the scope of international trade, and exporting and managing parent-subsidiary relations. Importing in the global market, licensing, joint ventures, organization structure for global operations, and government intervention are also discussed. Delivery: on campus and online

Prerequisite: MT2050.

### MT3230 - Employment Law (4.5)

This course introduces students to laws and regulations that impact directly on employers and managers, including the Fair Labor Standards Act, Title VII of the Civil Rights Act of 1964, the Employee Retirement Income Security Act, and workers' compensation. As part of their course work, students examine workplace issues such as affirmative action, sexual harassment, and various discrimination topics. Critical analysis of employment issues will be conducted to assist students in understanding the legal framework in which management decisions are made. Prerequisite: MT2050 Delivery: on campus and online

Prerequisite: MT2050. Cross-Listed as: PL3230.

### MT3250 - Organizational Behavior (4.5)

This course investigates the behavior of people within organizations for the purpose of applying such knowledge toward improving an organization's effectiveness. Three levels of behavior are studied: individual, individuals within a group, and inter-group behavior within organizations. Prerequisites: EN1300 and MT2050 Delivery: on campus and online

Prerequisite: EN1300 and MT2050.

### MT3251 - Organizational Behavior Principles (4.5)

This course pertains to the supervisory dimensions of management practice and strategy. It includes treatment of the following topics: planning and problem-solving, organizing and empowering employees, communication and motivation, and evaluating employee performance.

Prerequisite: EN1150 and MT1051. Cross-Listed as: PS3251. Distribution: Lone Star. Offered: On ground.

### MT3300 - Supervision (4.5)

This course focuses on the art of empowering and developing people. It provides a thorough review of the supervisory management functions of planning, organizing, leading and controlling while addressing such contemporary issues as the quest for quality, team building, coaching, group dynamics, facilitation skills, and managing human resources and diversity. Delivery: on campus and online

Prerequisite: MT2050.

### MT3301 - Supervision Principles (4.5)

An investigation into the behavior of people within organizations for the purpose of applying such knowledge towards improving organizational effectiveness. Topics in this course will include an examination of techniques proven effective in addressing organizational

conflict. Issues related to ethnic and cultural diversity in the workplace will also be treated.

Prerequisite: MT1051. Distribution: Lone Star. Offered: On ground.

### MT3470 - Bankruptcy (4.5)

See PL3470

Cross-Listed as: PL3470.

### MT3500 - Managing Information Systems (4.5)

Information systems (IS) have become powerful and indispensable tools of modern business. This course presents fundamental principles of IS from a business management perspective with emphasis on principles that a manager will find of particular use, such as those related to data management, e-commerce, and current trends in the use of information technology. Prerequisite: MT2050 Delivery: on campus and online

Prerequisite: MT2050. Cross-Listed as: CI3510.

### MT3550 - Entrepreneurship and Small Business (4.5)

This course provides an overview of entrepreneurial concepts and strategies from a small business perspective. Topics include opportunity selection, competitive analysis, location selection, distribution, marketing promotions, financial considerations, legal and risk management issues, and business purchase or franchising opportunities. Delivery: on campus and online

Prerequisite: MT2050.

### MT3600 - Strategic Entrepreneurship (4.5)

In this course, students investigate the entrepreneurial process and the role of entrepreneurship in the economy. Case study analysis will be integral to this investigation and topics will include entrepreneurial strategy, entrepreneurial marketing, the start-up process, and the importance of solid pro-forma financial statements. Delivery: on campus and online

Prerequisite: MT3550.

### MT3650 - Business Plan Development (4.5)

In successfully launching a new business venture, the business plan plays a crucial role. This course closely examines the steps of the business planning process and guides students in conducting a feasibility analysis and developing a thorough plan for a prospective business venture. Delivery: on campus and online

Prerequisite: AAS Students: MT3600. BS Students - AC1060, AC1160, (EC2050 or EC2100), MG2300, MG3000, MT2050, MT3550, (MT2200 or AC2050), MT2400.

### MT3651 - Business Management Capstone (1.5)

This course involves the application of introductory principles and concepts from key functional areas of business to practical scenarios. Students conduct case analysis to determine common elements of business success or failure, using knowledge and skills acquired through prior courses in accounting, economics, marketing, and management. Delivery: online

Prerequisite: Completion of all other Major Core courses.

### MT3655 - Business Management Capstone (4.5)

This course involves the application of introductory principles and concepts from key functional areas of business to practical scenarios. Students conduct case analysis to determine common elements of business success or failure, using knowledge and skills acquired through prior courses in accounting, economics, marketing, and management. Delivery: online

Prerequisite: Completion of all other Major Core courses. AC2760, EC2050, EC2100, MG3000, MT1050, MT2050.

### MT3700D - Introduction to CMII (4.5)

This course describes the CMII approach to integrated process excellence and how to overcome the limitations of traditional Configuration Management and independent business practices. The change process is fast and efficient using the CMII model because the information being changed is properly identified, structured, linked and owned. Completion of this course with a grade of C or better fulfills part of the requirement for CMIIB Certification. Delivery: online

Prerequisite: MT2050.

### MT3710D - CMII Change Process (4.5)

This course focuses on identification, physical item hierarchies, development, project planning, life cycle phases, and business processes. The CMII closed-loop and fast-track change process is also extensively covered. The roles of the Change Specialist, Change Review Board, and Change Implementation Board are discussed. Completion of this course with a grade of C or better fulfills part of the requirements for CMIIB Certification. Delivery: online

Prerequisite: MT3700D.

### MT3711D - Lean Methods (4.5)

This course focuses on Lean methods that employees may use to help an organization improve processes and how those methods differ from Six Sigma™. Students will model Lean methods to enable an organization to meet its customers' demand for a quality product or service in an ethical and efficient manner. Students will learn how to identify a value stream, eliminate wastes, minimize work

and non-value activities, reduce errors and prepare metrics for monitoring and sustaining process improvements. Delivery: online

Prerequisite: MT2050.

**MT3712D - Six Sigma Methods (4.5)**

This course focuses on Six Sigma™ methods that employees may use to help an organization improve processes. Students will model Six Sigma™ and management methodologies to enable an organization to meet its customers' and internal demand for quality products or services in an ethical and efficient manner. Students will learn how to use some basic process improvement tools following the DAMAIC and DMADV phases, and how to prepare control plans to sustain improvements. Delivery: online

Prerequisite: MT2050.

**MT3717 - Energy Management (4.5)**

This course introduces students to the basic principles of energy management. Moreover, the course provides an overview of the energy industry and the dynamics of worldwide energy consumption. Topics include the history of the energy industry and analysis of current and relevant issues within the energy management industry.

Prerequisite: MT1050. Offered: Online.

**MT3719 - Sustainability (4.5)**

This course introduces sustainability concepts from a managerial perspective. The course focuses on key knowledge areas of sustainability theory and practice, including population, ecosystems, global change, energy, agriculture, water, ethics, and cultural history.

Prerequisite: MT1050. Offered: Online.

**MT3723 - Energy Policy (4.5)**

This course will provide students with an overview of energy policy in the U.S. Students will examine public policy decision making and issues related to energy production, distribution, and consumption.

Prerequisite: MT3717. Offered: Online.

**MT4050 - Training and Development (4.5)**

The focus of this course is on training and development (TandD), one of the eight processes in the human resources field. The class will provide an overview of the role of Human Resource Development (HRD) in the organization. Various elements of TandD will be examined as elements of a training program. Delivery: on campus and online

Prerequisite: MT3050.

**MT4051 - Training and Development Principles (4.5)**

Training and development represents one of the eight central processes in the human resources field. This course will provide an overview of the role of Human Resource Development (HRD) in the organization. Various elements of training and development will be examined including the initial design and subsequent evaluation of employee training programs. Also, the identification of specified learning outcomes and various training styles will be examined.

Prerequisite: MT3051. Distribution: Lone Star. Offered: On ground.

**MT4140 - Innovation, Creativity, and New Product Development (4.5)**

This course examines innovation from multiple perspectives (including organizational and technological) and at both the macro and micro levels. Topics include the various types of innovation, leading models of innovation, and the concept of innovation as it relates to competitive advantage. Delivery: on campus

Prerequisite: MT3600.

**MT4200 - Business Ethics (4.5)**

This course exposes the student to both sides of past and present ethical dilemmas facing the world. Course content includes an overview of individual ethical development, ethical issues in business today, the opportunity and conflict of ethical issues, an ethical decision-making framework and the development of an effective ethics program in a corporation. Delivery: on campus and online

Prerequisite: EN1300, and MT2050.

**MT4210 - Quantitative Analysis (4.5)**

This is an introductory study of decision-making and planning through the use of decision trees, expected monetary value, linear programming, inventory control, and queuing theory. Delivery: on campus and online

Prerequisite: MA3000.

**MT4230 - Project Management (4.5)**

See CI4220

Cross-Listed as: CI4220.

**MT4234 - Project Management for Business Professionals (4.5)**

See CI4224

Cross-Listed as: CI4224. Distribution: Lone Star. Offered: On ground.

**MT4240 - International Entrepreneurship (4.5)**

This course explores the opportunities of entering today's global market from the international entrepreneurship perspective. International Entrepreneurship combines theoretical, scenario-based, and real-world application to expose the student to concepts, principles, and skills that are crucial to building and running a successful international business. Topics discussed include international entrepreneurship and entrepreneurship opportunities, entering the global market, and managing the global entrepreneurship enterprise.  Delivery:  on campus and online

Prerequisite: MT3600.

**MT4300 - Management Across Cultures (4.5)**

This course provides students with a sense of the diversity of cultures and business practices throughout the world. The course enables students to focus on dynamic management issues in both foreign and diverse domestic environments.  Major topic areas include international business management, cross-culture communication, negotiation and decision-making skills, ethics and social responsibility, strategy formulation and implementation, global organizational skills, and staffing and training for global operations. Delivery:  on campus and online

Prerequisite: EN1300 and MT2050.

**MT4420 - Strategic Human Resource Management (4.5)**

This course provides a comprehensive review and integration of human resource management topics from a strategic perspective. Students will study the structure and conceptual model for strategic human resource practice and the implementation of human resource programs and policies using strategic approaches in order to attract, maintain and develop an effective workforce. Delivery:  on campus and online

Prerequisite: MT3080, MT3100, MT3230, MT4050.

**MT4441 - Business Review Lab (1.5)**

This course provides a comprehensive review of business related topics to include management, marketing, business ethics and social responsibility, accounting, economics, business law, finance, business analysis, and international issues. A comprehensive examination over these topics will constitute a significant portion of the student's final course grade. (3.0 hours lab/week on campus) Delivery: on campus and online

Prerequisite: AC1160 or AC2760, and EC2050, EC2100, FN3000, LA3100, MA3000, MG3000, MT2050, MT4200 and Senior status.

**MT4450 - Strategic Management (4.5)**

This course provides practical training for the senior-level business student to develop an understanding and knowledge of strategic management as a tool for long-term business success.  The course will develop skills in analyzing the various functions and contributions of the organization's component parts, and how they may be used in making strategic decisions.  Students will create strategy by means of written case analyses. Delivery:  on campus and online

Prerequisite: MT4441 or corequisite.

**MT4500-4540 - Management Internship (4.5-13.5)**

The purpose of this internship is to give the student experience in applying what he or she has learned in the classroom by working in a business environment. The student's responsibility is agreed upon in advance by the student's advisor, the business entity, and the student. Successful completion requires a written report by the student detailing the experience gained during the internship, and successful completion of the projects assigned by the business supervisor(s). The student earns either a "Satisfactory" or "Unsatisfactory" grade. Delivery: on campus

Prerequisite: Completion of Major Core courses and Senior status.

**MT4501 - Human Resource Management Internship (4.5)**

The human resource management internship is designed to allow students to obtain experience in an approved human resource management setting through the application of concepts and theories learned in the classroom. Successful completion requires a written report, detailing the experience gained during the internship, and successful completion of the projects assigned by the internship supervisor. Delivery:  on campus and online

Prerequisite: MT4420 or corequisite.

**MT4505 - Human Resource Management Action Research Project (4.5)**

The course combines experience working on a human resources management project, writing a senior-level thesis, and presenting the project.  Learners will demonstrate critical, analytical and interpretive skills in their project and thesis. Delivery:  on campus and online

Prerequisite: MT4420.

**MT4723 - Advanced Concepts in Sustainability (4.5)**

This course picks up where MT3719 Sustainability leaves off and presents students with the opportunity to explore more in-depth issues related to sustainability and

sustainability management such as the economics of sustainability, social and governmental challenges, and new technologies.

Prerequisite: MT3723. Offered: Online.

**MT4818 - Energy Management Capstone (4.5)**

This capstone course affords students the opportunity to apply critical thinking and problem solving skills to the analysis of case studies in energy management. Moreover, students will also be able to apply their knowledge from across subject areas in an integrated manner through this analysis.

Prerequisite: AC2760, FN3000, MT1050, MT2050, MT3717, MT3719, MT3723, MT6255DC or MT3000+, MT6300DC or MT3050, MT6570DC or MT4300, MT4723, MT4818. Offered: Online.

# NS - NURSING

**NS1010 - Introduction to Professional Nursing (2)**

This course is designed to introduce role understanding and socialization into professional nursing practice. Beginning with a brief historical overview of nursing, nursing is defined in its past, present, and future roles. A review of educational paths in nursing leads the student into an exploration of the multiple roles, responsibilities, and requisite skills of the nurse today and in the future. An introduction to nursing process, nursing informatics, culturally congruent care, health promotion, disease prevention, and health restoration concepts are presented. Nursing theory, legalities, and ethics are introduced. The scope of practice of the professional nurse, evidence based practice, as well as standards of professional practice will be explored. (20 hours theory) Delivery: on campus

Prerequisite: EN1150, and MA1500 or MA2050, and SC1232, SC1332, SC1422.

**NS1020 - Health Assessment (2)**

This course introduces the associate degree nursing student to the principles and psychomotor skills necessary to provide holistic and culturally congruent health and physical assessments for clients across the lifespan, with the focus on adults and older adults, in a variety of community and acute care settings. Health promotion and maintenance principles are incorporated throughout this course. Emphasis is placed on use of the nursing process, critical thinking skills, and psychosocial and cultural care in collecting and documenting the health and physical assessment data for clients. Students are provided faculty-guided theory and laboratory experiences as well as faculty-supervised open laboratory time in order to develop competence and confidence in the performance of health and physical assessments. (10 hours theory, 20 hours lab) Delivery: on campus

Prerequisite: EN1150, and MA1500 or MA2050, and SC1232, SC1332, SC1422.

**NS1030 - Foundations of Nursing Practice (8)**

This course introduces the associate degree nursing student to the principles and psychomotor skills necessary to provide holistic and culturally congruent nursing care for clients across the lifespan, with the focus on adults and older adults, in a variety of community and acute-care settings. Health promotion and maintenance principles are incorporated throughout this course. Emphasis is placed on use of the nursing process, critical thinking skills, and psychosocial and cultural care in providing client care. Students are provided faculty-guided theory and laboratory experiences as well as faculty-supervised open laboratory time in order to develop competence and confidence in the performance of nursing skills. (60 hours theory, 40 hours lab) Delivery: on campus

Prerequisite: SC1201, SC1370, NS1010, NS1020; NS1030 and NS1031 must be taken concurrently.

**NS1031 - Foundations of Nursing Practice Clinical (2)**

This course provides the associate degree nursing student an introduction to an actual healthcare environment and the opportunity to implement the principles and psychomotor skills learned in previous and concurrent courses. Health promotion and maintenance principles are an integral component of nursing care. The learner has the opportunity to provide holistic and culturally congruent nursing care for adults and older adults in a long-term care setting. Emphasis is placed on the application of nursing skills, including the nursing process, psychosocial, and culturally congruent client relationships, clinical judgment, communication and documentation, health and physical assessment, and basic and advanced nursing procedures. Students are provided faculty-guided and supervised clinical experiences in order to develop competence and confidence in the providing direct client care. (60 hours clinical) Delivery: on campus

Prerequisite: SC1201, SC1370, NS1010, NS1020; NS1030 and NS1031 must be taken concurrently.

**NS1040 - Pharmacology I (4)**

Introduces the associate degree nursing student to the concepts and techniques of dosage calculation and medication administration by a variety of techniques. Students will apply critical thinking skills to the calculation and administration of medications. Through use of the nursing process, students are introduced to the basic concepts of pharmacology related to actions, therapeutic and adverse effects, and interactions of drugs/herbs. The

course covers basic pharmacology of commonly used medications using a body systems approach with emphasis placed on therapeutic interventions and client education to clients across the lifespan. Emphasis will be placed on the importance of communication to the safe and competent administration of pharmacological agents. (30 hours theory, 20 hours lab) Delivery:  on campus

Prerequisite: SC1201, SC1370, NS1010, NS1020.

### NS1050 - Adult Health Needs I (4)

This course will focus on the role of the professional nurse in application of the nursing process to meet the holistic healthcare needs of clients throughout the adult and older adult years. Emphasis is placed on nursing and pharmacological interventions in the care of clients with acute and chronic health conditions across the health-illness continuum in acute and long-term care settings. The course focuses on the concepts of pain management, fluid and electrolyte balance, perioperative care, care of the client with cancer, death and dying, infection and inflammation, and shock syndromes. Disorders of the musculoskeletal, integumentary, respiratory, and reproductive systems are presented. Health promotion, health maintenance, and illness prevention concepts will be linked with caring and cultural congruent care. (30 hours theory, 20 hours lab) Delivery:  on campus

Prerequisite: NS1030, NS1031, NS1040; NS1050 and NS1051 must be taken concurrently.

### NS1051 - Adult Health Needs I Clinical (5)

This course provides the associate degree nursing student with the opportunity to incorporate medical/surgical nursing concepts and care in a healthcare environment, and the opportunity to implement the principles and psychomotor skills learned in previous and concurrent courses. Health promotion and maintenance principles are an integral component of nursing care. The learner will provide holistic and culturally congruent nursing care for adults and older adults in acute and subacute care settings. Emphasis is placed on the competent application of nursing care and skills for medically/surgically complex clients utilizing and implementing the nursing process, psychosocial, and culturally congruent client relationships, clinical judgment, communication and documentation, health and physical assessment, and advanced nursing procedures. Students are provided faculty-guided and supervised clinical experiences in order to develop competence and confidence in the providing direct client care. (150 hours theory) Delivery:  on campus

Prerequisite: NS1030, NS1031, NS1040; NS1050 and NS1051 must be taken concurrently.

### NS2011 - Maternal/Child Nursing (6)

This course focuses on the role of the professional nurse in meeting the holistic health needs of the childbearing family. The nursing process is utilized to identify and meet the needs of the childbearing family and to provide family-centered psychosocial and culturally sensitive care. An overview of pediatric nursing with emphasis on the well-child and care of the hospitalized child is included. Concepts of pharmacology specific to the pediatric and maternity client will be presented. (60 hours theory:  30 hours - obstetric, 30 hours theory -pediatric)  Delivery:  on campus

Prerequisite: SO1050 or PS1050, and NS2031 and NS2032.

### NS2012 - Maternal/Child Nursing Clinical (3)

This course provides the associate degree nursing student with the opportunity to incorporate maternal/newborn and pediatric nursing care concepts in various healthcare environments. It affords the student an opportunity to implement the principles and psychomotor skills learned in the previous and concurrent courses. Health promotion and maintenance principles are an integral component of nursing care. The student will provide holistic, culturally congruent nursing care to the childbearing family. Emphasis is placed on the competent application of nursing care skills and principles to the childbearing family as the client, utilizing and implementing the nursing process. Communication, clinical judgment, therapeutic client relationships, documentation, and health and physical assessment will be coupled with advanced nursing procedures. Students are provided faculty-guided and supervised clinical experiences in maternal, newborn, and pediatric setting in order to develop competence and confidence in providing care to the childbearing family. (90 hours clinical:  45 hours maternal/newborn, 45 hours pediatric) Delivery:  on campus

Prerequisite: SO1050 or PS1050, and NS2031 and NS2032.

### NS2021 - Mental Health Needs of Clients and Families (3)

This course introduces mental health concepts, selected common psychiatric disorders, treatment modalities, and related nursing care of clients and their families. Students will use communication and caring through the application of the therapeutic relationship in caring for and treating clients and families with common clinical conditions and disorders. Students will utilize the nursing process to assess and plan for the culturally sensitive care of clients and families. The professional nursing student will develop a teaching plan for a single psychoactive medication during the course and gain knowledge of common

psychoactive medications used in the treatment of clients. (30 hours theory) Delivery: on campus

Prerequisite: SO1050 or PS1050, and EN1150, NS2031, NS2032.

### NS2022 - Mental/Health Needs of Clients and Families Clinical (2)

This course provides the associate degree nursing student with the opportunity to develop interpersonal skills for caring for clients, across the lifespan, who may be encountering difficulties in the perceptual or behavioral spheres. Students will develop culturally sensitive care plans using nursing process to meet the needs of the mental health client and the family. The professional nursing student will develop a teaching plan around client diagnosis or treatment and share with the client using therapeutic communication. The student will be able to assess the client and the environment for safety issues which may impair the provision of a therapeutic milieu. The student will integrate nursing care that considers dignity, worth, uniqueness, and the rights of individual clients and families. Students are provided faculty-guided and supervised clinical experiences in order to develop competence and confidence in the providing direct client care. (60 hours clinical) Delivery: on campus

Prerequisite: SO1050 or PS1050, and NS2031 and NS2032; NS2021 and NS2022 must be taken concurrently.

### NS2031 - Adult Health Needs II (4)

This course focuses on the role of the professional nurse in applying the nursing process to meet the holistic health needs of clients throughout the adult and older adult years. Emphasis is placed on nursing and pharmacological interventions in the care of clients with acute and chronic health conditions across the health-illness continuum in acute care settings. Disorders of the neurological, cardiovascular, blood, lymphatic, immune, endocrine, gastrointestinal, renal and urinary systems, and the special senses are presented. Health promotion, health maintenance, and illness prevention concepts will be linked with caring and cultural congruence. (30 hours theory, 20 hours lab) Delivery: on campus

Prerequisite: PS2000, NS1050, NS1051; NS2031 and NS2032 must be taken concurrently.

### NS2032 - Adult Health Needs II Clinical (7)

This course provides the associate degree nursing student with the opportunity to incorporate advanced medical/surgical nursing concepts and care in a healthcare environment for complex and potentially medically unstable adult and older adult clients. The student will implement the principles and psychomotor skills learned in previous and concurrent courses, and manage health promotion and maintenance for assigned clients. The learner will provide holistic and culturally congruent nursing care with emphasis on the discriminating management of nursing care, implementation of the nursing process, psychosocial and culturally congruent client relationships, clinical judgment, communication and documentation, health and physical assessment, and advanced nursing procedures in acute and subacute care settings. Students are provided faculty-guided and supervised clinical experiences in order to develop competence and confidence in providing direct client care. (210 hours clinical) Delivery: on campus

Prerequisite: PS2000, NS1050, NS1051; NS2031 and NS2032 must be taken concurrently.

### NS2040 - Pharmacology II (1)

This course is designed to be a lab experience allowing the student to demonstrate assessment, clinical judgment, and integration of knowledge to care for clients with complex disease management and pharmacological interventions. The course is designed to be a lab experience utilizing human simulation to provide complex physiological and pharmacological scenarios. Emphasis is placed on accurate assessment of data, selected pharmacological interventions, outcomes evaluation, and documentation. (20 hours lab) Delivery: on campus

Prerequisite: NS2011, NS2012, NS2021, NS2022.

### NS3011 - Complex Adult Health Needs (5)

This course challenges the associate degree nursing student to integrate and synthesize the knowledge gained in all previous courses to be applied to the adult and older adult client with co-morbidities of both acute and chronic health needs. Emphasis is placed on the management of clients with chronic illness that is complicated by an exacerbation or an acute illness, clients with compromised verbal abilities, clients requiring mechanical ventilation, and clients with multi-system failure. The course also presents the student with the challenges of planning, implementing, and evaluating care for the client with altered sensorium and/or cognition. (30 hours theory, 40 hours lab) Delivery: on campus

Prerequisite: NS2011, NS2012, NS2021, NS2022; NS3011 and NS3012 must be taken concurrently.

### NS3012 - Complex Adult Health Needs Clinical (6)

This clinical course provides the associate degree nursing student the opportunity to integrate all the components of the professional nursing role in acute care and subacute settings. The student will demonstrate leadership, management and culturally congruent care, and skill to care for clients with diverse and complex needs across the lifespan. Students will have the opportunity to demonstrate

synthesis of clinical competence and clinical judgment, and respond to complex and emergent client health needs. Students will have the opportunity to organize and prioritize care needs of multiple clients and justify the care of assigned clients. Students are provided faculty-guided and supervised clinical experiences in enhancing clinical judgment and in providing direct client care. (180 hours clinical) Delivery: on campus

Prerequisite: NS2011, NS2012, NS2021, NS2022; NS3011 and NS3012 must be taken concurrently.

### NS3026D - Concepts and Challenges in Professional Nursing (3)

This course is designed to facilitate role understanding and socialization into professional nursing. This course introduces concepts to be explored in further depth in the program, including social context for nursing, nursing roles in the healthcare delivery system, nurses and political action, and nursing's future challenges. Delivery: online

### NS3050D - Pathophysiology in Practice (4)

The focus of this course is on the mechanisms and clinical manifestations of high-volume and high-risk diseases/conditions common across the variety of nurse practice settings. Learners will explore the impact of episodic and chronic health challenges from a holistic individual, family, and community cultural perspective. This knowledge will be applied to the nurse's role in management of disease, injury, and health restoration within a caring and culturally sensitive context. Delivery: online

Prerequisite: Prior A&P course(s).

### NS3225D - Nursing Theory and Healthcare Delivery Models (4)

This course will utilize Leininger's theory on culture care as a framework for introducing the learner to the paradigms, theories, values, concepts, and phenomenon of interest in the discipline of nursing. Learners will explore the relationships between theory, research, and practice. Additionally, learners will explore the U.S. healthcare delivery system, healthcare economics, the political process, and its impact on the health of individuals, families, and communities. Within this framework the learner will examine the impact of cultural, social, and ethnic diversity on the delivery of health care and develop strategies for addressing healthcare issues utilizing the political process. Delivery: online

### NS3250D - Ethics and Issues in Contemporary Nursing (4)

This course explores the theories, models, and principles that serve as guides for ethically sound behavior within a nursing context. The course addresses the complexities created by science and technological advances, increasing cultural diversity, the variety of settings where nurses practice, and emphasizes the importance of principled behavior in personal and professional situations. Delivery: online

### NS3305D - Evidence-Based Practice and Research in Nursing (6)

This online course will provide a foundation for research and evidence-based nursing practice. The course will assist learners to understand, critique, and apply nursing research in providing holistic care to individuals, families, and communities across the continuum of cultures. Learners will develop basic skills to interpret and apply research and evidence to all scopes of nursing practice. Delivery: online

Prerequisite: EN1300, and MA3010.

### NS3315 - LPN to RN Transition (4.5)

This course is designed to assist the licensed practical/vocational nurse to transition to the role of the baccalaureate degree nurse. The focus is on the core competencies of critical thinking, therapeutic communication, assessment, and technical skill that progressive personal and professional role development of the beginning baccalaureate nurse. Nursing theory, professional values, legalities, and ethics are introduced. Nursing roles will be further explored: designer, coordinator, manager of care, mandatory reporter, advocate, change agent, educator, and member of a profession. Students are provided faculty-guided theory and laboratory experiences in order to develop competence and confidence in the performance of health history and physical assessments across the lifespan (theory and lab). Delivery: on campus

Prerequisite: Admission to the nursing clinical core.

### NS3320D - Pathophysiologic Concepts I (4)

This online course introduces the concepts of pathophysiologic processes underlying disease states across the lifespan and human responses to those processes. As a basis for beginning nursing practice, students will link manifestations, diagnostic studies, complications, and disease management to specific disease states and pathologic processes. The focus is on specific processes involving stress response, immune function, cellular proliferation, fluid and electrolyte balance, acid-base imbalance, and selected body system disorders

including renal, gastrointestinal, liver/biliary, endocrine, hematologic, integumentary, genetics, and reproduction. Delivery: online

Prerequisite: SC1232, SC1332.

### NS3321D - Holistic Health Assessment (4)

This online course introduces the nursing student to the principles and psychomotor skills necessary to provide holistic and culturally congruent health and physical assessments for clients across the lifespan. Health promotion and maintenance principles are incorporated throughout this course. Emphasis is placed on use of the nursing process, critical thinking skills, and holistic and cultural appropriate care in collecting and documenting the health history and physical assessment data for client's health experience. Students are provided faculty-guided theory and interactive experiences in order to develop competence and confidence in the performance of health history and physical assessments across the lifespan (theory and lab). Delivery: online (theory), lab (on campus)

Prerequisite: LPN Escrow course ONLY for LPNs bridging into BSN clinical core..

### NS3325 - Introduction to Professional Nursing Practice (3)

Beginning with a brief historical overview of nursing, nursing is defined in its past, present, and future roles. Nursing theory, professional values, legalities, and ethics are introduced. The scope of practice of the professional nurse, as well as standards of professional practice will be explored. The core tenets of caring and healing are central to the practice of a professional nurse. Nursing literature will be introduced, and the student will begin to explore nursing theory and the evidence base of the discipline. Delivery: on campus

Prerequisite: LPN Escrow course ONLY for LPNs bridging into BSN clinical core..

### NS3326D - Professional Role Development (2)

This course focuses on the core competencies of critical thinking, therapeutic communication, assessment, and technical skill and the progressive, personal, and professional role development of the beginning baccalaureate nurse. A review of educational paths in nursing leads the student into an exploration of the multiple roles, responsibilities, and requisite skills of the nurse today and in the future. The emphasis will be on the role development as a provider of direct and indirect care to individuals, families, groups, communities, and populations throughout the lifespan. Nursing roles will be further explored: designer, coordinator, manager of care,

mandatory reporter, advocate, change agent, educator, and member of a profession. Delivery: online

Prerequisite: LPN Escrow course ONLY for LPNs bridging into BSN clinical core..

### NS3330 - Foundations of Holistic Nursing (7)

This course focuses on the role of the professional nurse in using therapeutic communication, maintaining professional boundaries, and giving, translating, or transmitting health information to meet the holistic health needs of the client and their family. Health promotion and maintenance principles are incorporated throughout this course, as applied to self health and client health practices. Students will learn to apply growth and development theory, access research about risk factors in illness prevention, and work with clients in a culturally-sensitive manner. Family nursing theory is applied throughout the health experience. In addition, teaching/learning theory and psychosocial health concepts will be applied to individuals, families, and communities (theory and lab). Delivery: on campus

### NS3331 - Foundations of Holistic Nursing Clinical (3)

This clinical course introduces the nursing student to the importance of therapeutic communication and professional relationships. This clinical course focuses on the role of the professional nurse in assessing and meeting the holistic health needs of the client and their family. Family nursing theory is applied throughout the health experience. Students will complete a teaching/learning project, a comprehensive physical assessment, a comprehensive social assessment, a communication project, and a family nursing intervention to meet the needs and desires of the client and their family unit. Delivery: on campus

### NS3340D - Pathophysiologic Concepts II (4)

This online course builds on previous concepts of pathophysiologic processes underlying disease states across the lifespan. As a basis for beginning nursing practice, students will apply what they have learned in NS3320D to further their knowledge and to link manifestations, diagnostic studies, complications, and disease management to specific disease states and pathologic processes. The focus is on specific pathologic processes involving selected body system disorders with the emphasis on the respiratory, cardiovascular, peripheral vascular, neuropsychiatry, neurologic, sensory and musculoskeletal systems, and multiple interacting systems/multi organ dysfunction. Delivery: online

Prerequisite: NS3320D.

**NS3343 - Holistic Nursing Care in Chronic Illness I (6)**

This course will focus on the role of the professional nurse in application of the nursing process to meet the holistic healthcare needs of clients with chronic health conditions throughout the lifespan. Family-centered nursing interventions will be used to promote and maintain health and prevent disease complications for families. Developmental theories will be introduced, and family stress and adaptation theories reinforced. Emphasis is placed on physiologic alterations and nursing actions that incorporate play, pharmacological interventions, and medical treatments in the care of clients with chronic health conditions. Chronic illness theory and related concepts that impact the disease trajectory will be explored (theory and lab). Delivery: on campus

**NS3345 - Holistic Nursing Care in Chronic Illness I Clinical (4)**

This clinical course will focus on the client and family experiencing chronic health conditions. Nursing students will apply the nursing process and utilize family theory to guide nursing actions that promote health and prevent disease for families with chronically ill family members. Students will appropriately communicate and engage in direct and indirect care of clients with chronic illness in a variety of healthcare settings. The physiologic and psychosocial needs and desires associated with chronic illness will be examined. Delivery: on campus

**NS3346D - Pharmacology for Nurses (4)**

This course provides the theoretical background that enables the student to provide safe and effective nursing care related to medications or herbal/natural products to persons across the lifespan. Students will learn to base clinical decisions in the context of nursing by using current, evidence based information, and through the understanding of pharmacokinetics and pharmacodynamics. Developmental and physiological considerations across the lifespan and diverse populations as associated with drug therapy will be incorporated. Students will learn to monitor and evaluate the effectiveness of drug therapy, the reduction of adverse effects, and appropriate teaching methods. Delivery*: online or on campus   * The course delivery format may vary by campus in order to meet the respective Board of Nursing requirements.

**NS3360 - Holistic Nursing Care in Acute Illness I (7)**

This course focuses on the foundational concepts, principles, and techniques of beginning and intermediate psychomotor skills necessary to provide holistic and culturally congruent nursing care for clients in the acute, sub-acute, and long-term care setting in order to promote physical restoration, maintenance, or independence. Emphasis is placed on the management and adaptation of clients with acute illness or exacerbations of chronic illness. Students will learn to provide physical nursing care and to perform delegated medical treatments (theory and lab). Delivery: on campus

**NS3361 - Holistic Nursing Care in Acute Illness I Clinical (3)**

This clinical course builds on the foundational concepts and psychomotor skills necessary to provide holistic and culturally congruent nursing care for adult clients in the acute, sub-acute, and long-term care setting. Emphasis is placed on learning the nursing actions necessary to manage clients with acute signs, symptoms, disease, and illness trajectories in the acute care setting. Clinical practice guidelines, standard policy and procedures will inform the students' nursing practice. Students will learn to provide direct nursing care and perform delegated medical treatments such as medication administration, IV therapy, wound care, oxygen therapy, sterile technique, and surgical care. Students will collect and interpret data to provide client and family-centered care. Delivery: on campus

**NS4000D - Issues in Transcultural Nursing (4)**

This course is designed to assist students to explore and analyze cultural values, beliefs, attitudes, and patterned life ways of themselves, clients, and other members of the community. Learners will describe examples of varying healthcare practices in populations. Utilizing culture care knowledge and methodologies, learners will develop a culturally-congruent nursing care plan that meets the holistic needs of a simulated client and family. Delivery: online

Prerequisite: EN1300.

**NS4043 - Holistic Nursing Care of the Community (6)**

This course is intended to prepare nurses in the practice of community and public health nursing. This course will meet the entry level population-based public health nursing competencies. Students will be introduced to the basic public health nursing knowledge base and personal characteristics that contribute to effective nursing practice in the community health setting. Mental health needs of communities, systems, individuals, and families will be incorporated in this course. Delivery: on campus

Prerequisite: EN1300.

### NS4045 - Holistic Nursing Care of the Community Clinical (2)

This clinical course is intended to prepare nurses in the practice of community and public health nursing. Students will have clinical experiences with communities, systems, individuals, and families; with some exposure to home visiting during this educational experience. Each clinical experience has the potential to satisfy a variety of entry level population-based Public Health Nursing competencies. Mental health needs of communities, systems, individuals, and families will be incorporated in a variety of clinical settings. Delivery: on campus

### NS4050D - Public Health and Community Nursing (6)

This course introduces the student to the concept of population focused nursing practice. Public health, public health nursing, and community nursing are examined from a local, national, and international perspective. Delivery: online

Prerequisite: NS3305D, NS4000D.

### NS4060D - Caring for Vulnerable Populations (4)

This course builds on Public Health and Community Nursing and focuses specifically on vulnerable populations. Perspectives on vulnerability, epidemiology of vulnerability, factors contributing to vulnerability, and outcomes of vulnerability are explored. Assessment, planning and implementation, evaluation of care, and strategies for improving the health and wellness of vulnerable populations are developed using an epidemiological and culturally competent approach. Prerequisites for Pre-Licensure BSN: EN1300 and NS4043 Delivery: online

Prerequisite: BSN: NS4043 and EN1300. Online RN to BSN: NS4050D and EN1300.

### NS4143 - Holistic Nursing Care in Acute Illness II and End of Life (6)

This course challenges the student to synthesize the multifaceted nursing roles associated with providing safe and effective care to complex patients in the emergent and/or acute care setting. Students will focus on the multiple dimensions of patient-centered care that promotes psychosocial and physiologic integrity of the client. The emphasis of this course will be focused on the ability of the student to synthesize knowledge from nursing, the arts and sciences in the holistic practice of professional nursing. Students will learn to provide psychosocial, physical, and end of life nursing care and to perform delegated medical treatments in the emergent and/or acute care setting. Delivery: on campus

### NS4145 - Holistic Nursing Care in Acute Illness II and End of Life Clinical (4)

This course challenges the professional nursing student to integrate and synthesize the knowledge gained in the previous acute care nursing course to be applied to clients throughout the lifespan. Students will learn to care for complex multi-system conditions in the acute care setting. The student will be challenged to apply and synthesize the nursing process and the health experience of the client and their family including end of life care. Students will be exposed to a multidisciplinary approach to providing care to emergent and/or complex acute clients. Students are expected to become proficient with diagnostic tests and procedures. Delivery: on campus

### NS4150D - Information Technology in Nursing (4)

This course provides learners with knowledge about IT systems used in hospitals and healthcare agencies and applications to improve nursing delivery of safe patient-centered care. Concepts include a survey of the types of systems currently in use and in development, environmental assessment to determine system needs, implementation and staff education strategies, system cost-benefit determination, and system evaluation. Learners will discuss both the advantages and concerns associated with ongoing changes in information technology. Delivery: online

### NS4155D - Public Health and Community Nursing Clinical (2)

This course introduces the student to population based clinical experience with a focus on meeting the health needs of a community as a whole. The student will assess a community in relation to a Healthy People 2020 health objective. Evidence-based public health nursing interventions will be developed based on barriers and assets within a community. Measurable health indicators will be developed as a means of evaluating their success in meeting the goals identified for the chosen population. Community partners are identified that are essential for promoting health within a population. Delivery: online

Prerequisite: NS4050D.

### NS4210D - Research and Evidence Based Practice (4)

This online course emphasizes the scientific inquiry behind the discipline of nursing. Empiric knowledge and evidence-based practice methods will be introduced. Quantitative and qualitative research processes along with outcomes research will be incorporated throughout the

course. The method of integrated research reviews will be utilized to build an evidence-based practice and assist in the preparation for future graduate-level studies. Delivery: online

Prerequisite: EN1300, MA3010.

### NS4243 - Holistic Nursing Care in Chronic Illness II and End of Life (6)

This course focuses on the role of the professional nurse in applying the nursing process to meet the holistic health needs of clients throughout the lifespan. Emphasis is placed on nursing interventions in the care of clients with chronic health conditions across the health-illness continuum and end of life care. Geriatric and end of life competencies will be discussed throughout the course. Delivery: on campus

### NS4245 - Holistic Nursing Care in Chronic Illness II and End of Life Clinical (4)

This clinical course focuses on the role of the professional nurse in applying the nursing process to meet the holistic health needs of clients throughout the lifespan. Emphasis is placed on nursing interventions in the care of clients with chronic health conditions across the health-illness continuum and end of life care. Geriatric and end of life competencies, psychosocial and physiologic integrity nursing strategies, and safe and effective care environments will be demonstrated in the clinical setting. The student will further explore the concepts of supervision and delegation of healthcare personnel in the healthcare setting. Delivery: on campus

### NS4300 - Concept Integration for the Professional Nursing Role I (5)

This course focuses on the role of the professional nurse in meeting the holistic health needs of the childbearing family. The nursing process is utilized to identify and meet the needs of the childbearing family and to provide family-centered psychosocial and culturally sensitive care. Concepts of pharmacology specific to the maternity client will be presented. The nursing student will have the opportunity to incorporate maternal/newborn and nursing care concepts in varied healthcare environments. It affords the student an opportunity to implement the principles and psychomotor skills learned in previous and concurrent courses. The student will provide holistic, culturally congruent nursing care to the childbearing family. Emphasis is placed on the competent application of nursing care skills and principles to the childbearing family as the client, utilizing and implementing the nursing process. Communication, clinical judgment, therapeutic client relationships, documentation, and health and physical assessment will be coupled with advanced nursing procedures. Students are provided faculty-guided, supervised clinical experiences in maternal/newborn nursing care (theory, lab, and clinical). Delivery: on campus

### NS4310 - Concept Integration for the Professional Nursing Role II (5)

This integrative concept course enhances the student's understanding of the complex roles professional nurses fulfill in the practice area. This course will assist with the transition from the academic setting to the professional practice setting. Students will have the opportunity to provide client-centered care and evidence based nursing interventions during a supervised clinical or preceptored experience. This experience supports the role transformation of students and promotes clinical competence at the BSN preparation level (theory and clinical). Delivery: on campus

### NS4350D - Quality Management in Nursing and Health Care (4)

This course provides a multidisciplinary approach to quality management. The learner will gain an understanding of the historical and theoretical evolution of quality management, national quality standards, customer satisfaction and cost, issues in quality care, various methods of collecting and managing quality data, and applying evidence-based practice to healthcare systems to improve quality outcomes. Delivery: online

Prerequisite: EN1300.

### NS4400D - Leadership and Management in Nursing (6)

This course introduces students to the principles of leadership and management in the practice of nursing. Students explore associated issues and their effect on nursing practice. Concepts related to change, communication, conflict, and financial management will be presented. Students will gain understanding of organizational theories, key skills in nursing and human resource management, strategic planning, participatory thinking, and shared vision. Delivery: online

Prerequisite: Prerequisites for Online RN to BSN: EN1300, NS3225D, NS3305D, and NS4150D. For Pre-Licensure BSN: All 3000-level nursing courses and EN1300, NS3320D, NS3321D, NS3325, NS3326D, NS3330, NS3331, NS3340D, NS3343, NS3345, NS3346, NS3360, NS3361.

**NS4401D - Nursing Leadership in Practice Capstone (5)**

This course introduces RN to BSN students to the principles of leadership and management in the practice of nursing. Concepts related to the dynamics of change and innovation, communication, conflict, and financial management will be presented. Students will gain understanding of organizational theories, key skills in nursing and human resource management, strategic planning, participatory thinking, and shared vision. Students explore associated issues and their effect on nursing practice with completion of a 60-hour practicum experience based in a chosen organization. Delivery: online

Prerequisite: EN1300 and MA3010.

# OL - ORGANIZATIONAL LEADERSHIP

**OL1900-4990 - Special Topics in Organizational Leadership (1-4.5)**

Topics will vary depending on the interests of the instructor and students. Delivery: on campus

**OL3100 - Principles of Organizational Leadership (4.5)**

Leadership has been a key topic in many management courses, and in recent years, it has been recognized that effective leadership is required to meet organizational challenges. This course will help students gain insight and learn necessary skills to enhance their leadership abilities. Delivery: on campus and online

Prerequisite: MT1050.

**OL3101 - Introduction to Organizational Leadership Principles (4.5)**

Principles of Organizational Leadership will help students gain insight and necessary skills to enhance their leadership abilities. The leadership topics presented within the course include the leadership development process, the concepts of power and influence, and an examination of leadership values and traits. Students will also develop skills useful in assessing and managing organizational change and will study the implementation of methods for enhancing both organizational and team effectiveness.

Offered: Lone Star.

**OL4100 - Organizational Culture and Leadership (4.5)**

Culture in organizational settings is complex and diverse. This course will address culture at the national, industrial, organizational and sub-organizational levels. Delivery: on campus and online

Prerequisite: OL3100.

**OL4200 - Learning Organizations (4.5)**

Competition and globalization require an organization's leaders to think creatively and learn adeptly to ensure business survival. A learning culture is used strategically to help a company remain competitive within complex operating environments. This course discusses the driving forces that encourage the development of learning organizations and the necessary elements to create them. How organizational leaders strategically develop and sustain these elements is also presented. Delivery: on campus and online

Prerequisite: OL3100.

**OL4300 - Organizational Development and Change (4.5)**

Change is an inevitable part of life, and organizations must be able to anticipate and understand change in order to remain competitive. In this course, students will learn to use specific processes and techniques to implement planned change interventions in organizations to maximize effectiveness. Developing the individual, work teams, and the organization as a whole are also addressed. Delivery: on campus and online

Prerequisite: OL3100.

**OL4301 - Principles of Organizational Development and Change (4.5)**

The ability to innovate and adapt to meet the demands of changing market conditions and evolving technologies has become a necessary core competency for most business organizations today. In this course, students will learn to use specific processes and techniques to implement strategic change interventions intended to address organizational issues and problems and to maximize organizational effectiveness.

Prerequisite: OL3101. Offered: Lone Star.

**OL4501 - Organizational Leadership Action Research I (3)**

Research is important in today's business environment and the successful leader must be able to conduct organizational research. In the first course of a two-course series, students will learn about the principles and processes involved in action research. After formulating an action research plan for a specific organizational issue, students will collect data in preparation for further steps taken in Organizational Leadership Action Research II. Delivery: on campus and online

Prerequisite: EN1300, MT4050, MT4200, MT4300, OL3100, OL4100, OL4200, OL4300.

**OL4551 - Organizational Leadership Action Research II (3)**

After conducting preliminary research in Organizational Leadership Action Research I, students will analyze data findings, make specific recommendations based on the analysis, and produce a written research report detailing the action research project. Students will also create a PowerPoint presentation that highlights the central elements of the project. Delivery: on campus and online

Prerequisite: OL4501.

# OM - OPERATIONS MANAGEMENT

**OM1000D - Introduction to Business Logistics (4.5)**

This course introduces students to the many dimensions of logistics. Students will begin to explore the elements of the logistics system, including demand management, order management, inventory management, warehousing management, and transportation management. Supply chain management concepts, international logistics, and career opportunities in the logistics field are also addressed. Delivery: online

Prerequisite: MT2050.

**OM2300D - Demand Forecasting and Inventory Management (4.5)**

This course focuses on key components of supply chain management, principally, demand forecasting and inventory management. Topics include the various techniques used in demand forecasting and inventory management, in addition to a limited treatment of resource planning and the application of lean thinking and Six Sigma management philosophies. Delivery: online

Prerequisite: OM1000D.

**OM2301 - Forecasting, Inventory & Purchasing (4.5)**

This course focuses on three vital aspects of supply chain management: demand forecasting, inventory management, and purchasing. Topics include proven techniques and methods used in demand forecasting and inventory management, in addition to an emphasis on the role that purchasing takes through increasing stakeholder engagement and delivering cost savings.

Prerequisite: MT1051. Offered: Lone Star.

**OM3000 - Operations Management (4.5)**

The main focus of this course is on the essentials of effective operations management – the activities which people carry out the actual transformation of resources into products and services. It emphasizes people operating in teams for improved goods and services to customers. Delivery: on campus and online

Prerequisite: MT2050.

**OM3001 - Operations Management Principles (4.5)**

The main focus of this course is on the essentials of effective operations management—the activities in which people carry out the actual transformation of resources into products and services. Students will be introduced to concepts and techniques useful in analyzing operations and will apply analytical skills to practical problems and real-world issues.

Prerequisite: MT1051. Offered: Lone Star.

**OM3025D - Logistics and Transportation Management (4.5)**

This course introduces students to the field of logistics with an emphasis on the physical distribution and transportation of raw materials, intermediate inputs, and finished product. Throughout the course, students will demonstrate specific knowledge and skills in the areas of logistics planning, pricing and cost decisions, regulations and public policy, risk management, and supply chain management. Furthermore, students will understand the operations and structure of different modes of transportation including rail, water, air, and highway. Delivery: online

Prerequisite: For the AAS-Business Logistics: OM1000D and MT2050. For the BS-Business Administration-Supply Chain Management: MT2050.

**OM3050D - Purchasing and Supply Chain Management (4.5)**

This course reflects the ever-changing face of supply management and the increased impact of the recent economic recession. Topics include strategic management, innovation, sustainability, and collaboration. The course emphasizes the role that procurement is taking on through increasing stakeholder engagement and delivering costs. Delivery: online

Prerequisite: For the AAS-Business Logistics: OM1000D and MT2050. For the BS-Business Administration-Supply Chain Management: MT2050.

**OM3100D - Business Logistics Internship (4.5)**

The business logistics internship is designed to provide students with professional experience in an approved logistics setting. Students will apply concepts and theories learned in the classroom to the workplace environment. Successful completion of this course requires a written report, detailing the experience gained during the internship, and successful completion of the projects assigned by the internship supervisor. The student earns either a "Satisfactory" or "Unsatisfactory" grade. Delivery: online

Prerequisite: Completion of all other Major Core courses. AC1060, AC1160, MG3300, MT1050, MT2050, OM1000D, OM2300D, OM3000, OM3025D, OM3050D, EC2050, EC2100.

### OM3150D - Business Logistics Projects (4.5)

This course serves as a vehicle to integrate the various discipline specific skills developed throughout the logistics program. The case study approach will be used as the mode of analysis. Students will present analyses of case studies, with an increasing level of sophistication. Delivery:  online

Prerequisite: Completion of all other Major Core courses. AC1060, AC1160, MG3000, MT1050, MT2050, OM1000D, OM2300D, OM3000, OM3025D, OM3050D, EC2050, EC2100.

### OM3200D - Marketing and Distribution Channels (4.5)

Marketing channels have become an essential element of any successful business plan due to increased competition and the explosion of Information Technology and E-Commerce. Students will become aware of marketing channel strategy, design, and integration of E-Commerce technology. Delivery:  online

Prerequisite: MG3000, OM3000.

### OM3400D - Manufacturing Planning and Control (4.5)

The development of an effective manufacturing planning and control (MPC) system is essential to the success of any company. This course closely examines planning and controlling in all aspects of manufacturing, including managing materials, scheduling machines and people, and coordinating suppliers and key customers.  Delivery: online

Prerequisite: OM3000.

### OM4100D - Quality Management in the Supply Chain (4.5)

This course introduces students to the critical role of managers in the process of understanding, measuring, and improving quality throughout the supply chain in manufacturing and services. Quality control strategy, operations, and implementation as a means of creating comparative advantage for a firm is examined, and the value of leadership in the organization in creating and improving a culture of quality is addressed. Students will also study and implement a Six Sigma™ quality control methodology.  Delivery:  online

Prerequisite: OM3400D.

### OM4500D - Strategic Supply Chain Management (4.5)

This course is designed so students will characterize Strategic Supply Chain Management with an emphasis on understanding and classifying methods of effective Supply Chain Management. Throughout this course, students will demonstrate specific knowledge and skills in the areas of Supply Chain Management, ethics, inventory, contracts, integration, strategies, sourcing, pooling, pricing, global logistics, design, and technologies. Delivery:  online

Prerequisite: Completion of all other Emphasis Core courses.  OM3025D, OM3050D, OM3200D, OM3400D, OM4100D.

# OT - OCCUPATIONAL THERAPY

### OT1000 - Foundations for Occupational Therapy with Lab (4.5)

This course provides an introduction to the occupational therapy profession and to the principles and practices which promote health and participation in life through engagement in occupation. This course introduces fundamental concepts and aspects of occupational therapy philosophy, goals, values, and ethics. Students learn about OT/OTA role delineation and collaborative relationships. Through lecture, lab, discussion, and assignments, students learn skills that are central to the practice of occupational therapy:  activity analysis, writing goals and objectives, teaching and learning methods and styles, time-use management, and effective communication. (3 hours lecture, 3 hours lab per week) Delivery:  on campus

Prerequisite: Prerequisite:  Formal admission into the OTA Clinical Core.

### OT1040 - Clinical Conditions in Occupational Therapy with Lab (4.5)

This course explores the etiology, symptoms, prognosis, clinical course, and management of congenital and developmental disabilities, acute and chronic diseases, traumatic injuries, psychiatric conditions, and other client conditions that are commonly seen in occupational therapy. The effects of such conditions on development and occupational performance throughout the lifespan are examined during lecture, discussion, and laboratory activities. Precautions ensuring client and caregiver safety are discussed. Presentations from expert clinicians are provided. (2.5 hours online, 4 hours lab per week) Delivery:  on campus and online (Blended)

Prerequisite: OT1000 or co-requisite.

### OT1060 - Human Movement for Occupation with Lab (4.5)

This course provides students with knowledge and application of biomechanics, kinesiology, and movement-related function that is necessary for occupation. The interrelationship among the central nervous system, peripheral nervous system, and musculoskeletal system is

discussed. Students examine anatomical landmarks, muscle strength, muscle endurance, joints, posture, balance, and analysis of functional movement for basic occupations. (2.5 hours lecture, 4 hours lab per week) Delivery: on campus

Prerequisite: OT1000, SC1332.

**OT2020 - Pediatric Practice and Level I Fieldwork (4.5)**

This course explores the theories and models of practice used in occupational therapy evaluation and intervention for infants, children, and adolescents. Observation skills, problem solving, critical thinking, treatment techniques, and documentation are practiced through case studies, laboratory activities, examinations, discussion, and field experiences. This course explores the use of assistive technology to enhance occupational performance in pediatrics. Fieldwork consists of observation and guided practice for application of the occupational therapy process in medical, educational, and community settings serving children and adolescents. (2 hours online, 4 hours lab per week plus 15 hours fieldwork) Delivery: on campus and online (Blended)

Prerequisite: OT1040, SC1332.

**OT2040 - Physical Rehabilitation and Level I Fieldwork (6)**

This course examines the theories and models of practice used in occupational therapy evaluation and intervention for adults with physical disabilities. Observation skills, problem solving, critical thinking, treatment techniques, and documentation are practiced through case studies, laboratory activities, examinations, discussion, and field experiences. This course provides exploration of assistive technology and techniques used in occupational therapy rehabilitation settings including physical agent modalities, splinting, computer programs, low vision adaptations, and adaptive equipment. Fieldwork consists of observation and guided practice for application of the occupational therapy process in a hospital, clinic, nursing home, and/or home health settings serving adults with physical dysfunction. (2.5 hours online, 6 hours lab per week plus 15 hours fieldwork) Delivery: on campus and online (Blended)

Prerequisite: OT1060, OT2020.

**OT2060 - Psychosocial Practice and Level I Fieldwork (4.5)**

This course provides an understanding of mental illness and psychosocial dysfunction, as well as the theories and models of practice used in occupational therapy evaluation and intervention for adolescents and adults. Observation skills, problem solving, critical thinking, treatment techniques, and documentation are learned through case studies, laboratory activities, written and practical

examinations, discussion, and field experiences. Emphasis is placed on therapeutic use of self, groups, and group processes. Fieldwork consists of observation and guided practice for application of the occupational therapy process in hospitals, clinics, and community facilities that serve individuals with mental health dysfunction. (2 hours online, 4 hours lab per week plus 15 hours fieldwork) Delivery: on campus and online (Blended)

Prerequisite: OT2020, PS1050.

**OT2080 - Geriatric Practice and Level I Fieldwork (4.5)**

This course examines the processes of aging within cultural, social, demographic, and economic contexts. Observation skills, problem solving, critical thinking, evaluation, intervention, and documentation are learned through case studies, laboratory activities, examinations, discussion, and field experiences. This course focuses on intervention techniques used to modify daily occupational tasks through environmental assessments and adaptation. Fieldwork visits are with healthy, active older adults in the community as well as adults with physical and mental dysfunction in nursing home, home health, adult day care, skilled nursing, and dementia-care settings. (2 hours lecture, 4 hours lab per week plus 15 hours fieldwork) Delivery: on campus and online (Blended)

Prerequisite: OT2040, OT2060.

**OT2220 - Evidence-Based Practice with Lab (2)**

This course focuses on the provision of the knowledge and skills to access and appraise all levels of professional literature to inform best assessment and intervention practices. Students are introduced to basic research concepts. Emphasis is placed on skills for being a life-long consumer of knowledge. (1 hour lecture, 2 hours lab per week) Delivery: on campus

Prerequisite: OT2020.

**OT2240 - Management and Professional Issues (4.5)**

This course examines basic management and support tasks for the role of the occupational therapy assistant. Topics include program development, ethical principles in the workplace, supervisory relationships and personnel considerations, the roles and functions of regulatory agencies, funding and reimbursement systems, health care delivery systems, and entrepreneurship. Additional topics include preparation for Level II fieldwork, licensure and certification, and writing a professional development plan. Delivery: on campus

Prerequisite: EN1150, OT2020.

**OT2400 - Clinical Reasoning with Lab (4.5)**

This course focuses on application, integration, and assimilation of clinical reasoning skills, problem-solving strategies, and a deeper understanding of the occupational therapy process. Building on previous core classes, students work together to make sound ethical, clinical-based decisions in case studies, role plays, class discussions, and presentations. This capstone course prepares students for fieldwork and entry-level practice. (3 hours lecture, 3 hours lab per week) Delivery: on campus

Prerequisite: EN1150, OT2040, OT2060, and OT2080 or co-requisite.

**OT2500 - Level II Fieldwork A (9)**

This clinical course is the culmination of the theory, foundations, and skills learned in the OTA curriculum. Students will use the occupational therapy process while practicing the skills of an entry-level OTA. Students are assigned to a setting working with individuals with developmental, physical, and/or psychosocial dysfunction. Students complete a full time clinical experience for a minimum of eight weeks. This experience must be supervised by a licensed or credentialed OT or OTA and must be completed during the day as indicated by the cooperating fieldwork site. Delivery: on campus

Prerequisite: OT1000 through OT2400 and Gen Ed courses must be successfully completed with at least a grade of "C" and an overall GPA of 2.5. OT1000, OT1040, OT1060, OT2020, OT2040, OT2060, OT2080, OT2220, OT2240, OT2400.

**OT2501 - Level II Fieldwork B (9)**

This clinical course is the culmination of the theory, foundations, and skills learned in the OTA curriculum. Students will use the occupational therapy process while practicing the skills of an entry-level OTA. Students are assigned to a setting working with individuals with developmental, physical, and/or psychosocial dysfunction. Students complete a full time clinical experience for a minimum of eight weeks. This experience must be supervised by a licensed or credentialed OT or OTA and must be completed during the day as indicated by the cooperating fieldwork site. Delivery: on campus

Prerequisite: OT1000 through OT2400 and Gen Ed courses must be successfully completed with at least a grade of "C" and an overall GPA of 2.5. OT1000, OT1040, OT1060, OT2020, OT2040, OT2060, OT2080, OT2220, OT2240, OT2400.

# PL - PARALEGAL

**PL1100 - Introduction to Legal Principles (4.5)**

This course examines the United States legal system from a historical and philosophical perspective. Students explore numerous topics, including the relationship between law, values, status, wealth and power. Students are introduced to legal reasoning and analysis, the dynamic process of making and enforcing laws, the structure of the legal system in this country, and the participants in that system. Delivery: on campus and online

Cross-Listed as: LA1100, SO1100.

**PL1150 - Legal Research I (4.5)**

This course is a study of methods and procedures used in legal research. It introduces the student to indexes used as the primary source of the law (statutes, regulations and case law), and secondary sources (legal encyclopedias), and includes an introduction to computerized researching. Delivery: on campus and online

Prerequisite: EN1150. Cross-Listed as: LA1150.

**PL1350 - Legal Research II (4.5)**

This course is an extension of Legal Research I with an emphasis on complete research of specific legal problems or questions. The student is given responsibility to research a project embodying several questions of law with the results reduced to a legal memorandum. Delivery: on campus and online

Prerequisite: EN1300, PL1150.

**PL1900-4990 - Special Topics in Paralegal Studies (1-4.5)**

Topics will vary depending on the interests of the instructor and students. Delivery: on campus and online

**PL2050 - Torts (4.5)**

This course is a study of the basic principles of tort law. Students examine the elements of the different torts, including negligence, the various intentional torts, strict liability, torts connected to land, and products liability. Students analyze hypothetical tort claims, possible defenses to such claims, and damages resulting from such torts. Delivery: on campus and online

Cross-Listed as: LA2050.

**PL2100 - Domestic Relations (4.5)**

This course is a study of family law and a review of law and procedures relative to marriage, divorce, adoption, parent/child relationships with legal rights, privileges and duties of all parties. Delivery: on campus and online

Cross-Listed as: SO2120 .

**PL2150 - Civil Procedure (4.5)**

This course explores the civil litigation process. Students acquire a thorough knowledge of all aspects of a civil procedure, including service of process, pretrial discovery, motions, trial, appeal and enforcement of judgments. Students utilize such knowledge to draft pleadings and papers under the supervision of an attorney. Delivery: on campus and online

Prerequisite: PL1100. Cross-Listed as: LA2151.

**PL2350 - Criminal Procedure (4.5)**

This course examines the constitutional foundation of criminal law and criminal procedure. Students review substantive criminal law concepts, including criminality, culpability, and the elements of particular crimes. Students also explore criminal procedure, including search and seizure, the pretrial process, trial, sentencing, and appeal. Delivery: on campus and online

**PL2500 - Legal Writing (4.5)**

This course is an extension of the Legal Research courses with an emphasis on the various types of legal writing. The student is given responsibility for drafting legal correspondence, instruments, pleadings and briefs, in addition to interoffice memorandums. Delivery: on campus and online

Prerequisite: EN1300. Cross-Listed as: EN2500.

**PL3000 - Law Office Technology (4.5)**

This course introduces students to technology commonly utilized in law offices. Using a hands-on approach, students learn various software applications, including applications related to office management, case organization and management, electronic discovery, litigation support, presentation and trial graphics, electronic research, databases, and word processing. Delivery: on campus and online

**PL3010 - White-Collar Crime and the Law (4.5)**

See CJ3010

**PLPL3020 - Serial Killers and the Law (4.5)**

See CJ3020

**PLPL3030 - Hate Crimes and the Law (4.5)**

See CJ3030

**PL3050 - Real Property (4.5)**

This course introduces students to the laws of real property. Topics include the different estates in real property, property rights, finance and conveyance, contracts, mortgages, liens, and land use. Students review legal descriptions, draft deeds and other real estate documents under the supervision of an attorney. Delivery: on campus and online

**PL3100 - Professional Ethics and Law Office Procedures (4.5)**

This course provides a classroom forum for discussion of ethical issues involved in the legal profession and, specifically, ethical issues encountered by paralegals. Students review and discuss the purpose of the ethical codes and guidelines of the American Bar Association, the National Association of Legal Assistants, and the National Federation of Paralegal Association. Students consider ethical issues concerning the unauthorized practice of law, confidentiality, conflicts of interests, advertising and solicitation, attorney fees and client funds, competency, and professionalism, and discuss law office procedures to prevent ethical violations. Delivery: on campus and online

**PL3120 - Classical Rhetoric in a Digital Age (4.5)**

Of the many definitions of "rhetoric," this course focuses on rhetoric as the art of persuasion and explores the application of rhetorical theory to the modern world, with emphasis on the legal profession and digital expressions. Students practice and experiment with clarity, structure, fluency, and logic in both oral and written projects. After exploring the concepts of classical rhetoric, students learn to apply those concepts to improve persuasive abilities in today's society - from courtrooms to advertising to blogs. Delivery: on campus and online

Prerequisite: EN1300. Cross-Listed as: EN3120.

**PL3230 - Employment Law (4.5)**

See MT3230

Cross-Listed as: MT3230.

**PL3250 - Wills, Trusts, and Probate (4.5)**

This course introduces students to the legal principles involved in the creation and enforcement of wills and trusts and the procedures of estate administration. Students review basic estate planning techniques and prepare testamentary documents for review by an attorney. Students also acquire knowledge and skills necessary to

assist in the administration of a decedent's estate. Delivery: on campus and online

Prerequisite: PL1100.

### PL3400 - Evidence/Exclusionary Rule (4.5)

This course introduces students to the intriguing and complex rules that govern the admission of evidence at trial.  Through the study of the Federal Rules of Evidence, supplemented by numerous examples, students acquire a fundamental knowledge and understanding of the purpose and procedures related to the law of evidence. Delivery: on campus and online

Prerequisite: PL1350 or Junior status. Cross-Listed as: LA3400.

### PL3470 - Bankruptcy (4.5)

This course instructs students on all aspects of consumer bankruptcy proceedings, from the filing of the bankruptcy petition to the final discharge.  Students gain practical knowledge of debtor/creditor relations, secured and unsecured debt, and the effect of the commencement of Chapter 7 and Chapter 13 bankruptcy proceedings, and bankruptcy alternatives. Delivery:  on campus and online

Prerequisite: PL1100. Cross-Listed as: MT3470.

### PL3500 - Introduction to Contracts (4.5)

This course examines the law of contracts and the corollary law of equitable remedies.  Students study the classical contract model, the Uniform Commercial Code, and federal statutes governing contracts.  Students analyze hypothetical factual scenarios by applying legal and equitable theories learned in this course.  In addition, students develop practical skills by drafting basic contracts and pleadings associated with contract litigation. Delivery: on campus and online

Prerequisite: PL1150. Cross-Listed as: LA3500.

### PL4110 - Elder Law (4.5)

This course examines various legal issues encountered by the elderly, and explores various methods for addressing those issues, including advance directives, wills, trusts, guardianships, entitlement programs, managed care and long-term care insurance, viatical settlements, living facilities for the elderly, financial planning, and elder abuse. Delivery:  on campus and online

Prerequisite: PL3250.

### PL4150 - Practical Legal Investigation (4.5)

This course instructs the student in methods of conducting a proper investigation through interviewing techniques, records investigation, the taking of statements, and proper reporting of obtained information. Delivery:  on campus and online

Prerequisite: PL2150.

### PL4200 - Litigation and Trial Practice (4.5)

This course prepares the student to assist attorneys in all aspects of civil litigation from the client interview through pre-trial discovery and motion practice, to trial and post-trial motions and appeals.  This course guides the student through an entire set of facts and requires considerable research and the preparation of discovery documents, motions, briefs, stipulations, and other papers related to civil litigation. Delivery:  on campus and online

Prerequisite: PL2150.

### PL4220 - Environmental Law (4.5)

This course examines the complex and interrelated federal, state and local laws and regulations controlling pollution and the environment. Delivery:  on campus and online

Prerequisite: PL1350.

### PL4250 - Administrative Law (4.5)

This course examines administrative agencies and administrative procedures, with emphasis on federal agencies.  Students review constitutional issues addressed during the development of agencies and the delegation of power to agencies.  Students study procedures governing agency actions, including rulemaking, investigations, enforcement, and adjudications. Delivery:  on campus and online

Prerequisite: PL1350. Cross-Listed as: LA4250.

### PL4350 - Adversary System (4.5)

This course examines the adversary system and alternate dispute resolution methods.  It is also a practicum that applies the knowledge and skills developed by the student in previous courses.  Students assist in the preparation of a lawsuit for trial, commencing with the initial interview through post-trial motion procedures. Delivery:  on campus and online

Prerequisite: PL2150. Cross-Listed as: LA4350.

### PL4500-4590 - Paralegal Internship (4.5-13.5)

This course provides the student with practical experience in a law firm or other law-related office in a capacity agreed upon in advance by the faculty internship supervisor, the internship office, and the student.  Students communicate regularly with the faculty internship supervisor and submit weekly reports completed by the student. Delivery:  on campus

Prerequisite: PL2500 and program coordinator or chair approval.

**PL4600 - CLA Review (4.5)**

Although national certification is not a professional requirement for paralegals/legal assistants, it is strongly encouraged. This course provides an in-depth, comprehensive review of the paralegal curriculum, accomplished through study of the concepts covered in the Certified Legal Assistant (CLA) Examination. Delivery: on campus and online

Prerequisite: Program coordinator or chair approval.

# PO - POLITICAL SCIENCE

**PO2200 - U.S. Government (4.5)**

This course will focus on several different areas of the United States government. In particular, discussion and study will center on the process, politics, institutions, and people that make the government function. Additionally, students will learn how current events affect not only the outcomes of elections, legislation, and policy, but also their own lives. Delivery: on campus and online

**PO3450 - International Relations (4.5)**

This course addresses selected topics in the field of international relations. Students will analyze important historical events, the nature of power politics, tools of foreign policy and international trade dimensions along with current issues and ethical considerations implicit in the field. Through a guided examination and reflection of such topics, students will become better informed citizens in a world that is becoming ever more globalized. Delivery: on campus and online

Prerequisite: PO2200.

# PS - PSYCHOLOGY

**PS1050 - Introduction to Psychology (4.5)**

This course covers the essentials of psychology and introduces the basic concepts and theories that constitute the discipline. Students will gain an appreciation of the relevance of psychology to everyday life, especially connecting psychological concepts to the students' chosen discipline of study. Students will explore and understand how to think critically about psychological theories and phenomena. Delivery: on campus and online

**PS1900-4990 - Special Topics in Psychology (1-4.5)**

Topics will vary depending on the interests of the instructor and students. Delivery: on campus

**PS2000 - Human Growth and Development (4.5)**

This course is designed to increase the student's knowledge and understanding of growth and development at each age and stage throughout the lifespan. Concepts and theories about physical, cognitive, social, and personality development over the lifespan are presented. Emphasis is placed on issues and theoretical perspectives in the field, genetic and environmental influences, the development of basic human abilities, and the development of self in society. Delivery: on campus and online

**PS2100 - Human Relations (4.5)**

This course is a study of interactions among people - why our beliefs, attitudes, and behaviors sometimes cause interpersonal conflict in our personal lives and in work-related situations. The emphasis is on the analysis of human behavior, prevention strategies, and resolution of behavioral problems in organizations. Delivery: on campus and online

**PS3100 - Abnormal Psychology (4.5)**

This course will provide an understanding of psychopathology using an integrative and multidimensional perspective. Psychological disorders will be explored from biological, psychologicalThis non-lab, and social dimensions. Additional focus will be concentrated on the clinical description, causation, treatment, and outcome of diagnosable pathology. Delivery: on campus and online

Prerequisite: PS1050.

**PS3250 - Organizational Behavior (4.5)**

See MT3250

Cross-Listed as: MT3250.

**PS3251 - Organizational Behavior Principles (4.5)**

See MT3251

Cross-Listed as: MT3251. Offered: Lone Star.

**PS3500 - Consumer Behavior (4.5)**

See MG3500

Cross-Listed as: MG3500.

# RX - PHARMACY

**RX1000 - Introduction to Pharmacy with Lab (4)**

This is an introductory course in the field of pharmacy. The course orients students to the work of pharmacy technicians and the context in which the technician's work

is performed. Students learn the concept of direct patient care and the technician's general role in its delivery. Students are introduced to the medication laws, standards, and regulations affecting pharmacy technicians and the concept of quality assurance and its procedures. Students examine the attitudes, values, and beliefs necessary for successful pharmacy technicians. Common medications, by trade and generic name, targeted outcome, and primary body system are investigated. Lab activities are embedded in the course. (3.5 hours lecture, 0.5 hours lab) Delivery: on campus

Prerequisite: Prerequisite:  EN1000 or placement recommendation.

### RX1100 - Pharmacy Calculations (4)

This course introduces students to the calculations performed by technicians in the pharmacy practice setting. The course will orient users to the different measuring systems used in the pharmacy and conversions between the systems. Students will also learn common pharmacy symbols. Calculations will include proportions and dilutions. Common calculations in pharmacy will be applied, such as calculating proper dosage and identifying amounts of ingredients for compounded products. Common medications, by trade and generic name, targeted outcome, and primary body system, are investigated. Delivery:  on campus

Prerequisite: CS1301 or placement recommendation.

### RX1500 - Pharmacy Operations with Lab (3)

This course provides students with knowledge of pharmacy operations in a variety of settings. Students will investigate the role of a pharmacy technician in dispensing medications, examine duties in sterile and nonsterile environments, control inventory and purchase pharmaceuticals, demonstrate professional communication and customer service skills, and distinguish practices for safety and the prevention of medication errors. Lab activities to practice and demonstrate skills are embedded in the course. (1.5 hours lecture, 1.5 hours lab per week) Delivery:  on campus

Prerequisite: CS1301, EN1000  or placement recommendation .

### RX1900-2990 - Special Topics for Pharmacy Technician (1-4.5)

Topics will vary depending on the interests of the instructor and students.  Delivery:  on campus

Prerequisite: Prerequisite:  Permission of the Academic Dean.

### RX2200 - Medical Insurance and Pharmacy Law (2)

This class provides students with a basic understanding of medical insurance and pharmacy billing. Students utilize current technology to initiate, verify, adjudicate, and collect payment for pharmacy services and supplies. The process to dispense medications and over-the-counter products in accordance with federal and state laws and regulations is outlined. Delivery:  on campus

Prerequisite: RX1000, RX1500.

### RX2310 - Community or Outpatient Pharmacy Lab (2)

This course provides students with hands-on experience in the production of pharmaceutical products utilized in community retail or outpatient pharmacies. Topics addressed include the skills of medication preparation, labeling, product storage, providing supplemental patient information, immunizations, and quality assurance. Students also learn to prepare manufactured products for distribution, and to compound nonsterile products.  (4 hours lab per week) Delivery:  on campus

Prerequisite: RX1000, RX1100, RX1500.

### RX2500 - Drug Therapeutics I with Lab (4)

This course provides students detailed information on the therapeutic use and side effects of prescription medications, nonprescription medications, and alternative therapies. For each medication studied, students learn the brand and generic name, standard pronunciation, dosage forms, and routes of administration. Therapeutic areas covered include the anti-infective drugs, narcotic pain relievers, neurologicals, and psychiatric agents. Lab activities are embedded in the course. (3.5 hours lecture, 0.5 hours lab per week) Delivery:  on campus

Prerequisite: RX1000, RX1500, SC1221.

### RX2510 - Inpatient Pharmacy Lab (2)

This course provides students with hand-on experience in the production of pharmaceutical products utilized during inpatient hospital stays. Students demonstrate the skills of medication preparation, documentation, storage, and distribution. Controlled substances, investigational, cytotoxic, and other hazardous medication products are included. (2 hours lecture, 2 hours lab per week) Delivery: on campus

Prerequisite: RX1000, RX1100, RX1500.

### RX2600 - Drug Therapeutics II with Lab (4)

This course provides students detailed information on the therapeutic use and side effects of prescription medications, nonprescription medications, and alternative therapies. For each medication studied, students learn the brand and generic name, standard pronunciation, dosage

forms, and routes of administration. Therapeutic areas covered include the renal and endocrine systems; plus hormone, topical dermatologic, ophthalmic, and otic agents. Lab activities are embedded in the course. (3.5 hours lecture, 0.5 hours lecture per week) Delivery: on campus

Prerequisite: RX2500.

### RX2700 - Drug Therapeutics III with Lab (3)

This course provides students detailed information on the therapeutic use and side effects of prescription medications, nonprescription medications, and alternative therapies. For each medication studied, students learn the brand and generic name, standard pronunciation, dosage forms, and routes of administration. Therapeutic areas covered include the gastrointestinal, cardiac, and respiratory systems, plus muscle relaxants, narcotic analgesics, anti-inflammatory drugs, immunizations, and neoplastic agents. This course teaches the American Heart Association's cardiopulmonary resuscitation of adults, children, and infants. Safety concerns and disaster responses in the health care environment are explored. Lab activities are embedded in the course. (1.5 hours lecture, 1.5 hours lab per week) Delivery: on campus

Prerequisite: EN1150, RX2500.

### RX2850 - Preparing for the Pharmacy Profession with Lab (3)

This course provides students with the tools they will need to be successful as pharmacy technicians. Students are exposed to a variety of issues related to the attitudes, values and skills; in addition to the legal responsibilities of a pharmacy technician. Students will review areas of concentration presented throughout the entire program, such as: pharmacy calculations, aseptic compounding, non-sterile compounding, basic biopharmaceutics, and pharmacy laws and regulations. They also re-examine areas related to processing of prescriptions, purchasing, and inventory control. A final review of this information is essential to the successful passing of the national certification exam. Throughout this course, students gain an appreciation for the value of technician certification and active involvement in professional organizations. Lab activities are embedded in the course. (1.5 hours lecture, 1.5 hours lab per week) Delivery: on campus

Prerequisite: RX1000, RX1100, RX1500, RX2200, RX2310, RX2500, RX2510, RX2600, RX2700.

### RX3110 - Inpatient Externship (4)

Students practice skills developed in the didactic and laboratory phases of their training in an environment that provides inpatient services. The student will engage in the entire scope of activities that might be performed by a pharmacy technician at the particular site. The student will be evaluated by the site's preceptor. Delivery: on campus

Prerequisite: RX2850.

### RX3120 - Community or Outpatient Externship (4)

Students practice skills developed in the didactic and laboratory phases of their training in a community or outpatient pharmacy that does not offer inpatient services. The student will engage in the entire scope of activities that might be performed by a pharmacy technician at the particular site. The student will be evaluated by the site's preceptor. Delivery: on campus

Prerequisite: RX2850.

### RX3125 - Pharmacy Externship ()

Students practice skills developed in the didactic and laboratory phases of their training in a community, outpatient, or institutional pharmacy. The student will engage in the entire scope of activities that might be performed by a pharmacy technician at the particular site. The student will be evaluated by the site's preceptor.

Prerequisite: RX2850.

## SC - SCIENCE

### SC1040 - General Biology (4.5)

This lecture course is designed to introduce the student to the life sciences. Development of a science-oriented vocabulary is stressed. Organization, structure/function relationship, the scientific method, characteristics of living things, and information systems are some of the topics discussed. Delivery: on campus

### SC1055 - Biological Concepts with Lab (4.5)

This course is designed to introduce the student to the life sciences. Development of a science-oriented vocabulary is stressed. Organization, structure/function relationships, the scientific method, characteristics of living things, and information systems are some of the topics discussed. Laboratory exercises reinforce biological concepts learned in the lecture portion of this course. (3.5 hours lecture, 2 hours lab per week) Delivery: on campus

### SC1100 - Environmental Science (4.5)

This course is an introduction to environmental science that includes energy principles, relationships of organisms in ecosystems, and human impact. Delivery: on campus and online

### SC1120 - Astronomy (4.5)

This course is an introduction to astronomy as a science. Basic principles of physics are utilized in developing an overall concept of our location in space and a general view of the neighborhood.  Current topics are emphasized. Delivery:  on campus

### SC1150 - Environmental Geology (4.5)

This course includes the examination of Earth processes that influence human activities.  Topics include Earth development, rocks and minerals, internal Earth processes, surface Earth processes, Earth resources, pollution, and waste disposal. Delivery:  on campus

### SC1180 - Basic Animal Anatomy (4.5)

This course is an introduction to anatomy of domestic animals. Parts of the animal and the skeleton will be emphasized. In addition, major muscles, vessels, nerves, and organs will be identified and their primary functions discussed. Delivery:  on campus

### SC1200 - Principles of Nutrition (4.5)

This course introduces nutritional concepts including principles of digestion and absorption, the functions of nutrients, lifecycle needs, disease prevention, and weight management. The basic principles of nutrition are studied with particular emphasis on their applications to human health and daily living.  Delivery:  on campus and online

### SC1201 - Nutritional Foundations (2)

This course introduces the basic nutritional concepts and their application to health and disease modification and prevention; including digestion and absorption, functions of nutrients, nutritional needs across the lifespan, and weight management. Delivery:  on campus

### SC1210 - Introduction to Meteorology (4.5)

This course examines the nature of the atmosphere, including how and why a wide variety of weather conditions are observed on the Earth.  Topics include:  heat transfer and temperature; moisture, clouds and precipitation; air pressure and wind; mid-latitude storm systems; tornadoes and hurricanes; weather forecasting; and climate change.  There will also be a special emphasis on local climatology. Delivery:  on campus

### SC1221 - Essentials of Anatomy and Physiology with Lab (6)

Designed for learners with little or no biology knowledge, this course provides an introduction to the essentials of anatomy and physiology.  Throughout the course students will demonstrate knowledge of the complementary relationship between structure and function of the human body, as well as the integration of systems to maintain homeostasis.  Students will apply this fundamental knowledge to explain common diseases, disorders or conditions, and make recommendations that promote individual health, regardless of age or gender.  Laboratory activities are embedded in this lecture-based class to optimize student assimilation and retention of content. (4.5 hours lecture, 3 hours lab per week) Delivery:  on campus

### SC1223D - General Anatomy and Physiology (4)

This bridging course in anatomy and physiology studies is available to students who have completed prior college-level course work in the field.  Throughout the course, students will demonstrate knowledge of the complementary relationship between structure and function of the various body systems, as well as the integration of systems to maintain homeostasis. Delivery:  online

Prerequisite: Prior Anatomy and Physiology course(s).

### SC1224D - Advanced Essentials of Anatomy and Physiology with Lab (6)

This course utilizes a systems approach to study human anatomy and physiology. The integumentary system, the skeletal system, the muscular system the nervous system, the endocrine system, blood and cardiovascular system, the lymphatic system, the digestive system, the respiratory system, the urinary system, and the reproductive system are addressed. Each week there are 4-1/2 hours of lecture and three hours of lab scheduled. Delivery:  online

Prerequisite: SC1221.

### SC1232 - Human Anatomy and Physiology I with Lab (6)

This course utilizes a systems approach to study human anatomy and physiology.  Cells and tissues, the integumentary system, the skeletal system, the muscular system, the nervous system, and the endocrine system are addressed.  (4.5 hours lecture, 3 hours lab per week) Delivery:  on campus  and online

**SC1240 - Anatomy and Physiology of Domestic Animals (4)**

This course is a systems approach to the study of the essentials of anatomy and physiology of domestic animals. (4 hours lab per week) Delivery:  on campus

Prerequisite: ME1150.

**SC1280 - Comparative Anatomy Lab (2)**

This course covers the comparison of the anatomy of domestic animals using the cat as a model of dissection. Delivery:  on campus

Prerequisite: SC1240.

**SC1300 - Physical Science (4.5)**

This lecture course provides a general knowledge of the physical sciences dealing with matter and energy.  Lectures cover introductory chemistry, physics, astronomy, and earth sciences. Delivery:  on campus

Prerequisite: MA1500.

**SC1320 - Anatomy and Physiology of Domestic Animals II (3)**

This course is a continuation of the systems approach to the study of the essentials of anatomy and physiology of domestic animals.  Systems not covered in Anatomy and Physiology of Domestic Animals I are addressed. Delivery:  on campus

Prerequisite: SC1240.

**SC1332 - Human Anatomy and Physiology II with Lab (6)**

This course utilizes a  systems approach to study human anatomy and physiology.  The  blood and cardiovascular system, the lymphatic system, the digestive system, the respiratory system, the urinary system, and the reproductive system are addressed.  Also covered are fluid and electrolyte balance, acid and base balance, and genetics. (4.5 hours lecture, 3 hours lab per week) Delivery:  on campus and online

Prerequisite: SC1232.

**SC1354 - Gen Chemistry and Biochemistry with Lab (4.5)**

This course is a basic study of concepts of chemistry and its importance in life sciences.  This course emphasizes biochemistry and includes intense problem-solving sessions in the metric system and medical mathematics. Laboratory exercises reinforce chemistry concepts learned in the lecture portion of this course.  (3 hours lecture, 3 hours lab per week) Delivery:  on campus

**SC1370 - Pathophysiology (6)**

This course is designed to familiarize the beginning nursing student with the communication, interpretation and impact of disease by an individual, family and community. The interrelatedness and response to disease will consider the biological, social, cultural, spiritual, physical and behavioral aspects of the individual. Etiology, signs and symptoms, demographics, pathogenesis, and co-morbidities will be considered in reference to various disease processes. Delivery:  on campus

Prerequisite: SC1332.

**SC1421D - Microbiology (4.5)**

This course is a general introductory course to microbiology.  It provides a background in many areas of microbiology, antimicrobial agents and immunology.  Host parasite relationships of microorganisms will be studied with an emphasis on bacteria.  Delivery:  online

**SC1422 - Microbiology with Lab (6)**

This course is a general introductory course to microbiology.  It provides a background in many areas of microbiology, antimicrobial agents, immunology and host parasite relationships of microorganisms will be studied with an emphasis on bacteria.   In the lab portion of this course, students will learn aseptic techniques and apply them in the isolation of pure cultures of bacteria.  Students will also perform various staining techniques and chemical tests to identify these bacteria.  The response of bacteria to changes in environmental conditions will be examined.  Various life stages of medically important parasites will also be observed. (4.5 hours lecture, 3 hours lab per week) Delivery:  on campus

**SC1900-4990 - Special Topics in Science (1-4.5)**

Topics will vary depending on the interests of the instructor and students.  Delivery:  on campus

**SC2050 - Clinical Kinesiology (4)**

This course explains the body's structures, regions, and movements. Course content includes a review of location and movement terminology, bone structure and function, joint structure and function, and muscle profiles. Students will learn how and understanding of the body's structures will help the body move through joint motions, and passive and resisted range of motion techniques. Clinical applications of concepts reinforce learning and integration of knowledge into practice. Delivery:  on campus

Prerequisite: SC2061.

### SC2061 - Palpation of Anatomy with Lab (3)

This course is designed to bridge the gap between musculoskeletal anatomy and physiology and the living body. Course content includes a survey of muscle anatomy and physiology, musculoskeletal assessment, proprioception, neurological coordination, systemic palpation of the skin and fascia, bones, and other relevant structures. Primary emphasis is placed on muscle palpation and identification of muscle actions and attachments. 1.5 hours lecture, 3 hours lab per week. Delivery:  on campus

Prerequisite: SC1221.

### SC2200 - Pharmacology for Veterinary Technicians (4)

This course introduces the veterinary technician student to the study of drugs and drug therapy.  Emphasis is placed on identifying drug actions, drug names, routes of administration, and adverse effects. Delivery:  on campus

Prerequisite: SC1354, SC1320.

### SC3100 - Bacteriology/Parasitology (3)

This course is a study of characteristics of pathogenic and non-pathogenic bacteria and fungi.  The fundamentals of infections and control of internal and external parasites are also explored. Delivery:  on campus

Prerequisite: AH2300.

### SC3110 - Bacteriology/Parasitology Lab (2)

This course includes laboratory exercises in the collection, culture and identification of bacteria and fungi. Identification of internal and external parasites is also emphasized. Delivery:  on campus

Prerequisite: AH2300, AH2310.

### SC3705 - Energy Science Principles (4.5)

This course will provide students with an overview of the basic scientific principles underlying the use of energy from fossil fuels and renewable sources of energy.

Prerequisite: MA2000. Offered: Online.

# SO - SOCIOLOGY

### SO1050 - Introduction to Sociology (4.5)

This course is designed to develop the sociological thinking of students.  The multifaceted nature and depth of sociology will be presented in such areas as socialization, diversity, stratification, social institutions, and globalization. Delivery:  on campus and online

### SO1100 - Introduction to Legal Principles (4.5)

See PL1100

Cross-Listed as: PL1100, LA1100.

### SO1800 - Community Volunteer Practicum (4.5)

This practicum course provides students with the opportunity to serve as a volunteer in a community non-profit organization which has been approved by the university. Delivery:  on campus

### SO1900-4990 - Special Topics in Sociology (1-4.5)

Topics will vary depending on the interests of the instructor and students.  Delivery:  on campus

### SO2050 - Marriage and Family (4.5)

This course studies premarital and marital relationships in modern society.  The historical and cultural aspects of love, dating, marriage, and alternative systems are used to discover the difficulties in adjusting to marriage and the family. Delivery:  on campus

Prerequisite: SO1050.

### SO2120 - Domestic Relations (4.5)

See PL2100

Cross-Listed as: PL2100.

### SO2150 - Child Growth and Development (4.5)

This course looks at children from a developmental perspective; it reflects how children change as a result of age and experience.  The student studies the physical, cognitive, social, and emotional development of children from conception through adolescence. Delivery:  on campus

Prerequisite: SO1050.

### SO2160 - Foundations of Cultural Competence (4.5)

This course provides students with a sense of the diversity of cultures throughout the world. The course enables students to focus on dynamic sociological issues in both foreign and diverse domestic environments. Major topic areas include cross-culture communication, negotiation and decision-making skills, in addition to ethics and social responsibility.

Offered: Online.

### SO3100 - Human Geography (4.5)

This course explores the study of geography by emphasizing the relevance of geographic concepts to human problems. A central focus of the course is on the tension between globalization and cultural diversity. Students will explore how people are taking deliberate steps to protect their cultural identities as the world

becomes more unified economically, culturally, and environmentally. Delivery: on campus

Prerequisite: SO1050.

### SO4150 - Business and Society (4.5)

See MT4150

Cross-Listed as: MT4150.

# ST - SURGICAL TECHNOLOGY

### ST1000 - Introduction to Surgical Technology (4.5)

This course provides an introduction to the principles, techniques, and issues related to the operating room and surgery environment. Students will examine the roles of professionals working in the operating room and will learn to identify the appropriate response to patient needs and to legal, ethical, and safety issues.

Distribution: Bellevue, Overland Park, Tulsa and Wichita. Offered: On ground.

### ST1100 - Surgical Procedures I Lab (4.5)

This course prepares students for the preoperative duties performed by surgical technologists. Students will learn to use sterile technique and demonstrate proper care, handling, and assembly of surgical instruments.

Prerequisite: ST1000. Distribution: Bellevue, Overland Park, Tulsa and Wichita. Offered: On ground.

### ST1200 - Surgical Procedures II Lab (4.5)

This course focuses on intraoperative and postoperative procedures performed by surgical technologists. Students will apply knowledge of surgical instrumentation to specific surgical procedures, use proper methods for preparing supplies and instruments, and demonstrate sterile technique at all times during and after procedures.

Prerequisite: SC1221, ST1000 and ST1100. Distribution: Bellevue, Overland Park, Tulsa and Wichita. Offered: On ground.

### ST2000 - Surgical Procedures III Lab (4.5)

This course provides an in-depth examination of surgical procedures and relevant anatomy, physiology, and pathophysiology related to general surgery, gynecological surgery, otorhinolaryngology surgery, and ophthalmic surgery. Students will learn to use the appropriate instruments and supplies, patient positioning and draping techniques, and correct surgical incision for procedures in these surgical disciplines.

Prerequisite: ST1200. Distribution: Bellevue, Overland Park, Tulsa and Wichita. Offered: On ground.

### ST2100 - Surgical Procedures IV Lab (4.5)

This course provides an in-depth examination of surgical procedures and relevant anatomy, physiology, and pathophysiology related to neurological, orthopedic, cardiothoracic and peripheral vascular surgery. Students will learn to use the appropriate instruments and supplies, skin preparation, patient positioning and draping techniques, and correct surgical incision for procedures in these surgical disciplines.

Prerequisite: ST2000. Distribution: Bellevue, Overland Park, Tulsa and Wichita. Offered: Onground.

### ST2200 - Surgical Cases (4.5)

This course provides an in-depth examination of surgical procedures and relevant anatomy, physiology, and pathophysiology related to plastic and reconstructive surgery, oral and maxillofacial surgery, and genitourinary surgery. Students will learn to use the appropriate instruments and supplies, patient positioning and draping techniques, and correct surgical incision for procedures in these surgical disciplines. Case management will also be addressed.

Prerequisite: ST2000. Distribution: Bellevue, Overland Park, Tulsa and Wichita. Offered: On ground.

### ST2300 - Surgical Technology Professional Practice (1)

This course prepares students for the professional aspects of surgical technology that complement the broad range of clinical skills learned through previous courses.

Distribution: Bellevue, Overland Park, Tulsa and Wichta. Offered: On ground.

### ST2500 - Surgical Technology Externship I (9)

This externship course is designed for students to obtain practical experience working with professionals in a clinical setting. The unpaid externship provides an opportunity to apply surgical technology principles and practices in a supervised setting at an approved site during a 270-contact hour experience. Students will maintain and submit a journal that documents at least 60 cases scrubbed.

Prerequisite: ST1000, ST1100, ST1200, ST2000, ST2100, ST2200, ST2300. Distribution: Bellevue, Overland Park, Tulsa and Wichita. Offered: On ground.

### ST2510 - Surgical Technology Externship II (9)

This externship course is designed for students to obtain practical experience working with professionals in a clinical setting. The unpaid externship provides an opportunity to apply surgical technology principles and practices in a supervised setting at an approved site during a 270-contact hour experience. Students will maintain and submit a journal that documents at least 60 cases scrubbed.

Prerequisite: ST1000, ST1100, ST1200, ST2000, ST2100, ST2200, ST2300, ST2500. Distribution: Bellevue, Overland Park, Tulsa and Wichita. Offered: On ground.

# TH - THERAPEUTIC MASSAGE

### TH1021 - Ethics and Personal Growth with Lab (3)

Students will develop fundamental knowledge and skills required to promote successful and ethical therapeutic relationships with clients and be successful as an employee, independent contractor, or small business owner. This course is also designed to teach the fundamentals of managing physical stress including proper use of breath, relaxation, body alignment, movement techniques, and diet. (1.5 hours lecture, 3 hours lab per week.) Delivery: on campus

### TH1031 - Fundamentals of Massage Therapy with Lab (3)

This course provides an introduction to massage practice including the effects, benefits, indications, and contraindication for massage; preparing equipment and products for massage; sanitary and safety practices; and client consultation and documentation. Students will incorporate this fundamental information into the effective design of massage and bodywork sessions. Throughout the course students progressively classify massage movements, apply massage techniques, demonstrate procedures for a general body massage, and create a professional massage routine for clients in various positions lying and seated. (1.5 hours lecture, 3 hours lab per week.) Delivery: on campus

### TH1041 - Massage Standards and Business Practice with Lab (3)

Students will review the history of massage in the context of understanding contemporary massage requirements, scope of practice, and code of ethics. This course emphasizes the application of therapeutic massage including increased utilization of various soft-tissue and joint mobilization techniques in the whole body massage routine. Student will also develop, implement, and document assessments and individualized treatment plans. 1.5 hours lecture. (3 hours lab per week.) Delivery: on campus

Prerequisite: TH1031.

### TH2021 - Specialty Massage Techniques with Lab (3)

This course will examine craniosacral therapy, myofascial release, lymphatic drainage, Eastern bodywork, reflexology, and energy therapies. Students will incorporate these advanced techniques into the effective design of massage and bodywork sessions in which they combine massage and bodywork techniques for therapeutic benefit. Students will also learn to modify the existing methods of the massage routine to fit the needs of the special population with whom they are working. This course is also designed to introduce the student to cardiopulmonary resuscitation of adults, children, and infants. (1.5 hours lecture, 3 hours lab per week.) Delivery: on campus

Prerequisite: SC1221, TH1031.

### TH2061 - Neuromuscular Techniques with Lab (3)

This course provides a systematic training program for deep tissue, neuromuscular techniques and other massage modalities. Course content covers sequential, progressive massage therapy for the entire body. The course utilizes "hands-on" simulation and case studies to explore client scenarios with greater complexity. (1.5 hours lecture, 3 hours lab per week.) Delivery: on campus

Prerequisite: EN1150, SC1221.

### TH2081 - Special Populations Massage Techniques with Lab (3)

The course will examine pre/post natal massage, infant massage, geriatric massage, chronic/terminal illness, hospice, cancer, and pain management. Students will learn the theories of these advanced techniques to gain knowledge on how to effectively incorporate them into massage and bodywork sessions. Students will also learn to modify the existing methods of the massage routine to fit the needs of the special population with whom they are working. (1.5 hours lecture, 3 hours lab per week.) Delivery: on campus

Prerequisite: SC1221, TH1041.

### TH2100 - Mastering Therapeutic Business (4)

This course is designed to introduce the student to employment options, such as being a self-employed massage therapist or working for a business. The course will include topics such as life planning, success strategies, conscious business, business start-up, business and financial management, therapeutic communications, and marketing. Delivery: on campus

Prerequisite: SC2061, TH1021, TH1031, TH1041, TH2021, TH2061, TH2081.

### TH2500 - Student Clinic (3)

This diploma-level internship emphasizes supervised student clinic activities, and employment as a massage professional. Students will incorporate all components of their instruction into the recruiting, screening, orienting, and massaging of clients, as well as, beginning to explore

opportunities for massage professionals in their community.  The student clinic is an integral part of the training to gain practical knowledge of the therapeutic massage industry.     Delivery:  on campus

Prerequisite: SC2061, TH1021, TH1031, TH1041, TH2021, TH2061, TH2081.

### TH3000 - Therapeutic Massage Exam Review (1)

This course is designed to provide the therapeutic massage student with a comprehensive review of what the student needs to know to pass certification and licensing exams. Emphasis is in preparing students for their externship, certification, and/or licensing exam. Delivery:  on campus

Prerequisite: SC2061, TH1021, TH1031, TH1041, TH2021, TH2061, TH2081.

### TH3010 - Massage Internship (2)

An integral part of the training to gain practical knowledge of the therapeutic massage industry is an acquisition of practical skills in a clinical/educational setting.  The fieldwork provides administrative, observational opportunities, hands-on experience as appropriate, feedback to the student, and learning tasks as appropriate. Fieldwork is completed in a supervised setting at an approved site. Delivery:  on campus

Prerequisite: SC2061, TH1021, TH1031, TH1041, TH2021, TH2061, TH2081.

# TM - TOURISM AND HOSPITALITY MANAGEMENT

### TM3000 - Introduction to Tourism and Hospitality Management (4.5)

This course provides learners with a basic knowledge of all the activities associated with the tourism and hospitality industry. Students explore lodging, food service, events, conventions, concerts, gaming, resorts, parks, and attractions. The students learn what products, services, and experiences these facilities provide. Students also learn how the industry is divided into segments of professionals, including facility operators, conveyance operators, activity managers, and sales and promotion personnel. Students learn what types of customers are served by the industry. Delivery:  on campus and online

Prerequisite: MT2050.

### TM3100 - Event and Convention Management (4.5)

A significant portion of the travel industry serves customers attending events and conventions. Students learn about the many types of products, services, and experiences that are provided to customers who attend events and conventions. In turn, the course will address the

tasks that must be executed by workers and managers at events and conventions. There is discussion of what elements build quality and success into event and convention management. Delivery:  on campus and online

Prerequisite: MT2050, TM3000.

### TM3300 - Destination Tourism (4.5)

This course is designed to provide information on the major tourist destinations found in countries around the world. Students will learn relevant facts about the world's regions, including the geography, climate, weather patterns, culture, lodging and transportation options, and attractions, and will decide how to best match a traveler's needs and interests to specific destinations. Delivery:  on campus and online

Prerequisite: TM3000.

### TM3400 - Food Service and Lodging Management (4.5)

This course provides information on techniques involved in managing the full range of lodging and food services facilities. The course addresses the full range of lodging facilities and food service facilities. Students learn the various tasks employees and management personnel perform to deliver products and services experiences to customers. There is a discussion of the elements that build quality and success into these types of businesses. Delivery:  on campus and online

Prerequisite: MT2050, TM3000.

### TM4300 - Tourism and Hospitality Marketing (4.5)

The goal of this course is to provide students with tools to participate in the marketing and sales aspects of the tourism and hospitality industry. The course covers the wide variety of marketing and sales tools that are used by business and government to promote the travel and hospitality industry. Marketing strategy and philosophy are discussed as they apply to the tourism and hospitality industry.  Delivery:  on campus and online

Prerequisite: MG3000, TM3000.

### TM4500 - Internship (4.5)

The purpose of this internship is to give the student experience in applying what he or she has learned in the classroom by working in a business or government environment. The student's responsibility is agreed upon in advance by the student's advisor, the business entity, and the student. Successful completion requires a written report by the student detailing the experience gained during the internship and successful completion of the projects assigned by the business supervisor(s). The student earns either a "Satisfactory" or "Unsatisfactory" grade. Delivery: on campus and online

Prerequisite: Completion of all other Emphasis Core courses and Senior status..

# CONTINUING EDUCATION AND NON-CREDIT PROGRAMS

## GENERAL INFORMATION

### About Continuing Education and Non-Credit Classes

NAU's online and on-site classes aid in career, professional, and personal development. They range from skill overview sessions to comprehensive certification preparation. Students can earn certificates of completion or CEUs as well as prepare for recognized industry certifications.

### Enrolling in Continuing Education/Non-Credit Classes and Programs

Learners can browse a current list of classes and programs at www.national.edu/naux. Each class or program includes a description, the number of contact hours and the cost. Additionally, courses will include a description of its delivery format (such as online, on ground or blended.). Learners can enroll in courses online using our payment and registration system.

### Payment and Refund Policies

Payment is due at the time you register for the course. Unless a separate policy is stated for a specific class or classes, the following applies to all cancellations and refunds. There will be no refunds for any reason. All online classes and training materials are sold without any guarantee. Please read all class descriptions to understand what each class includes and its appropriate application. By making a purchase, you are confirming that you have read and understood our no refunds policy on these products.

Courses in the state of Missouri: If a student drops the course during the first scheduled week of the class, the student will receive a 100% refund. If a student attends class beyond the first week, but drops the course during the first 60% of scheduled classes, the student will receive a refund prorated daily.* If a student attends class beyond 60% of the scheduled classes, no refund is available.

*Percent of class completed = 100% minus percent of term completed.

*National American University may cancel any course, seminar, or event for any reason. In such case, registrants will receive a refund of any fees paid.*

### Status of Credits

All programs and courses offered do not carry academic credit. While successful completion of courses may earn CEU credit and may help users prepare for certification exams, they cannot be applied to academic degree programs directly. It may be possible to recognize classes for academic credit, but no guarantees are made concerning this ability, amount of credit or additional costs. By making a purchase, you are confirming that you have read and understood our status of credits policy on these products.

### Class Formats

Classes are offered in a number of delivery formats to meet learners' needs and schedules:

- Online – These classes are offered online, and students have access to the materials 24/7.
- On-Site – These classes are held at an NAU campus or other location by a live instructor.
- Blended – These classes combine both an on-site experience with an online class.

## NON CREDIT COURSES

## BAM - Business Administration and Management

### BAM202 - Project Management Professional (35 hours) ()

This course will assist students in preparation for the Project Management Professional (PMP)® exam. Students will learn the terminology, tools, and techniques required to take a project through all process phases from initiating to planning, executing, monitoring, and controlling through closing. In addition to providing students with an overview of key concepts from PMI's A Guide to the Project Management Body of Knowledge, Fifth Edition (PMBOK® Guide), this course is designed to build confidence and raise the students' chances of passing the PMP® Exam

Offered: Online.

### BAM203 - Project Risk and Cost Analysis (20 hours) ()

This course provides an overview of the principal areas of Project Risk and Cost Analysis, introducing the participant to the importance of effective risk management in the

workplace. Participants will examine the key skills and methods related to project risk and cost analysis, and learn how to develop and apply those skills.

Offered: Online.

### BAM204 - Communication Skills for Managers (20 hours) ()

The Communication Skills for Managers course is designed to provide an overview of effective methods of communication for you as a manager. You will apply strategies for improving listening, speaking, and writing skills. In addition, you will examine methods of delivering criticism, asking questions, and teaching someone a process. The course also covers how to create effective business communications, such as presentations and documents.

Offered: Online.

### BAM206 - Effective Time Management (20 hours) ()

The Effective Time Management course is designed to provide you with an overview of time management skills, concepts, and techniques. This course, developed according to American Management Association standards, will help you to identify time challenges and set goals for prioritizing and planning in order to more effectively use your time. This practical, interactive course teaches strategies for maximizing personal effectiveness and how to alleviate common stressors through effective time management.

Offered: Online.

### BAM207 - Finance and Accounting for Non-Financial Managers (20 hours) ()

The Finance and Accounting for Non-Financial Managers course is designed to provide you with an overview of the principal areas of financial management. This course, developed according to American Management Association standards, gives you a working knowledge of financial management for application on a business or personal level. This course introduces you to financial terminology, relates financial measures to operating information, and enables you to understand and apply these measures to operating performance.

Offered: Online.

### BAM208 - First-Line Supervision and Leadership (20 hours) ()

The First-Line Supervision and Leadership course is designed to provide you with an overview of general supervision concepts and methodologies. This course, developed according to American Management Association standards, helps you understand requirements for making the transition to first-line leadership, and

introduces the paradoxes of first-line supervision. This empowering course examines the role of a supervisor, qualities of an effective leader, and explores team development and technological factors that affect leadership.

Offered: Online.

### BAM209 - How to Manage Conflict in the Organization (20 hours) ()

The How to Manage Conflict in the Organization course is designed to provide you with an overview of the effective ways to manage conflict in the workplace. The course identifies types of conflict and techniques for eliminating it. You will examine the different types of conflict resolution and identify differences between interpersonal and structural conflicts in the workplace. You will also learn the importance of resolving conflicts in the workplace.

Offered: Online.

### BAM210 - Interpersonal Communication Skills in the Workplace (20 hours) ()

The Interpersonal Communication Skills in the Workplace course introduces you to the key skills and methods related to workplace communication, and how to develop and apply those skills. The course teaches you skills to successfully present ideas and information as well as listen to others' ideas to solve problems.

Offered: Online.

### BAM211 - Managing Multiple Projects (20 hours) ()

This course provides participants with an overview of the principal areas of managing multiple projects. It introduces the participant to the importance of effective project management in the workplace. Participants will examine the key skills and methods related to project management, and learn how to develop and apply those skills.

Offered: Online.

### BAM216 - Effective Business Writing Skills (20 hours) ()

The Effective Business Writing Skills course is designed to provide you with an overview of sound business writing skills. This course, developed according to American Management Association standards, introduces the process of business writing, including prewriting strategies, organizational methods, and revision techniques. This engaging course is fully online and self-paced and teaches you to write in a professional tone. You will also be taught to identify and correct grammatical errors and structural flaws in writing.

Offered: Online.

**BAM240 - Lean Enterprise Certification I (40 hours) ()**

This course will enable an individual to sit for the Lean Essentials I Certification exam from the American Society for Quality. This highly interactive certification prep course content was developed according to American Society for Quality Standards.

Offered: Online.

**BAM241 - Six Sigma Green Belt (48 hours) ()**

This course provides an overview of the key concepts for the Six Sigma Green Belt Certification test. It will explore processes and team management, operational metrics, and key tools and techniques to achieve process excellence.

Offered: Online.

**BAM242 - Six Sigma Black Belt (48 hours) ()**

This course provides an overview of the key concepts for the Six Sigma Black Belt Certification exam. It will explore process and team management, operational metrics, and key tools and techniques to achieve process excellence.

Offered: Online.

## EXE - Executive Education

**EXE700 - Introduction to Innovation and Commercialization of 3D Technologies (3.5 hours) ()**

Introduction to Innovation and Commercialization of 3D Technologies is for executives and leaders of companies that want to use 3D technology, such as 3D printing, 3D scanning, additive manufacturing, and rapid prototyping, to increase their speed to market and increase profitability while reducing costs and maintaining quality in a competitive global environment.

Offered: On-Site.

**EXE750 - Senior Leadership Program (25 hours) ()**

This program will show you how to identify and develop talent to ensure continuity of leadership at all levels. Topics will include Values, Mission, & Philosophy of Community Colleges, Leadership Challenges within the Community College System, Major Challenges Facing Community Colleges, The Human Touch, DISC Interpretation, Conflict Resolution: Maximizing Your Potential, Leading Organization Change, High Performance Mindset as Seen Through the Eyes of an Iron Man, A Customer Service Model for Community Colleges, and Leading From the Middle.

Offered: On-Site.

## HTH - Health

**HTH101 - Universal Precautions (8 hours) ()**

This course provides training and information on the Occupational Safety and Health Administration (OSHA) Bloodborne Pathogens Standard. This federal mandate requires the use of universal precautions and other engineering and work practice controls to provide a safe workplace for individuals at risk of occupational exposure to blood and other potentially infectious materials (OPIM). Exposure to blood and OPIM can result in the transmission of bloodborne pathogens, which can lead to disease or death.

Offered: Online.

**HTH102 - HIPAA Privacy Rule Training for Health Care Organizations (8 hours) ()**

This course provides a foundation for all learners to the Health Insurance Portability and Accountability Act (HIPAA). The course defines HIPAA and introduces its most current information, including privacy rules and security rules, and provides students with opportunities to locate information on the HIPAA. Students are encouraged to consider HIPAA from the perspective of the patient as well as the Covered Entity. In addition, students are introduced to the HITECH Act and its impact on electronic medical records. At the end of the course, students will be able to implement safe guards with HIPAA.

Offered: Online.

**HTH103 - Customer Service for Health Care (24 hours) ()**

This course provides participants with the basics of customer service for individuals seeking to work in the healthcare industry. In the past few years, the Centers for Medicare & Medicaid services have implemented a customer service survey called HCAHPS. The initiative is to measure patients' satisfactions and perspectives on hospital care. The uniqueness of the HCAHPS survey also provides patients' with a transparent viewpoint of their local hospitals and they may choose to which competitor they would like to return their investments. In response to the HCAHPS course, as well as the application of the new Patient Protection and Affordable Care Act, health care facilities are reevaluating customer service and implementing new patient service standards and regulations in their facilities. The goal of this course is to provide participants with insight to the HCAHPS survey as well as the tools to provide excellent customer service in their field.

Offered: Online.

**HTH105 - Patient Access Specialist (25 hours)     ()**

The Patient Access Specialist course introduces you to the roles and responsibilities of the Patient Access Services department in a hospital setting. You will learn the role of correct patient identification practices in maintaining patient safety and the need for extraordinary customer service skills in difficult situations. During the course, you will gain the skills and knowledge required to sit for the Certified Healthcare Access Associate certification exam. The self-paced online course is one of the five courses comprising the Certified Healthcare Access Associate program from the National Association of Healthcare Access Management (NAHAM).

Offered: Online.

**HTH106 - Overview of Electronic Health Records and Clinical Software (16 hours) ()**

The Overview of Electronic Health Records and Clinical Software course introduces you to the electronic health record (EHR). You will gain a thorough understanding of both the terminology of EHR systems and the practical use of such systems in a health care provider office setting. You will learn about problem lists,  assessments, prescription/medication management, exam notes, and diagnostic orders and results.

Offered: Online.

**HTH108 - Professionalism in Health Care (26 hours) ()**

The Professionalism in Health Care course is designed to provide you with a primer on professionalism in the health care industry.

Offered: Online.

**HTH109 - Survey of Anatomy and Physiology (10 hours) ()**

The Survey of Anatomy & Physiology course is designed as a primer to the major anatomical structures of the human body systems. This highly interactive, engaging, self-paced, and online course provides a survey of homeostasis of the body. Body systems include the integumentary, skeletal, muscular, nervous, endocrine, male and female reproductive and digestive systems.

Offered: Online.

**HTH110 - Survey of Medical Law and Ethics (10 hours)     ()**

The Survey of Medical Law and Ethics course gives you an overview of the legal and ethical issues found in the health care setting. The course will cover the laws and professional requirements that regulate the delivery of health care, which include HIPAA, the Patient's Bill of Rights, and standard of care. You will also gain an understanding of the ethical and moral issues that health care professionals may encounter.

Offered: Online.

**HTH111 - Survey of Medical Terminology (10 hours) ()**

The Survey of Medical Terminology course is designed as a primer to common medical terminology for your new career in the health care industry. This interactive, foundational, self-paced, and online course provides a survey of medical terminology, symbols and abbreviations, and the application of this new language in the field of health care.

Offered: Online.

**HTH112 - Survey of Pharmacology (10 hours) ()**

The Survey of Pharmacology course is designed to provide you with a primer to the principles and basics of pharmacology. This interactive, Foundational course introduces you to the principles of clinical application, including basic pharmacokinetics, dosage forms, and drug administration. You will gain a brief introduction to the knowledge and skills necessary to apply pharmacology to other disciplines of health care.

Offered: Online.

**HTH113 - Certified Professional Medical Auditor (32 hours)     ()**

The Certified Professional Medical Auditor course prepares you to become a Certified Professional Medical Auditor (CPMA®). You will be able to use your experience with coding and documentation guidelines in order to improve your practice's revenue cycles.

Offered: Online.

**HTH114 - Cultural Competence for Health Care Providers (24 hours) ()**

The Cultural Competence for Health Care Providers course enables you to develop and strengthen your ability to effectively interact with diverse groups of people. This course, which is fully online and completely self-paced, explores how individuals and systems provide quality care to patients with diverse values, beliefs, and behaviors. You will learn how to tailor health care delivery to meet your patients' social, cultural, and linguistic needs, as well as become aware of your own cultural influences.

Offered: Online.

**HTH115 - Health Care Reform Perspectives: Accountable Care Concepts for Managers (16 hours) ()**

This course introduces you to the accountable health care concepts defined in the Health Care Affordability Act of March 2010. You will learn about the numerous challenges presented by this health care reform legislation and gain an understanding of the law's implications for health care managers.

Offered: Online.

**HTH116 - Health Insurance I (25 hours) ()**

This course is one of five courses comprising the Patient Access Specialist certification program. Students will be introduced to the world of health insurance. The course will review employment opportunities that involve patient access and billing. Students will gain an understanding of basic health insurance information, including an overview of health care reform. In addition, the course will introduce students to the concepts involved in working with managed care contracts as well as the basics of diagnostic and procedural coding.

Offered: Online.

**HTH117 - Health Insurance II (25 hours) ()**

This course is one of five courses comprising the Patient Access Specialist certification program. Students will be introduced to medical billing and the claims submission process. Students will also learn about insurance claim preparation and transmission as well as the various types of insurance available, depending on the patient's individual profile. In addition, the course will review the various types of health care billing and provide students with an in-depth understanding of Medicare and Medicaid billing.

Offered: Online.

**HTH118 - Introduction to Anatomy and Physiology (24 hours) ()**

This course provides an overview of common terminology and presents the major anatomical structures of the human body systems. It also explores basic physiological processes of each system, discussing how body systems work together. Finally, the course explores how each system participates in homeostasis of the body. Body systems include the integumentary, skeletal, muscular, nervous, endocrine, male and female reproductive, digestive, respiratory, lymphatic, and urinary systems.

Offered: Online.

**HTH119 - Introduction to Medical Law and Ethics (25 hours) ()**

This course addresses legal and ethical issues found in the health care setting. It provides an overview of the laws and professional requirements that regulate the delivery of health care, such as the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the Patient's Bill of Rights, and standard of care. This course also presents information on ethical and moral issues that health care professionals may encounter.

Offered: Online.

**HTH120 - Introduction to Medical Terminology (24 hours) ()**

This course covers medical terminology, symbols, and abbreviations, and the application of this new language in the field of health care. It provides a basic overview of terminology for those pursuing the Certified Healthcare Access Associate (CHAA).

Offered: Online.

**HTH121 - Introduction to Pharmacology (25 hours) ()**

The Introduction to Pharmacology course is designed to provide you with an overview of the principles and basics of pharmacology, including terminology, laws and ethics, and clinical concepts. This foundational course can be completed online at a student's own pace, and presents the basics of pharmaceutical arithmetic and principles of clinical application. You will gain the basic knowledge and skills necessary to apply pharmacology to other disciplines of healthcare.

Offered: Online.

**HTH122 - Medical Office Assistant (50 hours) ()**

This course is designed for individuals who are new to the healthcare field and want to work within the healthcare setting, specifically those individuals who are looking to become full medical office assistants and want to use this course as a step toward that career.

Offered: Online.

**HTH220 - Certified Professional Health Care Compliance Officer (20 hours) ()**

This course prepares students to become certified Health Care Compliance Officers. Students develop an understanding of the key requirements needed to effectively develop, implement, and monitor a health care compliance program for their practices or help others in their compliance efforts, which are based on governmental regulatory guidelines. Students will emerge from this course fully prepared to sit for the AAPC's Certified Professional Compliance Officer (CPCOo) certification

exam. The certification exam itself is not part of this course.

Offered: Online, Self.

### HTH301 - Nursing Assistant (CNA Preparation) (75 hours) ()

This course prepares students to become Certified Nursing Assistants. This course is designed to provide students with the complete health care knowledge base necessary to sit for the Certified Nursing Assistant certification exam. Students do not receive certification simply by taking this course: they must sit for their state's certification exam.

Distribution: Minnesota. Offered: On-Site.

### HTH302 - Nursing Assistant (CNA Preparation) (75 hours) ()

This course prepares students to become Certified Nursing Assistants. This course is designed to provide students with the complete health care knowledge base necessary to sit for the Certified Nursing Assistant certification exam. Students do not receive certification simply by taking this course: they must sit for their state's certification exam.

Distribution: Kansas . Offered: On-Site.

### HTH303 - Nursing Assistant Refresher (8 hours) ()

The Nursing Assistant Refresher course is designed for certified nursing assistants (CNAs) who have not met the required hours of clinical practice in the state of Kansas in the past 24 consecutive months. Developed using the Kansas Certified Nurse Aide Curriculum Guidelines, this course helps CNAs get up-to-date on their role and responsibilities in healthcare delivery through five hours of classroom training and five hours of clinical and laboratory training.

Distribution: Kansas . Offered: Online.

### HTH304 - Trained Medication Aide (45 hours) ()

The Nursing Assistant Refresher course is designed for certified nursing assistants (CNAs) who have not met the required hours of clinical practice in the state of Kansas in the past 24 consecutive months. Developed using the Kansas Certified Nurse Aide Curriculum Guidelines, this course helps CNAs get up-to-date on their role and responsibilities in healthcare delivery through five hours of classroom training and five hours of clinical and laboratory training.

Distribution: Minnesota. Offered: Online.

### HTH305 - Medication Aide (75 hours) ()

The Medication Aide is a certified nursing assistant in the State of Kansas who provides medication administration to residents in long term care facilities, schools, correctional institutions and non-hospital assisted living homes. The student must be 18 years of age and possess a current and active CNA certification in the State of Kansas to register for this course.

Distribution: Overland Park, KS. Offered: On-Site.

### HTH400 - Phlebotomy Certification Course (80 hours) ()

This course prepares students for the National Healthcareer Association (NHA) phlebotomy certification exam. Topics covered in the course include the purposes of phlebotomy, basic anatomy, physiology and cardiology, working in a lab setting, interacting and building trust with patients, and drawing blood.

Offered: On-Site.

### HTH401 - Home Health Aide (15 hours) ()

This is a 15-hour add-on course to the CNA program. As a Home Health Care Provider (HHA) you will be providing care and assistance to those who live in a home setting, for pediatrics, geriatrics, and those with disabilities within the comfort of the patient's home.

Distribution: Bloomington, MN. Offered: On-Site.

### HTH402 - Phlebotomy Certification Review Course (4 hours) ()

This course in an overview of the foundational skills of phlebotomy as well as the anatomy and physiology of the blood and cardiovascular systems.  It is designed for someone who is already working in the field or who has taken a full phlebotomy course and is wanting to prepare for the National Healthcareer Association (NHA) phlebotomy certification exam.

Offered: On-Site.

### HTH403 - BLS Skills Testing Only (2 hours) ()

This course is taken after successful completion of the HeartCode BLS online portion. Students practice and test their skills with an AHA Instructor. Upon successfully completing the student is given an AHA BLS Provider Course Completion Card that is valid for two years.

Offered: On-Site.

### HTH406 - EKG Certification Prep (30 hours) ()

This course is an introduction into the foundational skills of Electrocardiography in order to prepare the student to assist patients in doctor's offices, clinical laboratories, and hospitals.  Topics studies include General Anatomy and Physiology with in-depth instruction on cardiovascular A&P, general concepts of electrocardiography, customer service as an EKG technician, infection control, EKG supplies and equipment, OSHA compliance, clinical

competency, patient preparation, EKG procedure set up and performing EKG's. After passing the course and completing the requirements, the student will take Certified EKG Technician (CET) exam.

Offered: On-Site.

### HTH410 - Basic Life Support for Healthcare Providers – (4 hours) ()

This course is designed to provide a wide variety of healthcare professionals the ability to recognize several life-threatening emergencies, provide CPR, use an AED, and relieve choking in a safe, timely and effective manner.

Offered: On-Site.

### HTH411 - First Aid (4 hours) ()

This course teaches students critical skills to respond to and manage an emergency in the first few minutes until emergency medical services (EMS) arrives. Students learn skills such as how to treat bleeding, sprains, broken bones, shock and other first aid emergencies.

Distribution: Sioux Falls, SD. Offered: On-Site.

### HTH412 - First Aid CPR AED (5 hours) ()

This course teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives.

Distribution: Sioux Falls, SD. Offered: On-Site.

### HTH502 - Health Unit Coordinator (312 hours) ()

The Health Unit Coordinator (HUC) course is designed to prepare students to take the Health Unit Coordinator Certificate Exam administered by the National Association of Health Unit Coordinators (NAHUC). The course will cover history of the HUC role, legal responsibilities, effective & professional communication in the health care industry, ethical and efficient work practices, clerical skills, safety, transcribing of physician's orders, computer security, health information privacy (HIPAA), and medical terminology.

Distribution: Bloomington, MN. Offered: On-Site.

## ITM - Information Technology Management

### ITM103 - CompTIA Network+ (36 hours) ()

This course provides the foundation-level knowledge and skills necessary to become an IT network practitioner. This course is mapped to the CompTIA N+ certification exam objectives to enable the learner to take and pass the exam. The course reviews the knowledge and skills necessary to manage, maintain, troubleshoot, install, operate, and configure basic network infrastructure. This course also describes networking technologies, basic design principles, adhering to wiring standards, and using testing tools. It is recommended that the target audience should have CompTIA A+ certification or equivalent knowledge (though CompTIA A+ certification is not required), and at least 9 to 12 months of work experience in IT networking.

Offered: Online.

### ITM104 - CompTIA Security+ (36 hours)  ()

This course is mapped to the CompTIA S+ certification exam objectives to enable the learner to take and pass the exam. The course reviews the knowledge and skills necessary to identify risk and participate in risk mitigation activities; provide infrastructure, application, operational, and information security; apply security controls to maintain confidentiality, integrity, and availability; identify appropriate technologies and products; and operate with an awareness of applicable policies, laws, and regulations. It is recommended that the target audience should have broad knowledge of security concerns and implementation, day-to-day technical information security experience, and a minimum of two years experience in IT administration with a focus on security.

Offered: Online.

### ITM110 - Search Engine Optimization (8 hours)     ()

This course introduces students to the basic principles and strategies of Search Engine Optimization (SEO). Students will learn how SEO can be used to market websites and companies, and will gain an understanding of the strategies, techniques, and tools used to optimize the information they present online to improve visibility using search engines.

Offered: Online.

### ITM210 - Mobile Applications: Android (24 hours) ()

This course provides an overview of the basic principles and strategies for developing Android mobile applications. The course introduces students to all aspects of Android (beyond the code itself) and describes the components used to build applications. Students gain the skills and knowledge needed to write Android applications.

Offered: Online.

### ITM211 - Mobile Applications: HTML5 (24 hours) ()

This course introduces students to HTML5 technology. Students will learn about basic HTML, CSS, and Javascript, and will be introduced to the more complicated new features of HTML5. Students will receive hands-on experience building web pages and mobile applications using HTML5.

Offered: Online.

**ITM212 - Mobile Applications: iOS 6 (24 hours)    ()**

This course provides learners with an introduction to iOS technology. Learners will learn how to design and build dynamic, commercial-grade mobile applications for the iPhone, iPad, and iPod Touch. The course will provide learners with a comprehensive understanding of the iOS mobile user interface and the experience and maintenance of applications. Finally, learners will learn how to create successful user interfaces for their iOS applications.

Offered: Online.

**ITM220 - Java Programming Fundamentals (80 hours) ()**

This course should enable an individual to be able to sit for and pass the Oracle Java Certification - Associate level.

Offered: Online.

**ITM301 - Desktop Pro Course (41 hours) ()**

This course teaches basic computer concepts and the most important features of Microsoft Word, Excel, PowerPoint, and Access. Designed as a complete training and certification solution, this course covers all objectives necessary to pass the TestOut Desktop Pro Certification.

Offered: Online.

**ITM302 - Desktop Pro Plus Certification Preparation Course (50 hours) ()**

This course teaches basic computer concepts and the most important features of Microsoft Word, Excel, PowerPoint, and Access. Designed as a complete training and certification solution, this course covers all objectives necessary to pass the TestOut Desktop Pro Certification and be prepared to take the MOS 2016 certification exams.

Offered: Online.

**ITM303 - PC Pro Certification Preparation Course (100 hours) ()**

PC Pro is the essential IT training course. Learn how to build, configure and maintain a PC as well as learn the basics of networking and security. The course covers all objectives necessary to pass the TestOut PC Pro Certification exam, and CompTIA's A+* (220-901 and 220-902) Certification exams.

Offered: Online.

**ITM304 - Network Pro Certification Preparation Course (80 hours) ()**

Network Pro is a complete training course in networking concepts.  Learn how to install networking hardware, configure a small office/home office (SOHO) network, and connect mobile and desktop decides to a network. This course gives students the knowledge and experience they need to pass TestOut's Network  Pro Certification exam as well as CompTIA's Network+* (N10-006) Certification exam.

Offered: Online.

**ITM305 - Security Pro Certification Preparation Course (90 hours) ()**

Security Pro provides the knowledge and experience needed to enter the industry as an entry-level IT security administrator.  From setting up perimeter defenses right down to protecting your data, Security Pro teaches how to implement the proper security measure at each layer of the security framework to protect PCs and corporate networks from a myriad of threats. Upon completion of the TestOut Security Pro course, you will be prepared to take TestOut Security Pro certification exam and CompTIA Security+ certification exam (SY0-401).

Offered: Online.

**ITM306 - Linux Pro Certification Preparation Course (60 hours) ()**

This course gives students the knowledge and experience they need to pass TestOut's Linux Pro Certification exam as well as CompTIA's Linux+ *(LX0-103 and LX0-104) Certification exams. Through a unique combination of videos, text lessons, exam prep, and interactive lab simulations, students will get valuable experience with the command line interface, installation and localization, disk and system file management, security, boot loaders, and group and user management.

Offered: Online.

**ITM307 - Routing and Switching Pro Certification Preparation Course (50 hours) ()**

CCNA covers switch and router administration for small- and medium-sized networks.  You will gain skills in managing Cisco devices on a private network, with multiple subnets, connected to the Internet. Upon completion of the course you will be prepared to take the TestOut Routing Pro, TestOut Switching Pro, ICND1 100-101, ICND2 200-101, and CCNA 200-120 exams.

Offered: Online.

**ITM308 - Client Pro Certification Preparation Course (60 Hours) ()**

This course prepares you to install, manage, and troubleshoot both Microsoft Windows 7 and Windows 8 in a business environment. The course focuses on configuration tasks performed at the client computer, including those performed by a desktop administrator in a small, medium, or large business. When you complete this course, you will be prepared to take the TestOut Client Pro

Certification exam, Configuring Windows 7 exam (70-680), and the Configuring Windows 8 exam (70-687).

Offered: Online.

### ITM309 - Windows Server Pro: Advanced Services Certification Preparation Course (40 hours) ()

Windows Server Pro: Advanced Services is the capstone course to the MCSA certification track and simulates a network of over forty servers in seven locations. The advanced lab simulations in this course will allow you to practice complex tasks that you would be expected to perform on servers at a mid-size business. Upon completion of this course you will be prepared to take Microsoft's 70-412 exam as well as TestOut's Window's Server Pro: Advanced Services Certification exam (currently in beta).

Offered: Online.

### ITM310 - Windows Server Pro: Install & Configure Certification Preparation Course (40 hours) ()

Windows Server Pro: Install & Configure is the entry-level course for Server 2012 administration. Practice your ability to design, implement, configure, and manage a Windows network that incorporates Windows Server 2012. Upon completion of the course you will be prepared to take the TestOut Windows Server Pro: Install & Configure and Windows Server 2012 70-410 exams.

Offered: Online.

### ITM311 - Windows Server Pro: Manage & Administer Services Certification Preparation Course (40 hours) ()

Windows Server Pro: Manage & Administer is the second level for Server 2012 administration. This course will give you experience with maintaining a multi-site network, true-to-life DNS functionality, active directory administrative center, file server resource manager, managing group policies, and system health validator policies. Upon completion of this course you will be prepared to take Microsoft's 70-411 exam as well as TestOut Server Pro: Manage and Administer Certification exam.

Offered: Online.

### ITM415 - Patient Care Technician Certification Preparation (24 hours) ()

In this course you will learn the foundational skills within Patient Care including safety, professional responsibilities, infection control, phlebotomy and EKG monitoring. Upon successful completion of this course you will be prepared to sit for the National Certified Patient Care Technician (CPCT) exam through NHA. This certification can be a compliment to other healthcare certifications, the

beginning of a new career in the healthcare arena and a stepping stone toward becoming an LVN, LPN, or RN.

Offered: On-Site.

### ITM801 - Coding Bootcamp ()

The Coding Bootcamp is a selective, 10-week, hands-on, immersive course designed to provide students with the knowledge and skills necessary to become entry level developers. The course consists of lectures and hands-on learning in which students create their own applications and build a portfolio through exercises and projects.

Distribution: Lewisville. Offered: On Campus.

## WPR - Workforce Professional

### WPR101 - Start Your Career: Create and Manage Your Brand (29 hours) ()

The Start Your Career: Create and Manage Your Brand course introduces you to the key skills and methods to start your career by branding yourself for professional development to achieve short-term and long-term career goals. The course teaches you skills to successfully market your experiences on a resume, in a personal narrative, and in a visual timeline or portfolio.

Offered: Online.

### WPR102 - Workforce Readiness-Computer Concepts (12 hours) ()

The Workforce Readiness—Computer Concepts course is designed to provide you with very basic skills on how to operate a computer and function within a digital environment. This highly interactive and engaging course explores a computer's hardware and software, as well as how to use the internet for either for job search or basic workplace purposes.

Offered: Online.

### WPR103 - Workforce Readiness Communication and Collaboration (4 hours) ()

The Workforce Readiness - Communication and Collaboration course provides you with the tools to improve communication and collaboration in the workplace.

Offered: Online.

### WPR104 - Workforce Readiness-Creativity and Innovation (4 hours) ()

The Workforce Readiness - Creativity and Innovation course explains how you can apply creativity and innovative thinking to the workplace.

Offered: Online.

**WPR105 - Workforce Readiness-Critical Thinking and Problem Solving (4 hours) ()**

The Workforce Readiness - Critical Thinking and Problem Solving course reveals ways for you to sharpen your critical thinking and problem solving skills and apply them in the workplace.

Offered: Online.

**WPR106 - Workforce Readiness-Financial Literacy (4 hours) ()**

The Workforce Readiness - Financial Literacy course helps you take the mystery out of finances.

Offered: Online.

**WPR107 - Workforce Readiness-Flexibility and Adaptability (2 hours) ()**

The Workforce Readiness – Flexibility and Adaptability course demonstrates the advantages of your staying flexible and adaptable in changing workplace conditions.

Offered: Online.

**WPR108 - Workforce Readiness-Initiative and Self Direction (2 hours) ()**

The Workforce Readiness - Initiative and Self-Direction course offers you techniques to strengthen your own initiative and gain confidence in self-direction.

Offered: Online.

**WPR109 - Workforce Readiness-Leadership and Responsibility (2 hours) ()**

The Workforce Readiness - Leadership and Responsibility course empowers you to identify and adopt important qualities of leadership and integrity. It discusses ethical behavior in your use of influence and power in the workplace and how to take responsibility.

Offered: Online.

**WPR110 - Workforce Readiness-Productivity and Accountability (4 hours) ()**

The Workforce Readiness – Productivity and Accountability course provides you with the tools to increase your productivity and accountability in the workplace.

Offered: Online.

**WPR111 - Workforce Readiness-Social and Cross Cultural Skills (2 hours) ()**

The Workforce Readiness - Social and Cross-Cultural Skills course highlights the importance of recognizing and appreciating social and cross-cultural differences in the workplace environment.

Offered: Online.

**WPR112 - Workforce Readiness Bundle (28 hours) ()**

The Workforce Readiness Bundle covers the skills necessary to succeed in the workplace, including topics like critical thinking, communication, taking initiative, productivity, leadership, and financial literacy. It also covers creativity and innovation, flexibility and adaptability, and social and cross-cultural skills.

Offered: Online.

# NATIONAL AMERICAN UNIVERSITY DIRECTORY

## BOARD OF GOVERNORS

| | |
|---|---|
| Dr. Jerry L. Gallentine | Chairman, Rapid City, SD |
| Dr. Ronald L. Shape | Board Member, Rapid City, SD |
| Ms. Susan Livingston | Board Member, Bayfield, CO |
| Dr. Susan Murphy | Board Member, Albuquerque, NM |
| Dr. Patrick McAtee | Board Member, Winfield, KS |
| Dr. Michael Westerfield | Board Member, Fulton, MO |
| Dr. Joe Pace | Board Member, Hollywood, FL |
| Dr. David Wendler | Board Member, Courtland, MN |

## OWNERSHIP

National American University is owned and operated by Dlorah, Inc., a South Dakota corporation, which is a wholly owned subsidiary of National American University Holdings, Inc., a Delaware corporation. National American University Holdings, Inc. is a publicly traded company with its principal office located at 5301 S. Highway 16, Rapid City, SD 57701.

**National American University Holdings, Inc. Board of Directors**

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

**Officers**

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

# CENTRAL ADMINISTRATION

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

**Provost**
Lynn Priddy, BA, State University of New York (1982); MA, University of Minnesota-Twin Cities (1992); PhD, Capella University (2002).

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

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

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

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

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

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

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

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

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

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

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

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

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

**System Vice President of Enrollment and Marketing**
Joseph Sallustio, BS, SUNY Oneonta (2000); MSOL, Regis University (2012).

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

**System Director of Financial Aid**
Cheryl Bullinger

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

**System Director of the Center for Student Achievement/System General Education Chair**
Allison Stuhlsatz, BS, Emporia State University (2007); MA, Wichita State University (2008).

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

**System Director of the Office for Dispute Resolution, Title IX Coordinator**
Karen Hoffman, BS, South Dakota School of Mines and Technology (2001); MM, National American University (2009).

**System Director of Institutional Effectiveness, Research, and Evaluation**
Tasha Almond, BS, Rockford College (2003); MSEd, Northern Illinois University (2005); PhD, University of South Dakota (2011).

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

**Controller**

Amy Gusso, BS, South Dakota State University (1991); Certified Public Accountant (1996), Certified Global Management Accountant (2012).

**System Director Military Services**
Michael G. Johnson, BS, University of Nebraska (1994), MA, Franciscan University of Steubenville (1996), MA, University of Nebraska (2007), MMOAS, Air Command and Staff College (2012)

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

# CONTINUING EDUCATION AND NON-CREDIT PROGRAMS DIRECTORY

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

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

**Nursing Assistant Program Director**
Rena Mornson, LPN, Hennepin Technical College (2006); ADN, Excelsior College (2010)

**Nursing Assistant Program Coordinator**
Donna McDaniels, ASN, Kansas City Community College (2008)

**Phlebotomy Program Coordinator**
John Powers, AOS, Colorado Technical University(2015), Nationally Registered Certified Medical Assistant (1999), Registered Medical Assistant (2015), Certified Phlebotomy Technician (2016), Certified EKG Technician (2016).

**Phlebotomy Program Coordinator**
Evamarie Hernandez, Medical Assistant, Everest College (2010), Associates Degree Medical Science, Laboratory Technician, IMI (2012), Professional Healthcare Instructor, PHIC (2015).

**Phlebotomy Program Coordinator**
Denise Lockhart, MA, Concorde Career College(1988); Certified phlebotomy technician-NHA (2016).

**Phlebotomy Program Coordinator**
Stephanie Havel AAS, Minnesota School of Business(2012); Certified Medical Assistant-AAMA(2013); Certified Phlebotomy Technician-NHA(2016) Limited scope X-ray operator-St of MN (2007).

**Phlebotomy Program Coordinator**
Joshua Allen BS, CollegeAmerica-Denver (2007); MS, Independence University (2011); AHA BLS CPR Certified Instructor (2011) Certified Phlebotomy Technician-NHA (2015); Certified EKG Technician (2013).

# UNIVERSITY LOCATIONS

## Albuquerque

**Senior Campus Director**
Jill M. Kissinger, BS, University of Colorado (1985); JD, University of Denver (1990).

## Albuquerque West

**Campus Director**
Scott Turncliff, BA, University at Albany, SUNY (1999); MS, College for Financial Planning (2012).

## Allen Service Center

**Service Center Director**
Monique Mason, BCJ, Friends University (2010).

## Aurora (Westwood Teach-Out)

**Campus Director** (Westwood Teach-out Site)
Staci Hegarty, BA, Gannon University (1994).

## Austin

**Campus Director**
Christopher Ellis, BS, Jackson State University (1997); MHS, Mississippi College (1999); MHSA, Strayer University (2016); PhD, Capella University (2014).

## Austin South

**Campus Director**
Charles Lee Jr. University of Colorado (at Boulder) B.A., (1995); University of Central Missouri, M.S.E. (2001); National American University, EdD (In progress).

## Bellevue

**Campus Director**
Dr. Susan Wurtele, PhD, Capella University (2008); MEd, South Dakota State University (1999); Bachelor of Journalism, University of Nebraska (1990).

## Bloomington

**Campus Director**
Lisa Palermo, BS, Minnesota School of Business; MS, Globe University.

## Brooklyn Center

**Campus Director**
Vacant

## Burnsville

**Campus Director**
Marvin Kimble, BSBA, Si Tanks University (2004);

## Centennial

**Campus Director**
Denise Aberle-Cannata, M.S. Ed, University of North Dakota (2000).

## Colorado Springs

**Campus Executive Officer**
Courtney L. Hansen, BA, Mercyhurst College (2004).

## Colorado Springs South

**Campus Director**
Mark Hull, BA, Iowa State University (2009); MBA, National American University (2015).

## Ellsworth Air Force Base Extension

**Campus Director**
Sammy Roy, BS, National American University (2012), MBA, National American University (2014)

## Garden City

**Campus Director**
Vacant

## Georgetown

**Campus Director**
Alex Deck, BGS, University of Kansas (2009)

## Houston

**Campus Director**
Ho Lee, BBA, Baylor University (1998).

## Independence

**Executive Campus Director**
Amanda Oppel, BA, William Jewell College (2008); MM, National American University (2012).

## Indianapolis

**Senior Campus Director**
Donald Stewart, BS, DeVry University (2010).

## Lee's Summit

**Senior Campus Director**
Samantha Thompson, BS, Northwest Missouri State University (2006).

## Lone Star

**Campus Director**
Bob Paxton, BS, Nebraska Christian College (1978); MS, Fort Hays State University (1979); PhD, University of Texas (1989).

## Lewisville

**Interim Campus Director**
Danielle Wall, BA, Ashford University; MA, Ashford University.

## Mesquite

**Campus Director**
Joe Rogalski, BA, Michigan State University (1980); MBA and Doctorate in Business Management (1982).

## Minnetonka

**Campus Director**
Diana Igo, AA, Century College (1992); BS, Psychology, University of Wisconsin - River Falls (1994); MA, Organizational Management, Concordia University (2004).

## Online Campus

**Campus Executive Officer**
Holly Hoebelheinrich, BS, National American University (2004); MM, National American University (2011).

## Overland Park

**Campus Director**
Kenneth March, BA, Piedmont Baptist Bible College (1989); MA, Heart of America Seminary (2002).

## Rapid City

**Senior Campus Director**
Holly Hoebelheinrich, BS, National American University (2004); MM, National American University (2011)

## Richardson

**Campus Director**
Shalonda Jones, BS, Central Missouri State University (2001); MA, Webster University (2011).

## Rochester

**Campus Director**
Ben Austin, BS, Winona State University (1999).

## Roseville

**Campus Director**
Melissa Holland, BA, Metropolitan State University (2010).

## San Antonio (Career Point Teach-Out)

**Campus Director**
Robert Wolf, BS, University of Phoenix (2003); MS Ed, Keiser University (2011).

## Sioux Falls

**Executive Campus Director**
Gretchen Elfstrand, AAS, Paralegal, National American University (2011); BA, Dakota Wesleyan University (1998); MM, Masters of Management, National American University (2014).

## Tulsa

**Campus Director**
Nate Watson, BA, Central Bible College (2003); MA, Assemblies of God Theological Seminary (2005).

## Watertown

**Campus Executive Officer**
Heidi Schooley, BS, South Dakota State University (1999); MBA, Mt. Marty College (2007).

## Wichita

**Senior Campus Director**
Amber Frost, BS, National American University (2012); MM, National American University (2015).

## Wichita West

**Campus Director**
Mike Hauser, BS, University of Phoenix (1999).

## Zona Rosa

**Campus Director**
Katie Herring, BS, Missouri Western State University (2005).

# CAMPUS ADVISORY BOARDS

## Albuquerque Campus Medical Assisting Program Advisory Board

Donna Bleck, RN Retired – Community Member

Julia Buck, RN, MSN –Director Ambulatory Clinics, SRMC

Jill Kissinger, JD – Campus Director

Gary Malvin, PhD – Faculty

Kathleen Michael J. Perrine MHA, RMA (AMT), NCMA (NCCT), EMT (VCC) – MA Program Director

Mary Reinhardt – Community Member

Jeff Sauer – NAU Admissions

Scott Turncliff – Campus Director (Albuquerque West), National American University, Albuquerque, NM.

Audra Williams – Academic Dean

## Albuquerque Campus Nurse Advisory Board

Dianemarie Billops, APRN, CSN-BC, MSN-National American University, Albuquerque, NM.

Vicki Brantley, MSN, RN-Administrator, Dialysis Clinic, Inc. Albuquerque, NM.

Monica H. Davis, Nursing Program Assistant-National American University, Albuquerque, NM.

Amy M. Dimas, Administrator-The Rio at Cabezon, Rio Rancho, NMJennifer B. Drexler, PhD, RN, CCRN, National American University, Albuquerque, NM.

Vincent Gatlin, Owner Vincent Gatlin Agency, Albuquerque, NM.

Cassandra Gillis, RN-Clinical Program Director, ONPOINTE, Albuquerque, NM.

Jill Kissinger, Campus Director, National American University, Albuquerque, NM.

Laurie Mason, MSN/Ed, RN, CNOR-Clinical Education Department, UNMH, Surgical Services, Albuquerque, NM.

Dr. Cynthia Nuttall, Associate Chief of Nursing, Department of VA Affairs, Albuquerque, NM.

Kathleen Perrine, Medical Assisting Program Coordinator, National American University, Albuquerque, NM.

Cheryl Robertson, MS, RN, NP (Adult)-Nursing Faculty-National American University, Albuquerque, NM.

Rebecca G. Robinson, AAS, BS, MBA Adjunct Faculty-National American University, Albuquerque, NM.

Steven Ross, Unit Director 6-South, UNMH, Albuquerque, NM.

Scott Turncliff, Campus Director (Albuquerque West), National American University, Albuquerque, NM.

Jacoba Viljoen, MSN, BSN, RN, CCRN-National American University, Albuquerque, NM.

# PROGRAM ADVISORY COMMITTEES

## Accounting Program

Cheryl Campbell, CPA, Wildflower Bread Company, Scottsdale, AZ

Cynthia Cochran, CPA, Rapid City, SD.

Laura Coome, CPA, South Dakota CPA Society, Sioux Falls, SD.

William Dodd, CPA, H&R Block, Giddings, TX

Beverly Frye, CPA, Keegan, Linscott & Kenon, PC, Scottsdale, AZ

Eileen Hamm, CPA, Hill City, SD.

George Jewett, Governmental Accountant (ret), Rapid City, SD.

## Associate of Science in Nursing Program - Zona Rosa

Carol Are, RN, BSN, CHPN, Education Coordinator, Grace Hospice, Kansas City, MO.

Edward Aviles, RN, Center for Behavioral Medicine, Kansas City, MO.

Kelli Ballard, Wound Care Specialist RN, Kindred Hospital, Kansas City, MO.

Diane Banks, MSN, RN, Nursing Adjunct Faculty, National American University, Zona Rosa, Kansas City, MO.

Terri Beauregard, Academic Dean, National American University, Zona Rosa, Kansas City, MO.

Crystal Cooper, BSN, RN, Nurse Educator, Lafayette Regional Medical Center, Lexington, MO.

Ronda Couser, ASN, RN, Supervisor, John Knox Village, Lee's Summit, MO.

Mary Christ, BSN, RN, Clinical Director, Crossroads Hospice, Independence, MO.

Mary Davis, MSN, RN, Education Specialist and Placement Coordinator, Liberty Hospital, Liberty, MO.

Jennie Denker, EdD, MSN, RN, Associate Dean, School of Nursing, National American University, Louisville, KY.

Carrie Dunkan, MSN, RN, Nursing Adjunct Faculty, National American University, Zona Rosa, Kansas City, MO.

Barbara Flakus, MSN, RN, Clinical Nurse Specialist, Kindred Hospital, Kansas City, MO

Matty Eley, MSN, RN, Nurse Educator Retired, Kansas City, MO.

Lisa Hawthorne, PhD, RN, PHN, CNE, Dean of the School of Nursing and Graduate Nursing Studies, National American University, Arlington, TX.

Sharon Garrett, MSN, RN, Nursing Faculty, National American University, Zona Rosa, Kansas City, MO.

Katie Herring, Campus Director, National American University, Zona Rosa, Kansas City, MO.

Sharon Jackson, MSN, RN, Nursing Faculty, National American University, Zona Rosa, Kansas City, MO.

Luetta Jacob, MSN, RN, Nursing Adjunct Faculty, National American University, Zona Rosa, Kansas City, MO.

Audrey Manning, BSN, RN, Administrator, Blue River Rehabilitation, Blue River Rehabilitation, Kansas City, MO

Bronyal McFadden, MSN, RN, Nursing Adjunct Faculty, National American University, Zona Rosa, Kansas City, MO.

Ann Moss, MSN, RN, Nursing Program Chair, National American University, Zona Rosa, Kansas City, MO.

Matthias Ngewa, MSN, RN, Nursing Faculty, National American University, Zona Rosa, Kansas City, MO.

Chris Osborn, MBA, RN, LACHA, Evergreen Nursing Home, Olathe, KS.

Amy Richardson, RN, Rachel House, Kansas City, MO.

Megan Randle-Robinson, MSN, RN, Nursing Adjunct Faculty, National American University, Zona Rosa, Kansas City, MO.

Cheryl Rittman, MA, RNC, Nurse Educator, Kindred Hospital, Kansas City, MO.

Tracy Rogers, Director of Human Resources, Lafayette Regional Medical Center, Lexington, MO.

Monica Runneals, RN, John Knox Village, Lee Summit, MO.

Bonnie Tecza, MSN, RN, CPN, Nursing School Clinical Manager, Children's Mercy Hospital, MOKAN Placement Coordinator, Kansas City, MO.

Jonathan Tolman, MSN, RN, Nursing Faculty, National American University, Zona Rosa, Kansas City, MO.

Amber Williams, RN Director of Nursing Villages of Jackson Creek, Independence, MO.

Kurt Van Camp, Education Coordinator, Kindred Hospital Northland, Kansas City, MO.

Shelly Zimmerman, RN, Nurse Educator, Research Psychiatric Hospital, Kansas City, MO.

## Bachelor of Science in Nursing Program - Albuquerque

Dianemarie Billops, MSN, APRN, CSN-BC, Nursing Faculty, National American University, Albuquerque, NM.

Katie Chargualaf, PhD, RN, CM, Nursing Faculty, National American University, Sheppard AFB, TX.

Sabrina Coulie, MA, BSN, RN, Foundational Core Advisor, National American University, Albuquerque, NM.

Theresa Croushore, RN, Director of Nursing, Central Desert Behavioral Health Center, Albuquerque, NM.

Jennie Denker, EdD, MSN, RN, Associate Dean, School of Nursing, National American University, Louisville, KY.

Jennifer Drexler, MSN, RN, CCRN, Chair for the BSN Program, National American University, Albuquerque, NM.

Vincent Gatlin, Owner, The Vincent Gatlin Agency, Albuquerque, NM.

Lisa Hawthorne, PhD, RN, PHN, CNE, Dean of the School of Nursing and Graduate Nursing Studies, National American University, Arlington, TX.

Angela Hernandez, LPN, Foundational Core Advisor for the BSN Program, National American University, Albuquerque, NM.

Jill Kissinger, Campus Director, National American University, Albuquerque, NM.

Riley McKee, Executive Project Manager, Foot Prints Homecare, Albuquerque, NM.

Cynthia Nuttall, PhD, RN, Associate Chief Nurse, VA, Albuquerque, NM.

Georgiana Oliquin, RN, Chief Clinical Officer, Medical Resort, Albuquerque, NM.

Kathleen Perrine, Medical Assisting Program Coordinator, National American University, Albuquerque, NM.

Cheryl Robertson, MSN, RN, ANP, Nursing Faculty, National American University, Albuquerque, NM.

Steven Ross, UNMH Unit Director-6 South, Albuquerque, NM.

Rebecca Robinson, MBA, General Education Faculty, National American University, Albuquerque, NM.

Carolyn Rupert, RN, Director of Nursing, La Vida Llena, NM

Scott Turncliff, Director of Admissions, National American University, Albuquerque, NM.

Jacoba Viljoen, MSN, RN, Nursing Faculty, National American University, Albuquerque, NM.

## Bachelor of Science in Nursing Program - Austin

Tunya Carr, Campus Director, National American University, Austin, TX.

Jennie Denker, EdD, MSN, RN, Associate Dean, School of Nursing, National American University, Louisville, KY.

Karen Dooley, Director of Admissions, National American University, Austin, TX.

Dr. Linda Garcia,Vice President of Community College Relations, National American University, Austin, TX.

Lisa Hawthorne, PhD, RN, PHN, CNE, Dean of the School of Nursing and Graduate Nursing Studies, National American University, Arlington, TX.

Angela Kelley, LVN, Foundational Core Advisor for the BSN Program, National American University, Austin, TX.

Lori Lucas, RN, Hospice-Austin, Austin, TX.

Marilyn Lynch-Goddard, PhD(c), MSN, RN, CNL, Nursing Full-Time Faculty for the BSN Program, National American University, Austin, TX.

Pat Recek, RN, Assistant Dean, Health Sciences, Austin Community College, Austin, TX.

Renae M. Schondel, DNP, RN, WHNP-BC, CNE, Chair for the BSN Program, National American University, Austin, TX.

Nancy Walters, RN, Associate Degree Nursing Department Chair, Austin Community College, Austin, TX.

## Bachelor of Science in Nursing Program - Bloomington

Ella Ackermann, Campus Academic Dean, National American University, Bloomington, MN.

Sara Aschenbrener, General Manager, Lifesprk, Edina, MN.

Raquel Bosacker, RN, DON, General Manager, Prairie River Home Care, Blaine, MN.

Melanie Bourke, BSN, RN, People Incorporated, St. Paul, MN.

Dennis Carter, Human Resources, Mille Lacs Academy, Onamia, MN.

Kathy Christians, BSN, RN, NAU Alumni, Lifesprk, Edina, MN.

Ashley Crews, RN, Program Manager, Golden Living - Lake Ridge, Roseville, MN.

Diane Dau, RN, Department of Corrections, Stillwater, MN.

Jennie Denker, EdD, MSN, RN, Associate Dean, School of Nursing, National American University, Louisville, KY.

Maria Dewey, RN, PHN, Director of Clinical Services, Pediatech Home Care, Minnetonka, MN.

Kathryn Doeschot, MSN, RN, Nursing Program Chair, National American University, Bloomington, MN.

Leah Erickson, BSN, RN, DON, Presbyterian Homes – Minnetonka Shores, Minnetonka, MN.

Mary Gilmore, RN, DON, Mille Lacs Academy, Onamia, MN.

Lisa Hawthorne, PhD, RN, PHN, CNE, Dean of the School of Nursing and Graduate Nursing Studies, National American University, Arlington, TX.

Lorie Jensen, MSN, MHA, RN, Nursing Adjunct Faculty, National American University, Bloomington, MN.

Colton Jesse, Campus Executive Officer, National American University, Bloomington, MN.

Elizabeth Jordan-Prince, Regional Academic Dean, National American University, Bloomington, MN.

Pamela Keister, MSN, RN, Nursing Faculty, National American University, Bloomington, MN.

Sharon McGill, DNP, RN, Nursing Adjunct Faculty, National American University, Bloomington, MN.

Molly McLain, MSN, RN, Nursing Faculty, National American University, Bloomington, MN.

Gigi Mortensen, RN, North Side Pregnancy Options, Minneapolis, MN.

Cynthia Nordby, RN, Clinical Education Coordinator, National American University, Bloomington, MN.

Amber Remer, BSN, RN, DON, Abundance Home Care, Plymouth, MN.

Lori Snow, LPN, Foundational Core Advisor for the BSN Program, National American University, Bloomington, MN.

Margaret Taylor, MSN, RN, Nursing Adjunct Faculty, National American University, Bloomington, MN.

Brittani Sporcic, BSN, RN, NAU Alumni, Equity Home Care, St. Paul, MN.

Sara Trevina, BSN, RN, ADON, Equity Home Care, St. Paul, MN

Michelle Varela, MSN, RN, Nursing Faculty, National American University, Bloomington, MN.

Sara Zumbado, RN, Clinical Supervisor, South Side Community Health Services, Minneapolis, MN.

## Bachelor of Science in Nursing Program - Rapid City

Candice Benne, MSN, RN, VA Director of Education, Black Hills Health Care System, Ft. Meade, SD.

Teri Corrigan, CSW-PIP, QMHP-Crisis Services Coordinator, Crisis Care Center, Rapid City, SD.

Jennie Denker, EdD, MSN, RN, Associate Dean, School of Nursing, National American University, Louisville, KY.

Lisa Hawthorne, PhD, RN, PHN, CNE, Dean of the School of Nursing and Graduate Nursing Studies, National American University, Arlington, TX.

Natalie Honey, Human Resources Recruiter, Rapid City Regional Hospital, Rapid City, SD.

Mary Johnson, CNA Instructor, Golden Living Centers, Rapid City, SD.

Trish Kirsch, RN, Director of Nursing, Westhills Village Health Care, Rapid City, SD.

Shaye Krcil, RN, Director of Professional Practice, Rapid City Regional Hospital, Rapid City, SD.

Debra Morello, MSN, RN, Nurse Educator, Rapid City Regional Hospital, Rapid City, SD.

Nancy Nelson, RN, Patient Care Services Administrative Director, Rapid City Regional Hospital, Rapid City, SD.

Jeffrey Neuberger, Practical Nursing Instructor, Western Dakota Tech, Rapid City, SD.

Moni Patterson, Human Resources Recruiter, Rapid City Regional Hospital, Rapid City, SD.

Rikki Plaggemeyer, RN, Director of Acute Care, Sturgis Regional Hospital, Sturgis, SD.

Linda Poppens Boland, RN, Health Services Coordinator, School Nurse, Rapid City, SD.

Marcia Taylor, RN, Director of Homecare and Hospice of the Hill, Rapid City Regional Hospital, Rapid City, SD.

## Bachelor of Science in Nursing Program - Sioux Falls

Trevor Alvarez, BSN, RN, Nursing Alumni, National American University, Sioux Falls, SD.

Jada Anderson, MS, RN, Nursing Faculty, National American University, Sioux Falls, SD.

Amy Brown, BSN, RN, Nursing Alumni, National American University, Sioux Falls, SD.

Susan Beyer, RN, Director, Interim Healtcare, Sioux Falls, SD.

Charlotte Charles, RN, Director of Acute Care Services, Madison Community Hospital, Madison, SD.

Terri Clark, MSN, RN, Nursing Faculty, National American University, Sioux Falls, SD.

Kristen Cockens, RN, Training Coordinator, Children's Care Hospital and Schools, Sioux Falls, SD.

Jennie C. Denker, EdD, MSN, RN, Associate Dean for the School of Nursing, National American University, Louisville, KY.

Gretchen Elfstad, Director of Admissions, National American University Sioux Falls, SD.

Bridget Fechner, RN, Director of Nursing, Good Samaritan Village, Sioux Falls, SD.

Jackie Gilbertson, RN, Director of Nursing, Human Services Center, Yankton, SD.

Tracy Hadler, MSN, RN, Nursing Adjunct Faculty, National American University, Sioux Falls, SD.

Lisa Hawthorne, PhD, RN, PHN, CNE, Dean of the School of Nursing and Graduate Nursing Studies, National American University, Arlington, TX.

JoAnne Hirsch, RN, Compliance Officer, Sioux Falls Specialty Hospital, Sioux Falls, SD.

Lisa Houtsma, Executive Campus Director, National American University, Sioux Falls, SD.

Dawn Hurney, RN, DOCS, AseraCare Hospice, Sioux Falls, SD.

Jessica Jarding, MS, RN, Nursing Adjunct Faculty, National American University, Sioux Falls, SD.

Molly Keegan, Program Director, Day Break Adult Day Service, Sioux Falls, SD.

Ardelle Kleinsasser, MS, RN-BC, Education Coordinator, Royal C. Johnson Veterans Memorial Medical Center, Sioux Falls, SD.

Mary Labesky, RN, Foundational Core Advisor for the BSN Program, National American University, Sioux Falls, SD.

Molly Satter, RN, Supervisory of Health Services, Sioux Falls Public School District, Sioux Falls, SD.

Darcy Sherman-Justice, MS, RN, Avera McKennan Hospital, Sioux Falls, SD.

Catherine Sommervold, PhD, Academic Dean, National American University, Sioux Falls, SD.

Dee Sullivan, Center for Learning and Innovation, Sanford Health, Sioux Falls, SD.

Katie Wick, RN, Nurse Manager, Falls Community Health, Sioux Falls, SD.

Kristen Zimmerman, BSN, RN, ONC, Human Resources, Orthopedic Institute, Sioux Falls, SD.

## BSN and LPN Bridge to BSN Program - Overland Park

Edward Aviles, BSN, RN, Nurse Educator, Center for Behavioral Medicine, Kansas City, MO.

Kelcy Carpenter, RN, Assistant Director of Nursing, Medicalodge of Paola, Paola, KS.

Archiebald Croux, MSN, RN, Nursing Faculty, National American University, Overland Park, KS.

Kim Doran, BSN, RN, Referral Tracking Coordinator, Score 1 for Health, Kansas City, MO.

Lisa Hawthorne, PhD, RN, CNE, Dean of the School of Nursing and Graduate Nursing Studies, National American University, Arlington, Texas.

Kathleen Hooper, BSN, RN, Education Coordinator, Menorah Hospital, Overland Park, KS.

Micah Horton, RN, Education Coordinator, Research Medical Center, Kansas City, MO.

Anita Krondak, MSN, RN, Director of Nursing, Kansas City Kansas Community College, Kansas City, KS.

Karen LaMartina, PhD,RN, Nursing Program Director, Johnson County Community College, Overland Park, KS.

Susan Larson, PhD, RN, School of Nursing Dean, MidAmerica Nazarene University, Olathe, KS.

Debra Liebig, BSN, RN, Education Coordinator, Truman Medical Center Hospital Hill, Kansas City, MO.

Lydia Owens, MSN, RN, Director of Workforce Development, Overland Park Regional Medical Center, Overland Park, KS.

Bonnie Patton, BSN, RN, Educator, Osawatomie State Hospital, Osawatomie, KS.

Kathy Peters, BA, RN, Foundational Core Advisor for the BSN Program, National American University, Overland Park, KS.

Cheryl Rittman, RN, Education Specialist, Kindred Hospital Kansas City, Kansas City, KS.

Robyn Setter, MSN, RN, Education Liaison, University of Kansas Medical Center, Kansas City, KS.

Rosalynn Smith, BSN, RN, Nurse Educator, Centerpoint Medical Center, Independence, MO.

Lori Spight, BSN, RN, Chief Nursing Officer, HCA Midwest Health System, Overland Park, KS.

Bonnie Tecza, MSN, RN, CPN, Clinical Manager/MOKAN Placement Coordinator, Childrens Mercy Hospital, Kansas City, MO.

Kerri Tidwell, MSN, RN, Clinical Director, Firstat Nursing Services, Overland Park, KS.

Delaine Thomas, MSN, RN, Education Manager, Olathe Medical Center, Olathe, KS.

Kristen Toms, MSN, RN, Nurse Educator, Olathe Medical Center, Olathe, KS.

Kurt VanCamp, RN, Education Specialist, Kindred Hospital Northland, Kansas City, MO.

Gerry Walker, MSN, RN, Dean School of Nursing, Park University, Parkville, MO.

Debbie Weisman, MSN, RNC, RN, Nursing Faculty, National American University, Overland Park, KS.

Gloria Wood, MSN, RN, BSN Program Chair, National American University, Overland

## BSN and LPN Bridge to BSN Program - Wichita West

Ginger Barnes, LPN, Clinical Education Coordinator, National American University, Wichita, KS.

Beth Bowman, BSN, RN, Foundational Core Advisor for the BSN Program, National American University, Wichita, KS.

Melanie Burnett, RN, Director of Nursing, William Newton Medical Center, Winfield, KS.

Keisha Brooks, DNP, RN, Nursing Program Chair, National American University, Wichita, KS.

Diane Bitting, RN, Child Head Start, Wichita, KS.

Michael Cole, Campus Academic Dean, Wichita East Campus, National American University, Wichita, KS.

Teresa Cole, Director of Student Success, National American University, Wichita, KS.

Darlene Cooney, RN, Director of Nursing, Sumner County Medical Center, Wellington, KS.

Jennie Denker, EdD, MSN, RN, Associate Dean, School of Nursing, National American University, Louisville, KY.

Christina Ellis, Nurse Aid Program Coordinator, Wichita West Campus, National American University, Wichita, KS.

Sharyl Evans, MSN, RN, CNS, CCRN, Nursing Faculty, National American University, Wichita, KS.

Patrick Flaming, RN, Director of Nursing, Prairie View, Newton, KS.

Susan Fry, RN, Vice President Health Services, Presbyterian Manors, Inc., Wichita, KS.

Angela Gragg, MSN, RN, ACM, Nursing Director of Children's Hospital, Wesley Medical Center, Wichita, KS.

Angela Hansen, BSN, RN, Nursing Faculty, National American University, Wichita, KS.

Lisa Hawthorne, PhD, RN, PHN, CNE, Dean of the School of Nursing and Graduate Nursing Studies, National American University, Arlington, TX.

Brenda Janda, RN, Director, Good Samaritan Society, Hutchinson, KS.

Sharon Lessig, APRN, Director of Pregnancy Care, Pregnancy Crises Center of Wichita, Wichita, KS.

Dee Marshall, RN, Lead Nurse, Butler County Health Dept., El Dorado, KS.

Jim Nachtigal, CEO, Kansas Christian Home, Newton, KS.

Laura Rettig, RN, Director, Sumner County Health Dept., Wellington, KS.

Zetta Scholz, Director of Admissions, Wichita West Campus, National American University, Wichita, KS.

Mike Shepherd, Operations Manager, Mid-Continent Regional Center for Health Care Simulation, Wichita, KS.

Allison Stuhlsatz, Campus Director, Wichita West Campus, National American University, Wichita, KS.

Darla Stonehouse, RN, Director, Harvey County Health Dept., Newton, KS.

Allison Stuhlsatz, Campus Academic Dean, Wichita West Campus, National American University, Wichita, KS.

Sue Swender, RN, Child Head Start, Wichita, KS.

Glenda Wilcox, LCMFT, Early Program Childhood Director, Child Start, Wichita, KS.

## Business Programs

Trina Allen, HR Business Partner, Regional Health, Rapid City, SD

Mark Anderson, EdD, Black Hills Corporation, Rapid City, SD

Ericka Heiser, Manager Valuation Dept, Ketel Thorstenson, LLP, Rapid City, SD

Sarah Huffman, Store Leader, JCPenny, Coon Rapids, MN

F. John Mathis, PhD, VP & Dean Global Graduate Business Programs, Austin, TX

Anastacio Melero, President, Melero Inc., Albuquerque, NM

Matthew Painter, Director of Leadership Development, Berkshire Health Systems, Pittsfield, MA

Deb Reynolds, Business Faculty Member, Stevens High School, Rapid City, SD

Jeff Skinner, Director/Owner, Skinner Financial Services, Sioux Falls, SD

## Medical Laboratory Technician Program

Barbara Akers, MT(ASCP), SH(ASCP), Faculty, NAU, Kansas City, MO.

Terri Beauregard, Academic Dean, National American University, Kansas City, MO.

Damon Cluts, MT(ASCP), Systems Director of Laboratory Operations, Truman Medical, Kansas City, MO.

Charlotte Crolley, MBA, MT (ASCP)CM - Automated Chemistry & Immunochemistry Clinical and Risk Assessment Manager, Quest Diagnostics

Dawn Forst, MBA, BS, I (ASCP) - Director of Laboratory Operations, Quest Diagnostics

Sonia Johnson, MT (ASCP) - Assistant Laboratory Director, Truman Medical Center

Richel Pahayl, MLS (ASCP), Laboratory Director, Lafayette Regional Health Center, Lexington, MO.

Veta Robinson, DHA, MPA, MT (ASCP) - Faculty, National American University

Joe Shapiro, BS - CLT Student, NAU

Heather Santaniello - CLT Student, NAU

Jennifer Sapp, MT (ASCP) - Team Leader, Heartland Regional Medical Center

Hooi Yew, PhD, MLS (ASCP)CM - CLT Program Coordinator, NAU

## Criminal Justice Program

Charlene Davidson Henry, MA, JD

Sergio Cazares, Loss Prevention RFT/Lead

Tracy Diefenbach, Chair, Faculty Member, Loss Prevention Specialist , Murfreesboro, TN.

Sergio Cazares, Loss Prevention RFT/Lead

Robert Lacy, Wichita Police Department

Albert Walker, Transportation Officer, Armed Vault Clerk

## Information Technology Program

Ed Egbert, Programmer/Analyst, Black Hills Corp., Rapid City, SD.

Bryant Haggen, Database Architect, Hewlett Packard Enterprise Services, Colorado Springs, CO.

Al Hall, Senior Systems Analyst, US Air Force, Rapid City, SD.

Laurie Keith, Director of Information Technology, National American University, Rapid City, SD.

Mike LeMay, DBA/Lotus Notes Administrator, Black Hills Corp., Rapid City, SD.

Peter W. Ottoson, Programmer, Pennington County, Rapid City, SD.

Lois Schmoll, HCIS Coordinator, Rapid City Regional Hospital, Rapid City, SD.

Jeff Sloan, Software Engineer - Firmware, Schweitzer Engineering Labs, Pullman, WA.

## Invasive Cardiovascular Technology Program - Austin

Wayne Cermak, BSN, MBA, CPHQ, Director of Quality and Standards, Warm Springs Rehabilitation Hospital, Kyle, TX

Mike Davis, MSRT, RT (R), RCIS, MHA, Chief Technologist at St. David's Medical Center and National American University adjunct faculty, Austin, TX

Vijay Divakaran, MD, MPH, Cardiologist, Baylor Scott and White, Austin, TX

Christopher Ellis, PhD, Campus Director, National American University - Austin, TX

Nancy Ellis, RN, Cath Lab Manager at Baylor Scott & White Health

Jason Engel BS, RT(R), RCES, Electrophysiology Technologist at St David's Medical Center, and National American University adjunct faculty, Austin, TX

Robert Fedson, MM, Academic Dean, National American University

Tracey Ramsey Abbott, RN, Austin Access Care, Austin, TX

James Shafer BS, Pre-medicine and zoology, Kent State University (1979)

Richard Smith, BA, RCIS, RT, CV (ARRT), Chief Cardiovascular Technologist at Baylor, Scott and White Memorial Hospital, Temple, TX

Patricia Woodley BS, Public Member, Cedar Creek High School Health Science Instructor, Bastrop, TX

## Medical Assisting Program - Albuquerque

Charlene Baca, NAU Medical Assisting Graduate, Albuquerque, NM

Brian Bleck, JD, Public Member, Albuquerque, NM

Donna Bleck, BSN, retired, Albuquerque, NM

Calvin Boyd, MD, NAU Adjunct Instructor, Albuquerque, NM

Chrystal Crayton, NAU Medical Assisting Student, Albuquerque, NM

Joseph Gamboa, CNA, Billing Associate, Pediatrix Cardiology, Albuquerque, NM

Allen Holloway, MSHCM, Practice Manager, Pediatrix Cardiology, Albuquerque, NM

Jill Kissinger, JD, Campus Director, NAU Albuquerque, NM

Lois Mays, Owner Action CPR, Albuquerque, NM

Brian Murray, CMA(AAMA), New Mexico Heart Institute, Albuquerque, NM

Christopher Perez, LPN, Lead Nurse, ABQ Health Partners, Albuquerque, New Mexico

KathleenMichael J. Perrine, MHA, RMA (AMT), NCMA (NCCT), Medical Assisting Program Coordinator

Peter Rinn, JD, Executive Director Project Share, Albuquerque, NM

Deborah Stone, RMA(AMT), Lovelace Hospital, Graduate, NAU Albuquerque

Susie Wilson, EdD, Nursing Director, NAU Albuquerque, NM

## Medical Assisting Program - Austin

Christopher Ellis, PhD, Campus Director NAU Austin, TX

Chad Cryer, NAU Instructor, Austin, TX.

Elizabeth DePaz, NAU Graduate, Austin, TX.

Robert Fedson, M.A. Academic Dean, Austin, TX.

Chen Ha, MD, Provider, Texas Medical Clinic, Austin, TX.

Susan Hill, RN, MSN, NAU Instructor, Austin, TX.

Bill James, Office Manager, Treehouse Pediatrics, Round Rock, TX.

Latrisha Martin, BSHA, CCMA, Medical Assisting Practicum Coordinator

Jessica Muegge, NAU Student, Austin, TX.

Viviana Pelton, MBA, RMA (AMT), AHI (AMT), Medical Assisting Program Coordinator, Austin, TX

Nicole Ramos, MA, Graduate, Austin, TX.

Cynthia Tafoya, Director of Student Success

Stephanie Vargas, HT (ASCP) Public Member, Austin, TX

## Medical Assisting Program - Bellevue

Tera Brown, AAS Medical Assisting, graduate, Bellevue, NE

Thomas Cook, Candlewood Suites Manager, public member, Bellevue, NE

Zelda Dappah, Current MA Student, Bellevue, NE

Carol Haskin, Medical Assisting Adjunct Instructor, Lincoln, NE

Lisa Jenkins, Medical Assisting Adjunct Instructor, Gretna, NE

Danette Lodes, MA, Office Manager, WorkFit, Omaha, NE

Ron Maly, MA, RMA(AMT), CPhT(PTCB) Medical Assisting Coordinator, Bellevue, NE

Shannon Orellana, current Medical Assisting student, Omaha, NE

Joseph Shehan, M.D., Internal Medicine, Westroads Medical Group, Omaha, NE

Stacie Tavares, AAS Medical Assisting, graduate, Bellevue, NE

Susan Trapp, Nebraska Medicine Clinical Manager, Bellevue, NE

Dr. Susan Wurtele, PhD, Campus Director, Bellevue, NE

## Medical Assisting Program - Colorado Springs

Alesia Corriea BS, Public Member (Wells Fargo)

Eileen Engelbrecht MM, Practice Administrator: Retina Consultants

Daniel Gibbs RMA (AMT)-Colorado Springs Health Partners

Courtney Hansen-CS Campus Director

Mark Hull-CSS Campus Director

Deborah Mantegna RMA (AMT) - Service Tech Allergy 123

Jennifer Martin CMA (AAMA), MA Coordinator Gastroenterology Associates of C/S

Jacquetta McFarland RMA (AMT)-Adjunct Faculty, IMBC

Virginia Quiroz DNP, CSHP

Juan Reyes- Medical Assisting Student

Jolene Schatz COT, COT Supervisor: Retina Consultants

Michelle Stone, AAS, RMA (AMT) NAU Graduate

Emily Torres RMA (NCCT)- Colorado ENT

Lawrence S. Wall, Jr.-Wall Consulting, LLC-American Charities

Jeff Wilkerson, BS, CMA (AAMA), Medical Assisting Program Coordinator

## Medical Assisting Program - Centennial

Jeffrey J. Albright, DC, employer, Acupuncture & Chiropractic of Denver

Gabriel Asunion, BS., Medical/Office Director, R.G.A. Health

Boni Bruntz, CMA(AAMA), Kaiser Permante

Dawn Caskey, CMA(AAMA), Office Manager, Orthopedic & Spine Center Office

Sherri Cooper, MA, NCMA(NCCT), faculty

Hal Crowe, BS., Sales Representative Henry Schein Medical, Inc.

John Robert Hazelton, Public Member

Angelique Honeycutt, RMA(AMT), Graduate

Darius Kerman, Doctors Express Urgent & Primary Care Centers

Amanda Lewis, RMA(AMT), Graduate

Colleen, Lott, MBA- Interim Campus Director

Jacqueline G. McRae, MEd., CMA (AAMA), Medical Assistant Program Coordinator

Kyle Mickelson, E.M.T., North Glenn Ambulance

Robert Narro, Senior Medical Analyst, Enterprise Management, Inc.

Mary H. Thal, MBA., Office Manager, Colorado Allergy Center

Maria Villanueva, RMA(AMT)-Graduate

## Medical Assisting Program - Georgetown and Austin South

Viviana Pelton, MBC, CPC, RMA(AMT), Medical Assisting Program Coordinator, Georgetown and Austin South, TX.

Juanita Peka, Practice Manager, Texas MedClinic, Georgetown, TX.

Maxine Foster, Employer, Georgetown Medical Clinic, Georgetown, TX.

Virginia Logan, CMA(AAMA), Austin Gastroenterology, Austin, TX.

Omally Ossowski, Caring Matters Home Care, Georgetown, TX.

Andrew Pelton, CNOR, RN, St. David's Hospital, Georgetown, TX.

John Masterson, Public Member, Georgetown, TX.

Harriet Ruka, Public Member, Austin, TX.

Shao-Ying Cheng, PhD, Faculty, Georgetown, TX

Kimberly Derschuck, Medical Assisting Student

Celia McDonald, Medical Assisting Student

Rob Fedson, Academic Coordinator, Georgetown, TX

Joel Lee, MM, National American University Campus Director, Georgetown, TX.

## Medical Assisting Program - Independence

Lisa Allie- Excetive at United Way of Central Indiana

Vanessa Austin RMA, AHI (AMT), M.Ed - Medical Assistant Coordinator

Hilda Brady- Outreach Coordinator- Shalom Health Care Center

Drew Carey, ACC, BCC - Certified Career Coach - Solution Focused Coaching Services

Mike Elmore- Regional Staffing Manager- On Assignment Health Care Staffing

James Franklin F.N.P - Spinal Care Physical Medicine

Deborah Grider, CCS-P, CDIP CPC, CPMA CPC, H CPC-P- Healthcare Consultant at KarenZupko& Associates

Rustyna Hodo, MA- Health Educator- IU Health

Brad Johnson – Medical Sales Consultant- Henry Schein

Shari Kissinger BSN- Practice Manager IU Healthnet

Fran Klene, RDMS, MS- Leadership & Employee Development Consultant- St. Francis Health, Franciscan Alliance

Jennifer Olson MS- Administrative Director, Educational Services- Franciscan St. Francis

Angie Owens, CMA- Practice Manager- Community Health Network

Wendy Thomas- HR Recruiter OrthoIndy

## Medical Assisting Program - Kansas City Region

Rachel Allen, AAS, RMA(AMT), Core Medical Center, Blue Springs, MO – Employer, Practicum Preceptor

Holly Alfrey-Meeker MA Graduate, AAS, RMA(AMT), Mosaiac

Leslie Bailey, AAS, BSHA, North Kansas City Endo, Employer

Sherry Beasley, RN, Dr. Barnthouse, Practicum Preceptor

Leana Champion, MSN, RN, FCN, Swope HealthCare, Employer

Mindie Covey, AAS, RMA(AMT) DMS Healthcare, Liberty, MO, Practicum Preceptor

Katie Herring, Campus Director, NAU–Zona Rosa

Wanda Jones, Encompass, Kansas City, MO

Lori Jordan, AAS, RMA(AMT) Mosiac

Diana Laird, NAU Faculty

Jessiac Langley, National Healthcare Association, Leawood, KS

Ken March, Campus Director, NAU-Overland Park

Amanda Oppel, Campus Director, NAU-Independence

Dr. Parry, MD DMS Healthcare, Liberty, MO

Toni Rizzuti, AAS, BSCJ, Parkville Court Administrator, Public Member

Kimberly Rumley, BSHSA, AAS, RMA(AMT), PN, Medical Assistant Program Coordinator

Michelle Schock, MBA, AAS, Encompass Medical, Independence, MO

Samantha Thomson, Campus Director, NAU-Lee's Summit

Taressa Vincent, MSN, RN KC Care Clinic, Kansas City, MO

Michelle Williams, AAS, RMA(AMT( Core Medical Center, Blue Springs, MO, Practicum Preceptor

Marge Wittingham, Lead MA, Encompass Medical Clinics, Independence, MO, Practicum Preceptor

## Medical Assisting Program - Minneapolis Region

Ella Ackermann, Academic Dean, Bloomington, MN.

Lul Ali, AAS, Medical Assisting graduate, Bloomington, MN.

Sonya Arellano, Medical Assistant Student

Christopher Armstrong, MD-PhD, Faculty and Medical Director, Bloomington, Brooklyn Center, Roseville, MN.

Bonnie Bina, Clinic manager, Faculty

Angee Brace, Public Member, Brooklyn Center, MN.

Rob Brace, Academic Dean, Brooklyn Center and Roseville, MN.

Christine Christiansen-Bublitz, Medical Assisting Student

Cherika de Jesus, BS, CMA (AAMA), Medical Assisting Program Coordinator, Roseville, MN

Ryan Fischer, DC, Employer, Mellin Chiropractic Care, Edina, MN.

Lisa Gunderson, MLT(ASCP), Faculty, Brooklyn Center, Roseville, Bloomington, MN.

Shanna Lippitt, CMA (AAMA), Medical Assisting Program Coordinator, Bloomington, MN.

Kristin Marthaler, Career Services Director, NAU East Region.

Allie Munro, AAS, Medical Assisting graduate, Bloomington, MN.

Dan Peterson, Clinical Manager, Employer,

Lynne Sandoval, RN, Park Nicollet Health Services, Brooklyn Center, MN.

Jenna Sawicki, Public Member, Richfield, MN.

Lee Sexe, Employer, Operations Supervisor, Park Nicollet, Lakeville, MN.

James Turi, MBA, Employer, Allina Health Services, Falcon Heights, MN.

Minnie Wagner, Faculty,

## Medical Assisting Program - Sioux Falls

Shauna Anderson, CMA(AAMA), Sanford Health Plan, Sioux Falls, SD.

Erica Arends, CMA (AAMA), BS, Faculty, Avera Harrisburg Clinic, Harrisburg, SD

Melinda Basche, Student, Sioux Falls, SD

Kristen Baumgartner, MBA, Human Resource Manager Orthopedic Institute, Sioux Falls, SD

Darla Carlson, RMA(AMT), Medical Assisting Graduate, Sioux Falls, SD.

Gretchen Elfstrand, MS, Campus Director, Sioux Falls, SD

Kim Furney, CMA (AAMA), Graduate, Freeman, SD

Micah Hansen, South Dakota State University Financial Aid, Brookings, SD

Stacy Hennen, BSN, RN Clinical Director, Midwest ENT, Sioux Falls, SD

Sandra Hoogendoorn, CMA (AAMA), Graduate, Avera Genetics, Sioux Falls, SD

Diane Hudson, CMA (AAMA), MA Graduate, Sioux Falls, SD

Kelsey Mertes, MS, MLS(ASCP)cm, Faculty, Sanford USD Medical Center, Sioux Falls, SD

Chrissy Meyer, American Heart Association Media Director, Sioux Falls, SD

Jo Penning, CMA (AAMA), BS, Medical Assisting Coordinator, Sioux Falls, SD.

Amanda Saeger, MBA, Sanford USD Medical Center & Clinics, Sioux Falls, SD

Jennifer Trigg, Student, Sioux Falls, SD

David W. Zeigler, MD, Sanford Internal Medicine, Sioux Falls, SD

## Medical Assisting Program - Wichita

Ashley Bass, BS. National American University Instructor, Wichita, KS.

Carol Gallardo, MA, National American University Medical Assisting graduate, Wichita, KS

Eva L. Henry, MD, Medical Director, Neurology Specialists, Wichita, KS

Andrew Lutz, DC, Employer, Southeast Chiropractic, Wichita, KS

Pamela McNutt, MA, RMA (AMT) Program Coordinator National American University, Wichita, KS

Cleo McQueary, MA, National American University Medical Assisting graduate, Wichita, KS

Linda Moreland, Public member, Wichita, KS

Roberto Simmons, RMA(AMT), Hunter Health Clinic, Wichita, KS.

Jannifer Terry, RN, My Sacred Home, Wichita, KS

Brandy Ferguson, Current student at National American University, Wichita, KS

Karen Godsy, Current student at National American University, Wichita, KS

## Occupational Therapy Assistant Program - Centennial

Beth Beery, OTR/L, Clinician and Clinical Educator, InnovAge Greater Colorado PACE-Cody, Lakewood, CO.

Katherine Cooper, MA, OTR/L, Clinician, Instructor of Rehabilitation, National American University, Centennial, CO.

Janice Hinds, MS, OTR/L, Clinician and Clinical Educator at Colorado Mental Health Institute at Fort Logan, CO.

Geniveve Hoffman, COTA/L (Graduate NAU Occupational Therapy Assistant, Denver, CO.)

Ravi Hunjan, OT/L, Regional Clinical Director, Genesis Rehab Services, Denver, CO.

Geniveve Hoffman, COTA/L, Graduate NAU Occupational Therapy Assistant, Centennial, CO.

Susan Livingston, OT/L, OTA program Instructor at San Juan College, Farmington, NM.

Lisa Mace, PhD, Instructor of Anatomy and Physiology and Kinesiology, National American University, Centennial, CO.

Deborah Mandel, OTD, OTR/L: OTA Program Director, Centennial, CO.

Michelle Moore, MOT, OTR/L: Academic Fieldwork Coordinator, Centennial, CO.

Will O'Hearn, COTA/L, Clinician and Clinical Educator, Springs Village Care Center, Colorado Springs, CO.

Denise Aberle-Cannata, M.S. Education, Campus Director, National American University, Centennial, CO.

Natalie Vaughn, current student, NAU Occupational Therapy Assistant program, Centennial, CO.

Maureen Whalen, MS, OTR/L, Clinician

Rhiannon Wilson, COTA/L (Graduate NAU Denver, CO.), Brookdale Healthcare Center, Denver, CO.

Laurie Zinicola, COTA/L (Graduate NAU Occupational Therapy Assistant, Denver, CO.), Oliver Behavioral Consultants.

## Occupational Therapy Assistant Program - Independence

Jeanne Boone, BA, COTA/L, Academic Fieldwork Coordinator, National American University, Independence, MO

Lynne Clarke, OTD, OTR/L, Rockhurst University, Kansas City, MO

Gwyn Collier, CPhT, MCPhT, MBA, National American University, Independence, MO

Rachel M. Eisfelder, MOT, OTR/L, OTA Program Coordinator, Independence, MO

April Kruczek, COTA/L, Rehabilitation Center of Raymore, Raymore, MO

Michelle Nowack, OTA, Faculty, National American University, Lee's Summit, MO

Kimberly Rumley, BSHSA, AASMA, RMA (AMT), National American University, Independence, MO

Miranda Showalter, MOTR/L, Cameron Regional Medical Center, Cameron, MO

Lauren Smith MOTR/L, Centerpoint Medical Center, Independence, MO

Tyre Smith, Campus Executive Officer, National American University, Independence, MO

Teri Tankel, OTR/L, The Children's SPOT of St. Luke's Hospital, Kansas City, MO

Emma Tosatto, MOTA, MBA, Marian Hope Center, Independence, MO

Maggie Urton, OTR/L, Brookdale Senior Living, Kansas City, MO

Marcia Phelps, MS, Academic Dean, National American University, Independence, MO

Bonnie Wessing, COTA/L, Life Care Center of Grandview, MO

Christina Benz, COTA/L, Kids First, Grain Valley, MO

## Online RN to BSN Program

Deborah Bird, MSN, RN, Associate Dean, School of Nursing, National American University, San Diego, CA.

Benita Buck, BSN, RN, Nursing Alumni, National American University, Brookville, IN.

Carrie Churchill, BSN, RN, Bright Start Home Visitation Program Coordinator, SD DOH, Rapid City, SD.

Jennie Denker, EdD, MSN, RN, Associate Dean, School of Nursing, National American University, Louisville, KY.

Kimberly Hammonds, BSN, RN, Nursing Alumni, National American University, Neosho, MO.

Lisa Hawthorne, PhD, RN, PHN, CNE, Dean of the School of Nursing and Graduate Nursing Studies, National American University, Arlington, TX.

April Magoteaux, PhD, RN, CNS, Nursing Faculty, National American University, Hilliard, OH.

Cindy Neely, MSN, RN, Education Specialist, Texas Health Resources, Corinth, TX.

Tammie Patterson, MSN, RN, Director of Nursing, Parkway Health & Rehab Center, Kansas City, MO.

Heather Roberts, MSN, RN, Nursing Faculty, National American University, Ct. Castle Rock, CO.

Diane Schiffer, MSN, RN, Nursing Faculty, National American University, Westerville, OH.

Leslie Welch, PhD, RN, Nursing Faculty, National American University, Goldsboro, NC.

Chad Zandi, MSN, RN, CRRN, Quality Risk Coordinator, Health South, Duncanville, TX.

## Paralegal Studies Program - Kansas City Region

Emily Branch, Owner, Legal Staffing Solutions, LLC, Kansas City, MO.

Stacy Burrows, Attorney, Law Office of George Barton, Kansas City, MO.

Sara Jarvis, Paralegal, Johnson County Kansas District Attorney's Office, Olathe, KS.

Zachary Luea, Regional Legal Studies Coordinator, National American University, Overland Park, KS.

Connie Myers, Paralegal, M&I Bancorp, Kansas City, MO.

Nancy Pulsipher, Paralegal, Wholesale Grocers Association, Kansas City, KS.

Holly Smith, Attorney, South and Associates, Overland Park, KS

## Paralegal Studies Program - Minnesota Region

Heather Glander, Paralegal Manager, Rimas Law Firm, Minneapolis, MN.

Brian A. Gravely, National American University Continuing Education, Burnsville, MN.

Rich Hechter, Attorney, Hechter Law Office, St. Louis Park, MN.

Rebecca Irvine, Paralegal, Great Plains Law Group, Minnetonka, MN.

Jerry Klein, Attorney, St. Thomas Law School, St. Paul, MN.

Tammy Thiele, Paralegal, US Bank, Minneapolis, MN.

Vue Vang, Paralegal, Anoka County Attorney, Anoka, MN.

## Paralegal Studies Program - Rapid City

Ann Carmichael, Student Representative, Rapid City, SD.

Tim Crawford, Paralegal, Loan Consultant, West River Foundation, Rapid City, SD.

Jessica Dewald, Paralegal, Assurant Preneed, Rapid City, SD.

Mark Koehn, Attorney, Legal Studies Coordinator, National American University, Rapid City, SD.

Peggy Lay, Paralegal, Public Sector, Rapid City, SD.

Amanda Lopez, Lay Person, NAU Career Services, Rapid City, SD.

Paul M Sedlacek, Attorney, National American University, Rapid City, SD.

Marya Tellinghuisen, Attorney, Tellinghuisen & Gordon, Spearfish, SD.

Mark Vargo, Pennington County State's Attorney, Rapid City, SD.

## Paralegal Studies Program - Sioux Falls

John Pekas - Circuit Court Judge

Marsha Stacy - Law Librarian and Faculty

Ann Vidoloff - Attorney and Academic Dean

Lisa Houstma - Campus Executive Sioux Falls

Leo Flynn - Private Attorney

Jamie Weber - Private Attorney

Rhonda Johnson - Faculty

## Pharmacy Technician Program - Independence

Gwyn Collier, CPhT, MCPhT, MBA, Program Coordinator, NAU

Emma Barger-Ridley, RPh, MPH, Veterans Administration, Leavenworth, Kansas

Terri Beauregard, MS, Associate Dean of Teaching, Learning, and Engagement, NAU

Jeremy Castanedo, CPhT, BS, Adjunct Instructor, NAU

Elaine Ford, RPh, MBA, PharmD, Adjunct Instructor, NAU (Active pharmacist)

Lydia Franklin, CPhT, AAS, Pharmacy Technician Graduate Student, NAU

D. Matt Hartwig, RPh, Red Cross Pharmacy, Incorporated, Excelsior Springs, Missouri

Samuel McCormick, Member-At-Large (Former educator and pharmaceutical representative), Leawood, Kansas (Retired)

Gina Olsen, Current Pharmacy Technician Student, NAU

Karl Simon, PharmD, MBA, Great Oak Pharmacy, Kansas City, Missouri

Charles Termini, RPh, Administrator, Take Better Care of Yourself, Kansas City, Missouri (Active pharmacist)

Tammy Thompson, RPh, K-Mart Pharmacy, Kansas City, Missouri

Diane Weintraub, RPh, Albers Medical Pharmacy, Kansas City, Missouri

## Pharmacy Technician Program - Minnesota Region

Ella Ackermann, MBA, Academic Dean, National American University, Bloomington, MN

Wanda Avery, CPhT, Inpatient Pharmacy Manager, Fairview/University of Minnesota Medical Center (Riverside), Minneapolis, MN

Rob Brace, MA., Academic Dean Brooklyn Center and Roseville, MN.

Laurie A Deegan, RPh, Preceptor, Ambulatory/Retail Training Manager, Fairview Pharmacy Services, Minneapolis, MN.

Daniel Goudy, CPhT, AAS, NAU Pharmacy Technician Program Graduate, Roseville, MN.

Ashley M. Havig, PharmD, Faculty, National American University

Karen McCoy, RPh, Back-end Manager, Omnicare, Brooklyn Center, MN

Jason Meier, RPh, Regional Pharmacy Manager, Allina Health Pharmacies, Coon Rapids, MN

Michael Perry, CPhT, Store Manager, Walgreens, Eden Prairie, MN.

Kathryn Schultz, PharmD, Preceptor, University of MN, Minneapolis, MN.

Stephanie Scott, BA, CPhT, AAS, NAU Pharmacy Technician Graduate, Roseville, MN.

Neal Uitto, RPh, Director of Operation, Omnicare, Brooklyn Center, MN

## Surgical Technology Program - Bellevue

Mindy Bosanek, NP, OR Director, Children's Hospital and Medical Center

Jered Kotschwar, MPA, Surgical Technology Program Chair, National American University

Janel Myers, BSN RN, OR Manager, Creighton University Medical Center

Jodi Petersen, Surgical Technologist, Creighton University Medical Center

Margo Pruis, MBA, Online Educator

Jennifer Speth, BSN RN, Operating room nurse, Midwest Surgical Hospital

Erin Tiedgen, RN, Nurse Supervisor, Creighton University Medical Center

Amy Vinton, Surgical Technology Director, National American University

Dr. Susan Wurtele, Campus Director, National American University

## Surgical Technology Program - Overland Park

Racheal Fell, ST Student, National American University

Col. Pat Frost (Retired), Former online director of Wright Career College

Misty Jaklevich, Surgical Technologist, Saint Luke's Health System

Courtney Luedders, CST, Bryan Health

Chris Malcom, Owner, JoCo IT Services, Online Education Consultant

Ken March, Campus Director, National American University

Doug Martin, Manager of sterile processing, Menorah Hospital

Marilyn Miller, Librarian, National American University

Kerry Norbury, Senior Director of Student Success & Academics, National American University

Dr. Leslie Watkins, Chiropractor, online professor and adjunct professor for Johnson County Community College

## Surgical Technology Program - Wichita

Rebecca Braaten, Southwestern College, Rose Hill, KS

Topanga Stanton, Wichita, KS

Melissa Wilson, Via Christi St. Teresa, Wichita, KS

Jennifer Wolken, Center for Same Day Surgery

## Surgical Technology Program - Tulsa

O'Mar Collins, CST, Hillcrest Hospital South, Tulsa, OK

Bobbie Decker, CST, CSFA, Breast Health Specialists of Oklahoma, Tulsa, OK

Brittany Cox, SST, Tulsa, OK

Jeanne Eubanks, RN, Cherokee Nation Indian Hospital, Claremore, OK

Madelyn Freeman, RN, Hillcrest Hospital Claremore, Coweta, OK

Michael Freeman, DO, General Surgeon, Wagoner, OK    Dee Selby, Haskell, OK

Beckie Yarger, RN, Rogers State University, Clinical Instructor, Tulsa, OK

## Therapeutic Massage Program - Minnesota Region

Julie Benoy, TM AAS Student, NAU

Litahni Coleman, Owner, Changemaker, Inc., Spring Park, MN and Edina, MN.

Keith Gosline, Owner, Personal Fitness Systems, Roseville, MN.

John Guse, DC, Medical Advisor, NAU, Minnesota Region

Lucy Ann Kelleher, MS, NCBTMB, Therapeutic Massage Program Coordinator, Brooklyn Center, MN.

Tami Moyer, Regional Recruiter, Massage Retreat and Spa, West Metro Area, MN.

Dustin Sanchez, Owner, Performance Bodywork, Minneapolis, MN.

Dan Sandell, ATC, NASM-PES, Owner/Trainer, Fitness 1st, Blaine, MN.

Vickie Schulte, TM Diploma Student, NAU

Jennifer Stack, Managing Therapist, Massage Xcape, Roseville, MN.

Lindsey Vogel, Regional Recruiter, Massage Retreat and Spa, East Metro Area, MN.

## Therapeutic Massage Program - Sioux Falls

Sara Christians, Licensed Massage Therapist, Sioux Falls, SD.

Jessica Jansen, Licensed Massage Therapist, Sioux Falls, SD.

Marcia Jones, Supervisor Integrative Medicine, Avera Cancer Institute, Sioux Falls, SD.

Benjamin Oien, DC, Oien Family Chiropractic, Sioux Falls, SD.

Brad Selters, Tru Massage Therapy, Licensed Massage Therapist, Sioux Falls, SD.

Tracy Smith, DC, Natural Arts Chiropractic, Sioux Falls, SD.

Corey Touney, DC, Excel Chiropractic and Rehabilitation, Sioux Falls, SD.

Laura Woitte, MSAS, Therapeutic Massage Coordinator, National American University, Sioux Falls, SD.

## Veterinary Technology Program

Teanna Aduddell, RVT, Noah's Ark Animal Hospital, Rapid City, SD.

Tami Bremer, Veterinary Technician, Canyon Lake Veterinary Hospital, Rapid City, SD.

Penny Dye, DVM, Dakota Hills Veterinary Clinic, Rapid City, SD.

Maggie Engler, Black Hills Raptor Center, Rapid City, SD.

Ken Ireland, DVM, Northern Hills Veterinary Clinic, Sturgis, SD.

Carter Johnson, Territory Manager, MWI Veterinary Supply, Rapid City, SD.

Susan Jones, DVM, Noah's Ark Animal Hospital, Rapid City, SD.

Michelle Lutheran, RVT, Dakota Hills Veterinary Clinic, Rapid City, SD.

Lynne Mazzone, VMD, Mountain View Animal Hospital, Rapid City, SD.

Christine Teets, DVM, Banfield,The Pet Hospital, Rapid City, SD.

George Twitero, DVM, Black Hills Animal Hospital, Rapid City, SD.

Becky Wagner, DVM Animal Clinic, Rapid City, SD.

# NATIONAL AMERICAN UNIVERSITY FACULTY

This list reflects the names of full-time faculty and core associate faculty who teach for the university. Please note that inclusion in this list is not a guarantee that a faculty member will be teaching throughout the academic year.

## Faculty

Nikki Abourezk, BA, English and History, University of South Dakota (1987); MA, English, University of South Dakota (1990).

Ella Ackermann, BS, Organizational Administration, Northwestern College (1991); MBA, Cardinal Stritch University (2003).

Paul Acuff, BA, English, University of California (1967); MBA, University of Phoenix (1999).

Dee Adkins, AS, Nursing, Hillsborough Community College (1997); AA, St. Petersburg Jr. College (2000); BS, Nursing, University of South Florida (2001); MSN, Nursing Education, Indiana University (2008).

Melissa Aho, AA, Anoka-Ramsey Community College (1992); BA, History, St. Cloud State University (1994); MS, Anthropology, University of Wisconsin (1998); BA, Art History, University of Minnesota (1999); Master Library and Information Science, Dominican University (2001); MA, Art History, University of St. Thomas (2009).

Kevin Akst, BS, Business Administration, Texas State University (2008); MBA, Texas State University (2011).

Baha (Tony) Al-Abed, BA, Engineering Technology, The University of Toledo (1991); MIS, Information Systems Management, DeVry University (2002); MBA, Information Systems Management, DeVry University (2004); MA, Project Management, DeVry University (2005).

Ahmed Al-Asfour, BS, Business Administration, New York Institute of Technology (2004); MS, Administrative Studies, University of South Dakota (2006).

Kim Alarie, BA, English, Huron College (1986); MA, English, University of South Dakota (1990).

Sharesha Alexander, BS, Mass Communication, Texas Wesleyan University (2004); JD, Texas Wesleyan University (2008); LLM, International Finance and Tax, Thomas Jefferson School of Law (2011).

Trina Allen, BA, Public Relations/Communications, University of Northern Iowa (1988); PSEd, Higher Education, Iowa State University (2004).

Caroline Alleyne Perry, BA, African Studies, Cornell University (1995); MBA, Business, The Pennsylvania State University (1997).

Bonnie Altus, BS, Business Education, California State University - Los Angeles (2001); MS, Applied Information Management, University of Oregon (2007); Certificate, Biomedical Informatics, Oregon Health and Science University (2009).

Peter Ambs, AS, Computer Information Systems, College of Santa Fe (1989); BA, Business Administration, College of Santa Fe (1990); MBA, College of Santa Fe (1995).

Barbara Andrews, BA, Business Admin-Accounting, Vanguard University (1989); MBA, Information Technology/International Business, University of La Verne (2001).

Margie Andrist, BS, Public Relations, University of Central Missouri (1994); MSM, Management, Baker University (2007).

Umair Anis, BS, Computer Information Systems, Minnesota State University (2000); MS, Software Systems, University of ST. Thomas (2013).

Mehran Ansari, BS, Computer Information Systems, Friends University (2000); MS, Management Information Systems, Friends University (2001).

Ashley Arends, BS, Sociology, Minnesota State University (2006); MA, Sociology, Minnesota State University (2009).

Erica Arends, BS Health Management, Globe University, BA Sports Management University of MN-Morris, AAS Medical Assisting, Globe University.

Christopher Armstrong, BS, Biology, University of Northern Iowa (1987); PhD, Zoology, Arizona State University (1996).

Russ Ascheman, BSBA, Business, Rockhurst College (1971); MBA, Rockhurst College (1980).

David Atkins, BA, Media Arts, Colorado Institute of Art (2006).

Marcella Atwater, BS, Nursing, North Carolina A&T State University (1976); MS, Nursing, Hampton University (1991); MA, Counseling, North Carolina Central (2002).

David Auchter, BA, English, Denison University (1980); MA, Linguistics, University of Houston (1987); PhD, English, University of Houston (2000).

Charles Auman, BS, Mathematics Education, Pittsburg State University (1970); MS, Mathematics, Pittsburg State University (1981).

Sharif Azad, BS, Accounting, Winona State University (1996); MBA, Business Administration, University of Wisconsin (2006).

Vugar Azizov, BS, Microbiology, The University of Kansas (2010); MS, Cell and Molecular Biology, University of Missouri - Kansas City (2012).

Ravi Baburajan, BE, Mechanical Engineering, Bharathidasan University (1987); MBA, Bharathidasan University (1991).

Rachel Bachmann, AB, Germanic Languages and Literature, Washington University in St. Louis (2000); MA, Germanic Studies, Indiana University (2003); MA, Spanish, Indiana University (2006); PhD, Germanic Studies, Indiana University (2008).

Dana Bacon, AAS, Human Services, Southeast Community College (1996); BA, Human Relations, Doane College (1999); MA, Instructional Technology, Bellevue University (2009).

Lisa Bagley, BA, Communication Arts, Minot State University (1995); MM, Human Resource Management Emphasis, National American University (2007).

Shelly Baker, BS, Management, Colorado Technical University (2003); MSM, Business Management, Colorado Technical University (2005); PhD, Business Administration, Northcentral University (2009).

Lorraine Baldrige, BSN, Nursing, The University of Iowa (1990); MSN, Nursing, Walden University (2010).

Ashley Bass, BS, Business Administration, Southwestern College (2008).

Roy Bass III, BA, Texas Tech University (2003); MFA, Goddard College (2009).

Karen Bauer, AAS Massage Therapy, Rasmussen College (2010); BS, Biology: Cell & Molecular, Winona State University (2004).

Daniel Bednar, BA, English, Western Illinois University (1993); MA, English, Western Illinois University (1995).

Richard Bedo, BA, Corporate and Organizational Communication, Western Kentucky University (2000); MBA, Business Administration, Western Kentucky University (2002).

Elizabeth Beery, BS Occupational Therapy Colorado State University 1993

Margaret Behrens, DVM, Colorado State University (1976).

Jeannemarie Beiseigel, BS, Nutrition Food Systems, Hood College (1998); MS, Human Nutrition, Foods and

Exercise, Virginia Tech (2000); PhD, Human Nutrition, Foods and Exercise, Virginia Tech (2003).

Andrian Belinski, BS, Computer Engineering, Moldova Technical University (1990); MS, Computer Engineering, Moldova Technical University (1990).

Elena Belinski, BS, Math, Moldova State University (1992); MA, Math, Moldova State University (1992).

Nick Bergan, BA, Economics, Saint Louis University (2002); MS, Economics, Florida State University (2004).

Bonnie Bina, BA, Business Administration, Augsburg College (1994); MA, Health and Human Services Administration, Saint Mary's University of Minnesota (2001).

Derek Bissinger, BS, Space Operations, United Stated Air Force Academy (1989); MS, Management Information Systems, Bowie State University (2004).

Karine Blackett, BIS, Individualized Studies, University of Minnesota (1988); MS, Student Affairs in Higher Education, Colorado State University (1995); EdD, Educational Administration, University of South Dakota (2008).

Carol Blackford, BA, English, South Dakota State University (1980); MA, English, South Dakota State University (1984).

Mark Blasucci, MBA, Financial Fraud, St. Xavier University (2011); BS, Law Enforcement Management, Calumet College of St. Joseph (2008); Certified Fraud Examiner, Association of Certified Fraud Examiners (2012).

James Bley, BS, Information Systems, University of Colorado (2003); MBA, Technology Management, University of Phoenix (2006).

John Bloomquist, BS, Political Science, University of Oklahoma (1984); MBA, International Marketing, Spanish, Thunderbird Graduate School of International Management (1986), MED, Secondary Education, Arizona State University (1987)

Georgiana Boac, BS, Finance and Accounting, Universitatea Petrol-Gaze (2006); MBS, Business Administration, Bethal University (2013).

Robin Bolton, AS, Business, Indiana Wesleyan University (2001); BS, Management, Indiana Wesleyan University (2007); MBA, Healthcare Management, American Intercontinental University (2008).

Toni Bond, BS, Social Work, Ball State University (1987); MA, Adult Education, Ball State University (1998).

Paul Bonk, BS, Mathematics, University of Nebraska (2009); MS, Mathematics, University of Nebraska (2014).

Carolann Books, BA, Geography/Environment Studies, University of Colorado (2002).

Bipin Bora, BT, Mechanical Engineering, Indiana Institute of Technology (1983); MS, Mechanical Engineering, Case Western Reserve University (1985).

David Bosworth, BS, Mathematics, Metropolitan State College of Denver (1995); MIS, Integrated Sciences, University of Colorado (2006).

David Bouvin, BA, Psychology, Roberts Wesleyan College (1992); MBA, Argosy University (1998); DBA, Information Systems, Argosy University (2000).

Mary Bowman, BS, Medical Record Administration, Chicago State University (1981); MPH, Public Administration, Roosevelt University (1991).

Calvin Boyd, BA, Biological Sciences, University of Colorado (1974); MD, The George Washington University (1980).

Alfred Boysen, BA, English, Augustana College (1967); MA, English, University of South Dakota (1968); EdD, Adult Education, University of South Dakota (1979).

Charles Bradford, BA, Info Proc Sys, University of Cincinnati (1978); MA, Information Technology, University of Phoenix (2001).

Nathan Braun, MBA, Computer and Information Security, Northcentral University (2010); BBA, Applied Computer Science, Northcentral University (2009).

Kelly Brayman, BSBA, Marketing, West Virginia University (1999); MBA, Health Administration, Eastern University (2004).

Lynna Brenner, BA Nursing, Augustana College (2007), BSA Psychology, South Dakota State University (1994), MS Conseling and HR Development, South Dakota State University (2000).

Bradley Bridges, BS, Political Science, Florida State University (1996); MBA, Management, Wake Forest University (2001).

Roger Briggs, AA, Music, Butler Community College (2001); BA, English-Creative Writing, Wichita State University (2003); MA, English, Wichita State University (2006).

Travis Brink, AAS, Information Systems, National American University (2002); BS, Management Information Systems, National American University (2003); BS, Information Technology, National American University (2004); MBA, Information Technology Emphasis, National American University (2004).

Jennifer Brinkmeier, BS, Healthcare Management, National American University (2011).

Jim Brinson, BA, Science Education, Indiana State University (2001); MS, Science Education, Indiana State University (2002).

Kasie Brinson, BA, Science Education, Indiana State University (2000); MS, Science Education, Indiana State University (2007).

Michael Brock, BA, English and American Literature, University of London (2007); MA, Comparative Literature, University of London (2008).

Gordon Brooks, BA, Business Administration, Chadron State College (2003); MM, National American University (2008).

Jennifer Brooks, AA, Education, Miami Dade Community College (2002); BS, Education, Barry University (2004); MA, Teaching and Learning, Nova SE University (2006).

LaPacquah Brown, BS, Health Information Management, Texas Southern University (1998).

Teresa Brown, BBA, Business Administration, University of Missouri (1977); MA, Business Administration, Webster University (1981); MA, Counseling and Guidance, University of Missouri (1996); PhD, Psychology, Capella University (2011).

Michelle Brozowski, BS, Health Administration, Eastern Michigan University (1984).

Leanna Brunner, BA, English, Missouri Western State (1990); MA, English, Northwest Missouri State University (1993).

Pamela Buff, CST, Surgical Technology, Tulsa Technology Center (1984); AAS Surgical Technology, Community Care College (2009), FAST, Fellow of the Association of Surgical Technologists (2015).

Shalon Bull, BS, Food Science and Human Nutrition, University of Florida (1996); MS, Food Science and Nutrition, University of Florida (1998).

Rebecca Burke, BS, Management/Human Resources, Park University (2009); MBA, Park University (2011).

LaRae Burkman; BA, Management, University of Sioux Falls (2004); MBA, Business Administration, University of Sioux Falls (2010).

Sara Burnette, BS, Political Science, Utah State University (1982); JD, University of South Dakota (2011).

Douglas Burns, BA, Biology, University of Missouri (1975); PhD, Molecular Biology, Vanderbilt University (1988).

Jane Butcher, BS, Mathematics, The University of Utah (1981); MS, Mathematics, Colorado State University (1983).

Rufina E. Butler, AAS, Business, Denver Technical College (1989); BA, Management, University of Phoenix (1992); MA, Liberal Studies, Regis University (1998); PhD, Higher Education Leadership, Northcentral University (2013).

Katrina Bynes, BS, Accounting, National American University (1998); MBA, Regis University (1999).

Christine Cady, BA, English and Political Science, University of South Dakota (2005); JD, Law, University of South Dakota (2008).

Traci Cadwallader, BSEd, Elementary Education, University of South Dakota (2003); MSEd, Curriculum and Instruction, Wayne State College (2011).

Shawn Callanan, BS, Spanish, Black Hills State University (2000); MA, Curriculum and Instruction, Black Hills State University (2007).

Jody Cameron, BS, Mathematics, Washington State University (1995); MEd, Educational Technology, University of Oklahoma (1999).

Lisa Campbell, Certificate, Coding, Moraine Valley Community College (2001); AAS, Medical Assisting, Robert Morris University (1996); BBA, Business Administration, Robert Morris University (1997); MHA, Health Care Administration, Governors State University (2000).

Pedro Canellas, BS, Biochemistry, University of California (1977); PhD, Biochemistry, University of California (1982).

Thomas Canfield, BA, English, Truman State University (1991); MA, English, Truman State University (1993); PhD, English, University of Louisiana at Lafayette (1998).

Jean Capdevila, BA, Political Science, College of Staten Island (1994); JD, Law, University of Iowa (1998).

Stacy Carpenter, BS, Latin & Mathematics, Louisiana State University and A&M College (1995); MS, Mathematics, Colorado State University (1998).

Jessica Carr, BS, Business Administration, National American University (2007); MM, Management, National American University (2009).

Kari Carr, BS, English Education/English, University of Mary (2000); MA, English, Seton Hall University (2004).

Jacqueline Carrau, BBA, Management Information Systems, St. Mary's University (2001); MS, Computer Information Security, St. Mary's University (2001); Ph.D., Organizational Leadership, University of the Incarnate Word (2012).

Catrina Carrington, BA, English, University of Colorado (2000); MA, Journalism, Syracuse University (2002).

Jeremy Castanedo, AAS, Pharmacy Technician, National American University (2013); BS, Healthcare Management, National American University (2015).

Lynn Castrianno, MS, Legal Studies, University of Nebraska (1990); MA, Psychology, University of Nebraska (1991); PsyD, Psychology, University of Nebraska (1999)

Audrey Caudle, AA, Highland Community College (1997); BS, Psychology, Missouri Western State University (1999); MLA, Art/Social Sciences, Baker University (2005).

Natasha Cauley, BS, Health Information Management, University of Alabama (2000); MPH, Public Health, University of Alabama (2002).

Seth Chaikin, BSB, Business Administration, University of Kansas (1997); MAIS, Accounting and Information System, University of Kansas (1998).

Mark, Chambers, BS, Accounting, Metropolitan State University (1999); MBA, Business Administration, University of Phoenix (2002).

Craig Chaplin, BS, Business Administration, The University of Nebraska (1985); MBA, Business Administration, University of St. Thomas (2002).

Lawrence Chavez, BA, Management Information Systems, National American University (2000); MS, Computer Information Systems, University of Phoenix (2004).

Rita Chen, BS, Hotel, Restaurant and Institution Management, Iowa State University (2001); MHM, Hotel and Restaurant Management, University of Houston (2003); PhD, Food Services and Lodging Management, Iowa State University (2008).

Kristopher Childs, BS, Computer Engineering, Florida A&M University (2004); MS, Mathematics Education, Nova Southeastern (2007).

Dusty Childress, BS, Biology, Southwest Baptist University (2005); MS, Biology, University of Nebraska at Kearney (2008).

Sandra Chistensen, Diploma, Pharmacy technician, Northeast Metro Technical College (1988); BA, Individualized, Metropolitan State University (1995).

Sandra Christianson, BSEd, English and Speech, Black Hills State University (1969); MEd, English, Black Hills State University (1970).

Diana Christopher, BS, Bulgarian Languages Literature, Sofia University (1979); MM, Environmental Management, University of Free State (2000); PhD, Dialectology, Bulgarian Academy (1987).

Tara Clark, BS, Biomedicine, Western Michigan University (1996); MS, Applied Computer Science, Kennesaw State University (2005).

Daniel Clarke, BS, Business Administration – Marketing, San Diego State University; BS, History, Metropolitan State University of Denver; MS, Business Administration – Marketing, San Diego State University.

Evan Clausen, BA, Psychology, The University of Texas at Austin (1996); MBA, Business Administration, Texas State University (2002).

Angie Clements, BS, Applied Management, National American University (2006); MBA, Management, National American University (2007).

Susan Cochran, BA, English, Kennesaw State University (2004); MA, Professional Writing, Kennesaw State University (2009).

Camille Cochrane, BS, Education, University of Alabama (1965); MA, Mathematics, University of Alabama (1967).

Catherine Cole, BS, Justice Systems, Truman State University (2003); MS, Administrative Studies, Missouri State University (2006).

Mike Cole, BS, Business Administration, Southwestern College (2005); MBA, Business Administration, Southwestern College (2010); MS, Leadership, Southwestern College (2013).

Damian Colella, BS, Health Services, Florida Atlantic University; MBA, Business Administration, Everest  University.

Gwyn Collier, BS, Healthcare Services, Avila University (2005); Certificate, Business, Avila University (2007); MBA, Avila University (2009).

Robert Collins, BS, Business Administration, University of Southern California (1960); MBA, Marketing, New York University (1969).

SheKendra Collins, BA, Mathematics, Tuskegee University (2002); MAM, Applied Mathematics, Auburn University (2005).

Steven Comingdeer, BA, Management, College of Saint Scholastica (2005); MA, Management, College of Saint Scholastica (2006).

Ian Connors, BS, Criminal Justice, Sacramento State University (2001); MS, Criminal Justice, University of Wisconsin (2004).

Michael Cooley, BS, Personnel Administration, University of Cincinnati (1982); MA, Counseling Psychology, Lesley University (1989).

Sherri Cooper, BA Admin of Non-Profit Organizations 1989, MA Educational Leadership Argosy University 2011 Concorde Career Institute Medical Assistant Diploma 1993

Nicole Copemann, BS, Health Information Management, Florida A&M University (2006); MS, Health Care Administration, Florida A&M University (2009).

Susan Cousins, AAS, RN-Nursing, Maria College (1989); BS, Organizational Management, Bethel College (2003); MEd, Instructional Technology, American InterContinental University (2004).

Jennifer Cross, BA, Music, Graceland University (2001); JD, Washburn University (2003).

Archie Croux, AAS, Nursing, Mercer County Community College (2004); BS, Nursing, Chamberlain College of Nursing (2010); MS, Nursing, Midamerica Nazarene University (2012).

Lee Crowder, BA, Mathematics and Statistics, Miami University (1980); BS, Mathematics and Statistics, Miami University (1980); MS, Statistics, Iowa State University (1982); PhD, Statistics and Industrial Engineering, Iowa State University (1986).

Ebony Crump, BA, Business Administration, National-Louis University (2002); MBA, National-Louis University (2006).

Marcie Cudmore, BS, Sociology, Black Hills State University (2003); MBA, Management Emphasis, National American University (2007).

James Culey, BS, Composite Business Administration, Black Hills State University (1990); MBA, University of South Dakota (1992).

Jennifer Cunningham, JD, Washburn University School of Law (2010), Colorado State University, Business Concentration: Finance and Real Estate, (2006)

Andrawis Dabit, BS, Chemical Engineering, Aristotelian University of Salonica (1978); MS, Chemical Engineering, Aristotelian University of Salonica (1978).

James Dahlquist, BS, Chemistry, University of Minnesota (1983).

Fadi Dajani, BBA, Business Administration, Wichita State University (1995); MBA, Wichita State University (1997); MS, Computer Resources and Information Management, Webster University (2000).

Howard Dallin, BA, English, University of Saskatchewan (1960); BEd, Education, University of Saskatchewan (1962); MA, English, University of Oregon (1970); DPhil, Philosophy, The University of Minnesota (1979).

Terena Dampier, AS, Accounting Technology, Indiana Vocational Technical College (1990); BS, Management,

Indiana Wesleyan University (2004); MBA, Accounting, Indiana Wesleyan University (2007).

Kristopher Dane, BS, Management/Finance, Park University (2005); MBA, Park University (2006).

Quentin Dane, BS, Accounting, Missouri Western State University (1996); MBA, Rockhurst University (2005).

Howard Dangerfield, BS, Computer Information Systems, DeVry University (1987); MS, Telecommunication Management, Keller School of Management (2000); Ph.D., Information Management, University of Phoenix (2011).

Joan Daniel, AAS, Health Information Technology, Harry S. Truman College (1984); BS, Healthcare Administration, National Louis University (2001).

Jessie Daniels, BS, Nursing, The University of Iowa (1972); MA, Nursing, The University of Iowa (1976).

Carol Dantzler-Harris, BS, Medical Records Administration, University of Central Florida (1985); MS, Education, Capella University (2007).

Charlene Davidson Henry, BA, Political Science, French, East Tennessee State University (1990); MA, International Studies, Old Dominion University (1994); JD, University of South Dakota School of Law (1998).

Ashlynn Davis, BA, Criminology, The Ohio State University (2003); MS, Criminal Justice, University of Cincinnati (2009).

Frankie Davis, BSN, University of Kansas Medical Center (2007); MSN, Webster University (2010).

Jenelle Davis, BBA, Computer Information Systems, Georgia State University (2003); MS, Computer Science, George Washington University (2005).

Michelle Davis, BS, Physician Assistant Studies, University of Nebraska (1998); MPAS, University of Nebraska (2000).

Sara DeAnda, AAS, Human Resource Management, Western Iowa Tech Community College (2005); BS, Management of Human Resources, Bellevue University (2009); MA, Human Resource Management, Briar Cliff University (2012).

Cherika Dejesus, DIP Medical Assisting, Minnesota School of Business (1997); AAS, Medical Assisting, Minnesota School of Business (2004); BS, Health Care Management, Minnesota School of Business (2009).

Allison Deming, BS, Psychology, Brigham Young University (2002); BS, Marriage, Family and Human Development, Brigham Young University (2002); MA, Psychology, Texas Tech University (2006).

Lara Denesia, BME, Mechanical Engineering, The Catholic University of America (2004); MS, Systems Engineering, The George Washington University (2006).

Renee Dengler, ADN, Nursing, Triton College (1984); BA, Applied Behavioral Science, National Louis University (1987); MS, Management, National Louis University (1996).

Vivian Derby, Diploma, Nursing, St. John's School of Nursing (1973); BA, Management of Health Services, Ottawa University (1997); MA, Human Resources, Ottawa University (2001).

Mary Dershiwsky, BS, Education/Math, Southern Connecticut State University (1974); MS, Accounting, University of New Haven (1977); PhD, Management, University of Massachusetts (1985).

Lesley DeSantis, AB, Business, St. Clair Community College (2000); BBA, Marketing, University of Michigan (2002).

Emmanuel Des-Bordes, MS, Science, Georgia State University (2004); MS, Industrial Engineering, New Mexico State University (2011).

Linda Devine, BA, Individualized Studies, Keene State College (1989); MA, Humanities, California State University (1994).

Michael Dick, BS, Management Information Systems, Park University (1991); MBA, University of Central Missouri (1994).

Teressa Dickerson, BSN, Webster University (1990).

Tracy Diefenbach, BA, Criminal Justice, Mountain State University (2006); MCJA, Criminal Justice, Mountain State University (2008); PhD ABD, Education, Curriculum Development, Northcentral University (2016).

Kurt Diesch, BS, Industrial Engineering, Iowa State University (1980); MS, Industrial Engineering, Iowa State University (1982); Ph.D, Industrial Engineering, Iowa State University (1989).

Michael J. Dillon, BA, Psychology, University of Notre Dame (1974); MA, Psychology, Western Michigan University (1977); PhD, Psychology, Western Michigan University (1981).

Sally Ann Dodge, BS, Mathematics, State University of New York (1972); MAT, Mathematics, Webster University (2005).

Kathy Doeschot, AS, Nursing, The University of Nebraska Medical Center (1977); BS, Nursing, The University of Nebraska Medical Center (1979); MS, Nursing, The University of Texas (1984).

Randall Doizaki, AAS, Criminal Justice, Arapahoe Community College (1995); BS, Applied Management, National American University (2009); MS, Organization Leadership, Regis University (2011).

Tracey Dollison Decker, BS, Social Science, University of Wyoming (1995); JD, University of South Dakota, School of Law (1999).

Bob Domalewski, AS, Engineering, The Pennsylvania State University (1968); BS, Business Administration, National College of Business (1981); MBA, Business Administration, The University of South Dakota (1985).

Judy Domalewski, BS, Business Administration, University of South Dakota (1986); MS, Organizational Management, University of Phoenix (2000).

Laura Donovan, BA, Journalism, University of South Dakota (2007); MBA, University of South Dakota (2008).

Ellen Doyle, BS, Diagnostic Imaging, Thomas Jefferson University (1991); EdS, Brain Research, Nova Southeastern University (2007); MCLS, Chemical and Life Sciences, University of Maryland (2010); MS, Education Media Design and Technology, Full Sail University (2010).

David Draper, BA, Speech, University of Kansas (1962); MA, Speech Pathology, University of Kansas (1963); PhD, Speech Pathology & Audiology, University of Kansas (1970).

Jim Drohan, BA, English, University of Northern Colorado (1982); MA, English, University of Northern Colorado (1995).

Jennifer Duffey, BA, Elementary Education, University of Missouri (2003); Diploma, Medical Assistant, Concorde Career College (2004); MBA, Health Care/Health Services Management, Park University (2009).

Crystal Dye, BS, Psychology, Milligan College (2003); MIT, Information Technology, American InterContinental University (2005).

Kimberly Eastern, BS, Mathematics, Washington University in St. Louis (1983); MBA, Fontbonne University (2005).

Janine Ebbets, BS, Human Development and Family Studies, Colorado State University (2006); MBA, Business Administration, University of Phoenix (2009).

Roberta Ebbers, BA, French, Adams State College (1971); MA, Business Education, University of Minnesota (1987); Certificate, Pharmacy Technician, Century College (2005).

Kristy Ebersole, BS, Business Education, Emporia State University (1997); MS, Business Education, Emporia State University (2010).

Pamela Ediger, AAS, Business, University of Phoenix (2008); BS, Business/Administration, University of Phoenix (2010); MS, Health Administration, University of Phoenix (2012).

Carolyn Edmonds, Diploma, Nursing, Muncie School of Nursing (1984); AAS, Medical Assisting, Ivy Tech Community College (1993); BA, Health Care Administration, Concordia University (2000); MA, Adult Education, University of Phoenix (2008).

Angela Edwards, BS, Biological Sciences, Illinois State University (2002); MS, Biological Studies, Illinois State University (2005).

Dustin Edwards, BA, Criminal Justice, St. Ambrose University (1997); MA, Law Enforcement and Justice Administration, Western Illinois University (2005).

Ernest Edwards, BS, Business Administration, University of South Carolina (1967); MM, Management, University of Phoenix (2005).

Penny Edwards, BS, Psychology, Longwood University (1993), Master of Public Health, AT Still University (2006), Doctor of Medicine, Central America Health Sciences University (2000).

Maggie Eilertson, BA, Political Science, Vassar College (2004); JD, Law, William Mitchell College of Law (2008).

Julie Eisenhauer, BS, Education, Southern Illinois State University (2002); MS, Education, Southern Illinois State University (2006).

Gretchen Elfstrand, AAS, Paralegal, National American University (2011); BA, Criminal Justice/Human Services, Dakota Wesleyan University (1998); MM, Masters of Management, National American University (2014).

Erica Elliott, BA, Humanities, New College of California (2003); MA, Humanities and Leadership, New College of California (2005).

Dawn Ellis, BS, Biology and Environmental Science, Northern State University (1996); DPT, Physical Therapy, University of South Dakota (2008).

Wendell Ellis, AB, Chemistry, Columbia University (1958); MS, Business Administration, University of Missouri (1965); JD, Law, State University of Iowa (1962).

Jason Engel, BS, Oregon Institute of Technology (2001).

Luke Erickson, BA, Art History, University of Redlands (1992); MA, Art History, University of Illinois (2000).

Sharyl Evans, BS, Nursing, Wichita State University (1995); MS, Nursing, Wichita State University (2004).

Joe Evenson, BA, Fitness Management, Augustana College (2003); MSEd, Physical Education-Sport Management, Wayne State College (2006).

Makrina Feagins, BS, Industrial Engineering, Universidad Mexico Americana del Norte (1994); MA, Mathematics, Texas A&M International University (2004).

Robert Fedson, BME, Music Education, University of Northern Iowa (1982); MM, Applied Music, University of Texas - Austin (1985).

Lisa Fennessey, Diploma, Medical Assistant, Denver Technical College (1993); BS, Human Services/Management, University of Phoenix (2009).

Wade M. Fergus, BS, Geography/Public Policy and Administration, Western Oregon University (1999); MIS/M, Master of Information Systems/Management, University of Phoenix (2007)

Heidi Fernandez, AA, Communication and Computation, University of Florida (2002); BA, Sociology, University of Florida (2003); MS, Education, Walden University (2006).

Charlene Fields, AA, Instructor Technology, Community College of the Air Force (1994); AA, Communications Intelligence, Community College of the Air Force (1994); BS, Management, University of Phoenix (1997); MA, Organizational Management, University of Phoenix (1999); MA, Human Resources Development, Webster University (2002).

Aristea Filippakis, BS, Psychology, The Ohio State University (1992); MSEd, Social Agency Counseling, University of Dayton (1995).

Curtis Fischer, AS, Accounting, Tulsa Community College (1993); BBA, Accounting, Langston University (1998); MBA, University of Phoenix (2011).

Elaine Ford, BS, Pharmacy, South Dakota State University (1979); MBA, Missouri State University (1991); PharmD, Howard University (2016).

Berit Foss, BS Biochemistry, Baylor University (2010); MS Biomedical Engineering, University of South Dakota (2013).

Carole Foster, BA, Psychology, University of Colorado (1983); MEd, Counseling, Guidance and Personnel Services, South Dakota State University (1987); MS, Counseling and Human Resource Development, South Dakota State University (1992).

David Fox, AAS, Electronics, DeVry Institute of Technology (1990); AAS, EMT/Paramedic, Metropolitan Community College (1991); BSN, Nursing, University of Kansas (1994). MBA/HCM, Health Care Management, University of Phoenix (2007).

Christopher Franks, BS, Atmospheric Science, Creighton University (2005); MS, Atmospheric Science, South Dakota school of Mines and Technology (2007).

Dexter Fraser, BIT, Information Technology, American Intercontinental University (2004); MS, Information Technology, Barry University (2008).

Kathy Fraser, BS, Management Information System, National American University (2002); MS, Management of Technology, University of Minnesota (2006).

Mark Frederick, AS, Criminal Justice, Everest University (2003); BS, Criminal Justice, Kaplan University (2005); MS, Criminal Justice, Kaplan University (2010).

Antonio Fredericks, BSSE, Electrical Engineering, Platt Institute (1989); MS, Computer Science, University of Massachusetts (1993); MBA, Business Administration, Keller Graduate School of Management (1997); MPM, Project Management, Keller Graduate School of Management (1999); MTM, Telecommunications Management, Keller Graduate School of Management (1999).

Elisa Fredericks, BS, Marketing, New York University (1974); MBA, New York University (1975); PhD, Marketing, University of Illinois at Chicago (2002).

Jason Friedline, BSBA, Business Administration, University of Missouri (1998); MBA, Park University (2001).

Marcus Gabrawy, BS, Psychology, University of Phoenix (2009); MBS, Biological Science, University of Minnesota (2013).

Karen Gaines, BA, Journalism, The University of Arizona (1976); MBA, Business Administration, Rockhurst College (1983).

Corey Gaitwood, BS, Management Information Systems, Metropolitan State University (2004); MMIS, Management Information Systems, Metropolitan State University (2008).

Arnold Gallegos, BS, Applied Management, National American University (2006); MA, Organizational Management, Ashford University (2008).

Dominga Gardner, BS, Computer Science, Mississippi State University (2004); MIS, Management, University of Phoenix (2009); Certificate, Technology Integration Specialist, Boise State University (2011).

Natalie Garling, BA, English, Eastern Illinois University (2005); MS, Technology, Eastern Illinois University (2007).

Bob Garrity, BS, Business Administration, Providence College (1957); MEd, University of Oklahoma (1968).

Courtney Gaylord, BA, English, University of Kentucky (1998); MA, English, Indiana University (2002).

Timothy Gerken, BFA, Design, Bowling Green State University (1978); MDiv, Theology, Asbury Theological Seminary (1981); MS, Accounting, Central Michigan University (1987); MS, Taxation, Walsh College (1995).

Lisa German, BA, Speech Communication, University of Nebraska - Omaha (1996); MA, Communication, University of Nebraska - Omaha (2004).

Lucille Getz, BA, Sociology, Arizona State University (1997); MS, Counseling and Human Resource Development, South Dakota State University (2003).

Michelle Glasmann, BS, Business Administration – Marketing, University of Colorado; M.Ed. Education, Regis University; MBA, Business Administration – Marketing, Regis University.

Clyde Gooden, BA, Business Administration, Mid America Nazarene University (1991); MBA, Mid America Nazarene University (1996).

Jennifer Gordon, AB, English, University of Georgia (1996); MA, English, University of West Georgia (2002); EdS, Medical Technology, University of West Georgia (2005).

Keith Graham, BA, Economics/Business, Emory and Henry College (1985); MBA, Liberty University (1992).

Nicola Granato, AS, Applied Sciences, Community College of the Air Force (2007); BS, Organizational Leadership, Wright State University (2008); MBA, Park University (2010).

Tiara Grant, BA, International Political Economy, Colorado College (2003); MA, Government, New Mexico State University (2006); MS, Computer Information Systems, Boston University (2010).

Brian Gravely, BA, History, Western Kentucky University (2001); JD, Hamline University (2004).

Mark Green, BS, Journalism, Oklahoma State University (1991); MS, Sociology, Oklahoma State University (1996); ND, Naturopathic Medicine, SouthwestCollege of Naturopathic Medicine and Health Sciences (2003).

Rokesha Green, BBA, Business Marketing, Savannah State University (2003); MBA, Business Administration, Walden University (2005); DBA, Business Administration, Argosy University (2012).

Denise Greenbaum, BSBA, Management Information Systems, University of Nevada - Las Vegas (1997); MS, Computer Information Systems, Missouri State University (2011).

Loetitia Grieves, AAS Medical Assisting, Mitchell Technical Institute (2008), BS Nursing, National American University (2014).

Emily Grime, BS, Business, The Pennsylvania State University (2005); MS, Leadership and Business Ethics, Dusquesne University (2008).

Krista Groff, BA, Mathematics, Carlton College (1990); MA, Mathematics, Western Michigan University (1993).

Matthew Grunenwald, BS, Management, Texas A&M University (1997); MS, Business Administration, University of Phoenix (2000).

Stacy Guethling, BS, Speech Communication, Minnesota State University - Mankato (1998); MS, Counseling-College Development, Minnesota State University - Mankato (2001).

Lisa Gunderson, AA, Medical Laboratory Technician, St. Paul Technical Vocational Institute (1985); AA, Biology, Century College (1998); BS, Genetics and Cell Biology, University of Minnesota (2000).

Traci Hadler, AS, Nursing, University of South Dakota (2008); BS, Nursing, Minnesota State University - Mankato (2010); MS, Nursing, Walden University (2013).

Rod Hagedorn, BS, Finance/Economics, Minnesota State University (1988); MBA, Management, Drake University (1992); MS, Business Administration, Iowa State University (1996).

Rochelle Hagel, BA, Journalism, South Dakota State University (1992); MM, Management, National American University (2012).

Peter Hall, BA, Business Administration, University of St. Thomas (1995); MBA, Finance, University of St. Thomas (2003).

Colleen Halupa, AAS, Medical Laboratory Technology, Community College of the Air Force (1987); BS, Health Care Management, Southern Illinois University (1989); MS, Administration/Health Administration, Central Michigan University (1994); EdD, Curriculum and Instruction/Leadership, The University of West Florida (2003).

Bruce Hamby, BS, Business Administration emphasis Marketing, National American University (2000); MBA, National American University (2002).

Autumn Hamilton, BA, Health and Safety, Purdue University (1986); MS, Health and Safety, Indiana University (1988); HSD, Health and Safety, Indiana University (2003).

Cynthia Hamilton, BS, Applied Management, National American University (1998); MS, Business Administration, Regis University (2000).

Evelyn Harden, AA, The Metropolitan Community College (1982); BS, Management/Health Care, Park College (1988); MPA, Government Business Relations, Park University (1990).

Jeffrey Hargrove, BA, Biology, The University of New Mexico (2001); MA, Teaching, Pittsburg State University (2010); DC, Chiropractic, Cleveland Chiropractic College (2008).

Gregory Harnett, BS, Administration and Management, LaRoche College (1982); MS, Management and Organization, University of Colorado (1991).

Nikki Harrington, BS, Public Relations, Northern Arizona University (1992); MA, Organizational Management, University of Phoenix (2001); MA, Industrial Organizational Management, Argosy University (2010).

Kenneth Harris, AAS, Liberal Arts, City Colleges of Chicago (1985); AAS, Avionics Systems Technology, Community College of the Air Force (1986); BS, Electronics Engineering Technology, South Dakota State University (1991); MBA, University of South Dakota (2000).

Nichole Harris, BS, Psychology, Western Michigan University (1993); MA, Educational Leadership, Western Michigan University (1994).

Kristi Hartmann, BA, Dance, University of Kansas (2003); JD, Washburn University (2007).

Maribeth Havran, BS, Dietetics-Food and Nutrition, Iowa State University (1984); MS, Home Economics, Eastern Illinois University (1989).

Sarah Hay, BS, English, Iowa State University (2006); MS, English, Iowa State University (2009).

Steven Hayes, BA, Psychology, California State University - Dominguez Hills (2006); MA, Sociology, California State University - Dominguez Hills (2010).

Thomas Haynes, AA, Business, Baker University (2002); BS, Management, Baker University (2004); MBA, Baker University (2005).

Melissa Hazlett, BA, Psychology, William Jewell College (1997); MA, Counseling, Webster University (2000).

Richard Hechter, BA, Psychology, University of Minnesota (1985); JD, William Mitchell College of Law (1988).

Don Hedrick, BA, Criminal Justice, Dakota Wesleyan University (2002); MS, Administrative Studies-Criminal Justice, University of South Dakota (2007).

Nicole Hedrick, BSE, English, Dakota State University (2006); MA, English Second Language, Hamline University (2011).

Stephanie Hegman, BA, Mathematics, St. Olaf College (2008).

Diane Heinemann, BS, Secondary Education, Kansas State University (1972); MEd, Computers in Education, Lesley University (1995).

Dawnyale Heimerman, BGS, Business, Psychology, Gerontology, Wichita State University (2005); MBA, Business Administration, Newman University (2007).

Andrea Helaine, AA College of DuPage 2001, Bachelors of Philosophy in Theology Ave Maria College 2003, Masters of Fine Arts in Creative Writing National University 2010 Adult Basic Education Authorization 2013

Carolyn Helton, BSBM, Business Management, University of Phoenix (2003); MBA, Marketing, University of Phoenix (2005); DM, Organizational Leadership, University of Phoenix (2010).

Kenneth Hendren, AAS, Respiratory Care, Chattanooga State (1993); BS, Biology, University of Tennessee (1996); MBA, Accounting, University of Tennessee (1999).

Rebecca Hendricks, MBA, Business Administration, Northern Illinois University (1987).

Michelle Hendrickson, BS, Organizational Management, Lubbock Christian University (2006); MS, Leadership, Lubbock Christian University (2012).

Marci Hendrix, AA, Edison State College (2007); BA, Interdisciplinary Studies, University of Central Florida (2009), MS, Criminal Justice, University of Central Florida (2010).

Melesia Henry, BS, Nursing, Mississippi College (1982); MSN, Nursing, University of Mississippi (1991).

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

Amber Hester, CST, Bachelors in Science, Oklahoma State University (2003); Surgical Technology, Community Care College (2008).

Janice Hickman, BS, Education and Social Science, Henderson State University; MA, Masters of Arts in Education/ Curriculum & Instruction, University of Phoenix; MA, Psychology, Regis University.

Catina Hightower, Doctor of Management, University of Phoenix School of Advanced Studies (2014); Master of Arts in Professional Development with a Specialization in Criminal Justice, Dallas Baptist University (2005);

Bachelor of Arts in Criminal Justice, Dallas Baptist University (2002)

Jeff Hill, BS, Microbiology, Texas A&M (1993); PhD, Human Biological Chemistry and Genetics, University of Texas (2001).

Susan Hill, BSN, University of Texas at Austin (1974); MSN, University of Texas Health Sciences Center San Antonio (1978).

Shelly Hinson, AA, Maple Woods Community College (2000); BA, Business Administration, Park University (2002); JD, University of Missouri - Kansas City (2005).

Janet Hoff, BS, Mathematics, University of Evansville (1991); MS, Secondary Education, University of Southern Indiana (2002).

Margaret Hoffman, BS, Mathematics Education, Southwest Minnesota State University (1998).

Deborah Holmes, BSN, Nursing, University of Missouri (2008).

Heather Horner, AAS, Business Education, Butler Community College (1997); AS, Dental Hygiene, Wichita State University (2008); BS, Dental Hygiene, Wichita State University (2009).

Ben Houston, Bachelors of Science and Arts Chemical Engineering, Mathematics, Lamar University 1961, Master of Science, Chemical Engineering, University of Texas 1963, PhD Statistics Texas A & M University 1968

William Houth, BS, Business Management, Colorado Technical University (2000); MS, Business Administration, Colorado Technical University (2002); MBA, Colorado Technical University (2003).

James Howard, BA, Chemistry, Southern Methodist University (1978); BS, Biology, Southern Methodist University (1978); MD, Medicine, The University of Texas (1983).

Joel Howe, BS, Mechanical Engineering, Rensselaer Polytechnic Institute (1993); MS, Mechanical Engineering, Tufts University (2000).

Sasha Huether, BS, English, University of South Dakota (1997); MA, English, University of South Dakota (2001).

John Hughes, BS, Biology Genetics, The University of Kansas (2006); MS, Pharmacology and Toxicology, The University of Kansas (2008).

Daniel Huiet, AA, Liberal Arts and Science, Sinclair Community College (2007); AS, Business Administration, Sinclair Community College (2007); BSB, Marketing, Wright State University (2008); MBA, Park University (2009).

Carol Hungria, AA, Butler Community College (1995); BS, Business and Management, University of Maryland University College (1999); MS, Behavioral Sciences, Cameron University (2001); MS, Post-secondary and Adult Education, Capella University (2009).

Marci Hunt, BA, Spanish, University of Tennessee (1994); MEd, Higher Education Administration, Vanderbilt University (2001).

Heidi Husman, BBA, Computer Information Systems, University of Texas at El Pason (1992); MS, Computer Information Technology, Regis University (2004).

Roy Hutcheon, BS, Mathematics, Bob Jones University (1978); MS, Mathematical Science, Clemson University (1980).

Marlene Ibarra, MS, Social Work, Wichita State University (2010).

Kent Ickler, BS, IT Network Design and Management, Western Governor's University (2011); MM, Management, National American University (2012).

Asefaw Indrias, BS, Management, Park University (1989); MPA, Public Management, Park University (1993); DBA, Business Administration, University of Phoenix (2010).

Khader (George) Jabra, BS, Business, Winthrop University (1990); MS, Network Security, Capital Tech University (2002); MBA, Security Management, Keller Graduate School (2006).

Sharon Jackson, AAS, Nursing, Metropolitan Community College (1994); BSN, Webster University (1999); MSN, Webster University (2006).

Warren Jahn, BS, Hotel, Restaurant and Tourism Management, University of South Carolina (2003); MHRTM, Hotel, Restaurant and Tourism Management (2004); PhD, Human Ecology, University of Tennessee (2008).

Diane Jankord, BS, Recreation, University of South Dakota (1975); MA, Counseling, Guidance and Personnel Services, University of South Dakota (1983).

Dean Jankord, DC, Doctor of Chiropractic, Northwestern College of Chiropractic (1987).

Kacey Jechura, BS, Psychology, Georgia Southern University (1999); MA, Psychology, University of West Georgia (2001).

Vivian Jeffcoat, Master Secondary Teaching Business Ed (2002);  BS Business Administration (1989)

Aliyah Jenkins, BS, Computer Information Systems, St. Leo University (2010); MBA, Information Systems Management, St. Leo University (2014).

Eliza E. Jenkins, AS Nursing, Metropolitan Community College (2001); RN, BS Nursing, Methodist College of nursing (2003).

Josey Jenkins, BS, Business Administration, National American University (2005); MBA, National American University (2009).

Ryan Jenkins, BBA, Accounting, Financial Markets, and Investment Strategy, University of Nebraska at Omaha (2009); MBA, Creighton University (2013).

Nanci Jennings, BS, Speech, Black Hills State University (1982); MA, Guidance and Counseling, South Dakota State University (1985).

Dennis Jirkovsky, AA, Data Processing, Maple Woods Community College (1994); BA, Accounting, Missouri University (1976); MBA, Accounting, Rockhurst University (1995).

Lisa A. Joerg, BA, Psychology, Purdue University (1994); MS, Psychology, Walden University (2001); PhD, Academic Psychology, Walden University (2004).

Allison Johnson, BA, Communications, University of North Florida (1989); MS, Technical Communication, Mercer University (1998).

Brenda Johnson, ADN, Nursing, First Park Community College (1988); BSN, Nursing, West Texas A&M University (1988); MSN, Nursing, West Texas A&M University (2005).

Chris Johnson, BSBA, Business/Pre-Law, Bowling Green State University (2007); JD, Law, University of Dayton Law School (2010).

Monique Johnson, AA, Florida Atlantic University (1996); BHS, Health Administration, Florida Atlantic University (1996); MBA, Healthcare Management, American InterContinental University (2004).

Rhonda Johnson, BA, Criminal Justice, University of Minnesota - Moorhead (2000); JD, Law, University of South Dakota (2004).

Travis Johnson, BA, Accounting, Morehouse College (1987); MBA, Finance, Clark Atlanta University (1995).

Shayla Johnston, BA, Philosophy, Wichita State University (1996); JD, Washburn University (1999).

Elizabeth Jordan-Prince, BA, English, Minnesota State University - Mankato (2006); MA, Literature, Minnesota State University - Mankato (2008).

Connie Jones, BFA, Theatre, Texas Christian University (1968); MA, Speech, Bowling Green State University (1977).

Shannon Jones, BA, Accounting, Clark Atlanta University (2004); MA, Accounting, Clark Atlanta University (2004).

Troy Jones, BS, Business Administrations and Industry – Banking and Finance, Mississippi State University (1992); MS, Business Administration, Friends University (2012).

Randal Julian, BFA, Fine Arts, Alfred University (1984); MFA, Art Sculpture, Wichita State University (1987).

Saurabh Kapoor, Bcom, Finance and Accounting, MS University - Baroda, India (2007); MA, International Business, Saint Mary's University (2010).

Tom Kean, BA Sociology, Sioux Falls College (1969); MS Management, Troy State University (1983).

Betsy Keisow, BS Nursing, South Dakota State University (2005).

Pamela Keister, BS, Nursing, University of Phoenix (2010); MS, Nursing, University of Phoenix (2013).

Tracey Kell, BS, Psychology, University of Montevallo (1988); MA, Counselor Ed/Student Personnel, University of Alabama (1990).

Dan Kelly, BS, Accounting, Bradley University (2001); MS, Accounting, Illinois State University (2002).

Lucy Kelleher, BS, Physical Education, University of North Dakota (2002); MS, Movement Science, Barry University (2008).

Richard Kelleher, BS, Social Psychology, Park University (2002); MA, Public Administration, Park University (2003).

Ronald Kempler, BS, Criminal Justice, Indiana Wesleyan University (2009); MS, Criminal Justice, University of Cincinnati (2012).

Christina Kern, BSEd, English Education, Indiana University (1998); MA, English, National University (2010).

Lorrinda Khan, BA, English, The Ohio State University (1997); MFA, Creative Writing, Goddard College (2003).

Traci Kimbrough, BS, Psychology, Lincoln University (1993); MSM, Human Resources, Friends University (2001).

Jairus King, AA, Information Systems, Strayer University (2007); BS, Information Systems, Strayer University (2010); MS Information Management-Project Management, Grantham University (2012).

Leslie King, AS, Medical Laboratory Technology, Columbus State Community College (1989); BS, Medical Technology, University of Texas (1992); MS, Healthcare Administration, Capella University (2001); PhD, Healthcare Administration, Capella University (2004).

Jill Kissinger, BS, Business, University of Colorado (1985); JD, University of Denver (1990).

Mark Kjellerson, AAS, Electronics, North Dakota State College of Science (1982); BA, Business Administration, Minot State University (1991); MSA, General Administration, Central Michigan University (1995); EdD, Educational Administration, The University of South Dakota (2009).

Susan Klawuhn, Diploma, Nursing, Methodist Medical Center (1977); BSN, Missouri Western State University (1997); MSN, Nursing Education, Walden University (2009).

Jerry Klein, BA, Political Science, Marquette University (1977); BA, Philosophy, Marquette University (1977); JD, William Mitchell College of Law (1981).

Amanda Kleinsasser, BS, Business Admin/Health Care Admin, Adams State University (2011); MBA, Leadership, Adams State University (2013).

Pamela Klenner, BA, English/Secondary Education, Augustana College (2006); MEd, Literacy Educator, Concordia University (2008); MSEd, Instructional Technology, University of Nebraska - Kearney (2009).

Brett Kochenower, BA, English, Emporia State University (2009); MA, English, Emporia State University (2011).

Mark Koehn, BA, Biology/Philosophy, University of Minnesota (1980); MA, Philosophy, University of Iowa (1982); PhD, Philosophy, University of Iowa (1987); JD, Stanford University (1990).

Craig Koenig, BS, Finance, Winona State University (1998); MBA, Business Administration, University of Minnesota - Duluth (2005).

Adam Komm, BS, Criminal Justice, Washburn University (1998); MA, Management, Webster University (2000).

Michelle Komm, BSE, Sport Science, University of Kansas (1998); DC, Chiropractic, Cleveland Chiropractic College (2003).

Dawn Koons, BS, Communication Management, Missouri State University (1991); MS, Counseling Psychology, Texas A&M University (2006); PhD, Psychology, Walden University (2013).

Lindy Kralicek, BA, Education, Wichita State University (2005); MS, Leadership, Southwestern College (2011).

Nicole Kralik, BA, Political Science, Macalester College (1998); BA, Women's and Gender Studies, Macalester College (1998); JD, Law, University of Minnesota (2003).

James L. Kramer, BS, Physician Assistant, University of Nebraska (1976); MPAS, Physician Assistant Studies, University of Nebraska (1998).

Kendra Krcil, BS Biology, Black Hills State University (2010); ASCP/MLS Clinical Science Lab Program, Rapid City (2011).

Linda Kreutzer-Bussman, BBA, Management, Fort Hays State University (1997); MBA, Human Resource Management, University of Phoenix (2005).

Joshua Kuntz, BS, Accountancy, University of Illinois at Urbana - Champaign (2000); MBA, Business Administration, Illinois State University (2007).

Nick Kyriakidis, BBA, Business Economics, Cleveland State University (2004); MBA, Wright State University (2012).

Lindsey LaBarge, BA, Journalism, The University of Arizona (2006); MBA, Business Administration, National American University (2011); MM, Management, National American University (2012).

Robert Lacy, BS, Security Management, Southwestern College (2005); MSSA, Security Administration, Southwestern College (2010).

Diana Laird, BA, Psychology, Avila University (2005); BSN, Nursing, William Jewell University (2006).

Paul Larson, BA, General Science, Alfred University (1966); MBA, University of Bridgeport (1978).

Steve Lashwood, AAS, Business Administration, National American University (1985); BS, Data Processing, National American University (1985); MBA, National American University (2007).

Dennis Lawler, BS, English, Minnesota State University - Mankato (1966); MS, Spanish, Minnesota State University - Mankato (2009).

Lisa Lawrence, BA, Political Science, University of Missouri (1999); JD, University of Missouri (2002).

Peggy Lay, BA, Political Science, St. Ambrose University (1985); JD, Law, University of Iowa (1990).

Lawrence Lettau, BS, Composite Accounting and Composite Business Administration, Black Hills State University (1998); MBA, Regis University (2000).

Lucia Leck, BA, Elementary Education, College of Saint Scholastica (1966); MSEd, Adult Continuing Education, Northern Illinois University (1990).

Jimmy LeDuc, BA, Theatre, Millsaps College (1995); MFA, Drama, University of Oklahoma (2008).

Alma Lee, BS, Radiologic Technology, Northwestern State University of Louisiana (1989); BS, Pharmacy, University of Louisiana-Monroe (1995).

Barbara Legault, BLS, Liberal Studies, The University of Wisconsin (1996); MSEd, Counseling, The University of Wisconsin (2004).

Elizabeth Legault, BA, Education, Salem State University (1993); MEd, Elementary Education, Salem State University (1998).

Jody Leiby, AAS, Sociology, Black Hawk College (1974); BS, Sociology, Illinois State University (1976); MA, Law Enforcement and Justice Administration, Western Illinois University (1996).

Andrea Lemieux, BA English Literature Boise State University 2002 M.A. information Resources and Library Science University of Arizona 2005

Amy S. Lenig, BA, Spanish, Millersville University (1987); MBA, Texas A&M University (1993).

Jane Lenz, BA, Economics and Business, Drake University (1979); MA, Management, College of Saint Scholastica (2002).

Craig Levin, BS, Composite Wellness Management, Black Hills State University (1995); MBA, University of South Dakota (2005).

Patrick Levno, BA, Graphic Design B F A, University of Minnesota (2006); MFA, Filmmaking, New York Film Academy (2010).

Jeannie Levy, BA, English, University of Nevada Las Vegas (1994); MEd, Curriculum and Instruction, University of Nevada Las Vegas (1996).

Laura Lewandowski, CT, Clerical Accounting, College of Dupage (1992); CT, Level One Accounting, College of Dupage (1992) BS, Organizational Administration, Northwestern College (1997); Med, Human Development, University of Minnesota (2001).

Chasen Lewis, BS, Industrial Technology, Mississippi State University (2006); MIS, Information Systems, University of Phoenix (2009).

Kelli Lewis, AA, General Education, Florida A&M University (2005); BS, Health Information Management, Florida A&M University (2006).

Robert Liebman, BS, Aerospace Engineering, Penn State University (1985); MS, Aeronautical Science, Embry-Riddle Aeronautical University (1995).

Sarah Liechty, BS, Science Education, Indiana State University (1984); MS, Science Education Teaching, Indiana State University (1990).

David Lind, AA, Liberal Arts, Inver Hills Community College (1984); BS, Social Science, Kansas State University (1990); MA, Speech/Theatre, Kansas State University (1991).

Janet Lindsey, BS Biology, Calvin College (1975); MS, Biology, South Dakota State University (1977).

Shanna Lippitt, BS, Health Care Management, National American University (2011); Certificate, Certified Medical Assistant, North County Technical College (2002).

Dennis Lively, AAS, Animal Health Technology, University of Minnesota (1976); BS, Health and Physical Education, Kansas State College Pittsburg (1971).

Heidi Logman, BS, Accounting, College of St. Catherine (2005); MA, Organizational Leadership, College of St. Catherine (2008).

William Longley, BSA, Animal Science, University of Toronto (1961); MSA, Agriculture, University of Toronto (1963); Dairy and Animal Science, University of Massachusetts (1967).

Daisy Lor, BA, Psychology, Metropolitan State University (2010).

Colleen Lott, MBA University of Phoenix 2010, BSM University of Phoenix 2009

JoAnn LoVerde-Dropp, BS, English, State University of New York (1991); MFA, Writing, Spalding University (2010).

Elizabeth Loving, Textile and Apparel Management, University of Missouri - Columbia (2002); MBA, Business Administration, Park University (2012).

James Luce, BS, Business Management, Friends University (2009); MS, Liberal Studies, Fort Hays State University (2012).

Barbara Ludins, BA, Individualized, Metropolitan State University (1994); MA, Adlerian Counseling and Psychotherapy, Alder Graduate School (2000); PsyD, Clinical Psychology, Adler School of Professional Psychology (2012).

Zachary Luea, BS, Education-History, Kansas State University (1999); JD, Washburn University (2004).

Stephanie Luna, BS, Business Administration, Southwestern College (2004); BS, Human Resource Development, Southwestern College (2004); MBA, Organizational Development, Upper Iowa University (2008).

Eric Lund, BA, Biology, University of Minnesota (2002); DC, Northwestern Health Science University (2005).

Andrew Lutz, BS, Biology, Cleveland Chiropractic College (2006); DC, Chiropractic, Cleveland Chiropractic College (2007).

Annise Mabry, BA, Mass Communications, University of West Georgia (1999); MAEd, Education, University of

Phoenix (2003); PhD, Education, Capella University (2007).

Michelle MacDonald, AS, Nursing, Wisconsin Indianhead Technical College (1986); AA, General, Lake Superior College (1999); BA, Nursing, The College of St. Scholastica (2000); MA, Nursing, The College of St. Scholastica (2002); RN, CNS.

Lisa Mace, BS, Exercise Science, Regis University-Denver (1995); MS, Kinesiology, University of Colorado at Boulder (2000); PhD, Integrative Physiology, University of Colorado at Boulder, (2003).

Shiloh MacNally, BS, Paralegal Studies, National American University (2004); JD, University of South Dakota (2007).

David Magariel, BA, Communications, University of Kansas (2000); JD, University of Kansas (2004).

Kathryn Magnuson, BS, Biology-Biomedical Science, University of Wisconsin (2010); MS, Human Nutrition, University of Wisconsin (2012).

April Magoteaux, BSN, University of Cincinnati (1978); MSN, University of Cincinnati (1982).

Gary Malvin, AB, Music, University of Michigan (1976); PhD, Medical Sciences, University of New Mexico (1983).

Deborah Mandel, BA Anthropology University of Washington 1988, OTR Occupational Therapist Registered, The National Board for Certification 1993, MA Anthropology The University of New Mexico 1991, OTD Occupational Therapy University of Southern California 2010

Val Manes, BA, Computer Studies, University of Maryland (1989); MS, Computer Science, South Dakota School of Mines and Technology (2001).

Dinah Manns, BA, Psychology, College of William and Mary (1988); MA, Christian Counseling, Oral Roberts University (1993); EdD, Occupational and Adult Education, Oklahoma State University (2001).

Arlene Marthaler, AAS, Accountant, Minnesota West Community and Technical College (1991); BAS, Applied Business, University of Minnesota (2006); MBA, Strategic Leadership, Amberton University (2009).

Santiago Martinez, AA, Miami Dade College (1995); BIT, Information Technology, American Intercontinental University (2004); MS, Management Information Systems, Nova Southeastern University (2007).

Judy Mason, BS, Information Technology, Capella University (2004), MS, Information Technology, Capella University (2008).

Sandra Masten, AA, General, Seminole Community College (1983); BS, Medical Records Administration, University of Central Florida (1986); MS, Health Sciences, University of Central Florida (1995).

Erina Master, BS, Accounting, Nova Southeastern University (2000); MAFM, Accounting and Financial Management, DeVry University (2009).

Lawrence Master, BS, Electrical Engineering, University of Florida (1995); MS, Management Information Systems, Nova Southeastern University (2003); MBA, City University of Seattle (2010).

Ricardo Matta, BS, Texas A&M University – Commerce (2008).

Grant Maynard, BSB, Marketing, University of Nebraska - Lincoln (2007); MBA, Business Administration, University of Nebraska - Lincon (2011); JD, Law, University of Nebraska - Lincoln (2011).

Brian McBride, BA, Political Science, Wright State University (2007); MBA, Wright State University (2010).

Dawn McClanahan, BA, Individualized Program, The University of Toledo (1991); MA, Sociology, The University of Toledo (1999); JD, Law, The University of Toledo (1994).

Michelle McClendon, BS, General Engineering, University of Illinois at Urbana (2003); MBA, Business Administration, University of Illinois at Chicago (2008).

Michelle McClintock, BS, Information Technology, Flinders University (2005); MS, Information Technology, The University of New South Wales (2007).

Molly McClure, AAS, Nursing, Kansas City Kansas Community College (2002); BS, Nursing, University of Kansas (2006).

Mary McDonald, JD, Law, University of Kansas (1988).

Cheryl McDowell, AS, Liberal Arts, Tompkins Cortland Community College (1998); BS, Psychology, SUNY Empire State (1999); MS, Health Care Management, New School University (2001); PhD, Global Leadership, Lynn University (2009).

Bronyal McFadden, AS, Nursing, Park University (2000); MBA, Management, University of Mary (2010); MSN, University of Mary (2010).

Jessica McGan, AA, Studio Art, Labette Community College; BFA, Painting, Kansas City Art Institute (2004); MA, Art Studio, Pittsburg State University (2006).

Jacob McGinnis, AA, Liberal Arts, Allan Hancock College (1971); AAS, Electronic Engr Technology, Gaston College (1968); BS, Electronics Technology, Central Missouri State University (1975); MS, Industrial Management, Central Missouri State University (1978).

Brenda McGlynn, BS, Business Administration, Oglala Community College (1994); MS, Technology for Education, University of South Dakota (2008).

Jodi McKnight, BA, Psychology, Lindenwood University (1995); MEd, Counseling, University of Missouri-St. Louis (1999).

Mark McKnight, BA, English, Virginia Tech (1997); MS, Corporate & Professional Communication, Radford University (2001); PhD, Workforce Education, Southern Illinois University (2005).

Raymond McKinney, BSBM, Management, University of Phoenix (2000); MAOM, Organizational Management, University of Phoenix (2002).

Molly McLain, AS, Nursing, Anoka-Ramsey Community College (2005); MSN, Nursing, Walden University (2011).

Patrick McManus, BS, Engineering Technology, New Mexico State University (2003); MBA, Business Administration, New Mexico State University (2005); MS, Industrial Engineering, New Mexico State University (2006).

Corey McNair, BA, English, Morehouse College (1996); MS, Hospitality and Tourism, University of Wisconsin - Stout (2006).

Jacqueline McRae-Mitchell, Diploma, Medical Assisting, The Bryman Schools (1984); MEd, Integrated Studies, Cambridge College (1997).

Jill Meemken-Pasch, BA, Political Science, St. Catherine University (1993); MBA, Human Resources/Management, University of St. Thomas (2009).

Jennifer Menon, AA, Johnson County Community College (1982); BA, Biology and Pre-Medical, Avila College (1984); MA, Anatomy, University of Kansas (1986).

Kelsey Mertes, MS, MLS(ASCP)cm, BS Medical Technology, University of South Dakota, MBA Business Administration, University of South Dakota

Callie Messerschmidt, BA, English, Reinhardt College (2004); MA, Professional Writing, Kennesaw State University (2008).

Sarah Meto, MBChB, Medicine, MOI University (2006)

Lawrence Meyers, BA, Administration of Justice, University of Missouri-Kansas City (1979); MS, Public Service Administration, Central Missouri State University (1981); MBA, Business Administration, Central Missouri State University (1983).

Dann Michalski, BSW, Social Work, University of Toledo (2005); MA, English, National University (2010).

Arlo Millen, BS, Zoology, Kansas State University (1969); MS, Biology, Emporia State University (1973).

Desiree Miller, Diploma, Electronics Technician, DeVry University (1985); BS, Accounting, DeVry University (2001); MAFM, Accounting & Financial Management, DeVry University (2005).

Mark Miller, BS, Accounting, University of South Dakota (1995); MPA, Accounting, University of South Dakota (1995).

Melissa Miller, BS Nursing South Dakota State University 2004, MS Nursing Colorado State University-Pueblo 2012

Rick Miller, BSEd, English, University of Central Missouri (1970); MA, English, University of Central Missouri (1976); MS, Education, University of Central Missouri (1981).

Brad Milliken-Sester, BA, History, Thomas A. Edison State College (2009); MA, Criminal Justice, American Public University System (2011).

Robin Milliken-Setser, BA, Psychology, Thomas Edison State College (2007); MBA, American Public University (2009); MA, Sociology, New Mexico State University (2009).

Merline Minott, AAS, Medical Records Technology, Hudson County Community College (1999); BS, Health Information Administration, Stephens College (2009); MS, Health Informatics, Walden University (2011).

Shelye Mishler, AAS, Health Information Management, Stark State College (1982); BSAHP, Medical Record Administration, The Ohio State University (1990); MBA, Executive Management, Ashland University (2000).

Juliet Mitchell, BS, Accounting, Southern University (1980); MA, Human Development, St. Mary's University (2004).

Rani Mitchell, AA, Sociology, Western Nebraska Community College (1997); BA, Social Work, Chadron State College (1999); MS, Counseling and Human Resource Development, South Dakota State University (2006).

Renni Modisette, BA, Health Care Leadership, Lewis University (2006); MHA, Health Administration, A.T. Still University (2010).

Sarah Mollman, BSN, Nursing, South Dakota State University (2000); MS, Nursing, South Dakota State University (2011).

Morgan Monger, BS, Computer Science, Bridgewater University (2002); MS, Computer Science, James Madison University (2006).

Alex Montano, BA, Business, University of New Mexico (1982); MA, Organization Management, University of Phoenix (1996).

Alexandro Montano, BBA, Human Resource Management, University of New Mexico (1982); MA, Organizational Management, University of Phoenix (1996).

Carlos Moore, AAS, Small Arms Training and Maintenance, Community College of the Air Force (1997); BS, Applied Management, National American University (2003); MBA, Business Administration, National American University (2007).

Constance Moore Nelsen; MA, University of South Dakota Counseling, (1977); BA, University of South Dakota, Sociology (1973).

Edward Moore, BS, Criminal Justice/Administration of Justice, University of Central Missouri (1985); JD, University of Missouri - Kansas City (1992).

Jessica Moore, AS, Management, Teikyo Post University (1995); BA, Management, Teikyo Post University (1996); MA, Organizational Management, University of Phoenix (2000).

Kodi Moore, BS, Food and Nutrition Dietetics, Northwest Missouri State University (2008); MS, Dietetics and Nutrition, University of Kansas (2009).

Lemuel Moore, BS, Business Administration, Tabor College (1999); MPA, Public Administration, Wichita State University (2011).

Michelle Moore, AA, Occupational Therapy Assistant, Pueblo Community College (1996); BA, Health Care Administration, Devry University (2001); MOT, Occupational Therapy, Western New Mexico University (2016).

Nadia Moore, AS, Liberal Sciences, Dallas County Community College (2008); BAAS, Applied Arts and Sciences, University of North Texas (2010).

Naudia Moore, Certificate, Medical Assistant, Sanford Brown College (2003); AS, Liberal Sciences, Dallas County Community College (2008); BAAS, Applied Arts and Sciences, University of North Texas (2010).

Jacey Moran, BA, English Literature, Minnesota State University - Mankato (2005); MA, English Literature, Minnesota State University - Mankato (2007).

Linda Morgan, AA, Law Enforcement Emphasis, Garden City Community College (1975); BS, Criminal Justice Administration, Central Missouri State University (1977);

MS, Public Services-Juvenile Justice, Central Missouri State University (1978).

Pamela Morris, BS, Marketing, Wichita State University (1993); MS, Business Administration, Baker University (2013).

Scott Morrissette, BS, Finance and Banking, Palm Beach Atlantic University (1998); MBA, Nova Southeastern University (2003).

Chris Mosley, AB, Physics, William Jewell College (1992); MS, Physics, University of Kansas (1997); PhD, Physics, Union Institute & University (2005).

Ann Moss, BSN, Lander University (1993); MSN, University of Phoenix (2008).

Kim Mueller, BA, Elementary Education, University of Arizona (1996); MS, Educational Leadership, Northern Arizona University (1998).

Sandra Mullins, AB, History, Western Kentucky University (1977); MA, Human Resource Development/Management, Webster University (2000).

Maria Murad, BA, English, University of Minnesota (1979); MA, English, University of Minnesota (1982).

Chris Murray, BA, Business Administration, Park College (1994); MA, Business, Webster University (1995).

Barbara Mustard, BS, Tourism/Hospitality & Composite Marketing, Black Hills State University (2006); MS, Business Services Management, Black Hills State University (2009).

Carol Muthusi, BA, Communication Arts-Public Relations, Park University (2012).

Michael Nau, AAS, Accounting, Western Dakota Tech (1995); BS, Accounting, National American University (1997).

Jeffrey Neaveill, BS, Business Administration, National American University (2006); MBA, National American University (2008).

Weston Neiffer, BS, Sociology, Black Hills State University (2000); MM, National American University (2011).

Constance Nelson, BA, Sociology and Social Work, The University of South Dakota (1973); MA, Counseling, Guidance and Personnel Services, University of South Dakota (1978).

Dennis Nelsen, BA, Criminal Justice/Political Science, University of South Dakota (1977); MPA, Public Administration, The University of South Dakota (1985).

Darrell Neron, BA, Marketing, Rowan University (1990); MBA, Marketing/International Business, Drexel University (1993); DBA, Argosy University (2010).

Scott Newby, BSEd, Education/Sport Science, University of Kansas (1996); MPT, Physical Therapy, Hardin Simmons University (1999).

Richard Newton, BS, mechanical engineering, University of Colorado (1974); MBA, Business Administration, University of Colorado (1974).

Larry Nichols, AS, Computer Science, Missouri Southern State University (2000); BA, History, Missouri Southern State University (2000); JD, Law, University of Arkansas-Fayetteville (2003).

Megan Nielsen, BS, Sociology, Wayne State University (2003); MS, Sociology, Iowa State University (2005); PhD, Sociology, Iowa State University (2008).

Prakarn Nisrat, BA, Graphic Design, Columbia College (2002); MBA, Finance and Marketing, Roosevelt University (2011).

David Noll, BS, Kinesiology, Kansas State University (1997); MD, University of Kansas (2002).

Derek Norrick, BS, Biological Sciences, Wichita State University (2009); MS, Biological Sciences, Wichita State University (2011).

Tammy Northrup, AAS, Business Programmer/Analyst, Central Texas College (1992); AAS, Network Systems Administrator, Central Texas College (1995); BS, Information Technology, University of Phoenix (2004); MIT, Information Technology, American Intercontinental University (2005).

Tara Notter, AAS, Business Administration, National American University (2006); BS, Business Administration, National American University (2007); MBA, National American University (2008).

Elizabeth Nwabuebo, BSN, Long Island University (1992); MSN, Long Island University (1999).

Cathleen Ogdie, AA, Liberal Arts, Mount Saint Clare College (1974); BA, Chemistry, University of Guam (1976); MS, Administrative Studies, University of South Dakota (1995).

Alisha O'Hara, BA, Psychology, University of Missouri - Columbia (2004); JD, Law, University of Missouri - Kansas City (2007).

Eleanor Ohito, BS, Zoology, Central Mindanao University (1984); MAT, Biology, University of San Carlos (1994).

Michael O'Loughlin, AAS, Computer Science, Middlesex County College (1977); BS, Computer Science, Kean

University (1983); MS, Computer Science, Naval Postgraduate School (1992).

Susan Olson, AAS, Pre-Nursing, McLennan Community College (1976); BSN, The University of Texas at Austin (1993); MSN, The University of Texas at Austin (1995).

Alan Organ, BS, Chemistry, University of California - Los Angeles (1969); PhD, Biology, University of Kansas (1972); MD, University of Missouri (1976).

Anthony Orlando, AA, Liberal Arts, Johnson County Community College (1988); BS, Technical Management, DeVry University (2007); MBA, Management Information Systems, Park University (2012).

Irene Ortiz-Colella, AAS, Pre-Med, Palm Beach Community College; BS, Biology, Lynn University; MD, Chiropractic, Palmer College of Chiropractic.

Jon Outland, BA, Business Administration, Biology and Chemistry, Augustana College (1996); MBA, University of Illinois (1998); MS, Information Systems, Dakota State University (2002).

Kelly Pankratz, BA, Bible Theo, Moody Bible Institute (1994); MA, Grad-Linguistics, Northeastern Illinois University (2004).

Raj Parikh, BS, Technical Management, DeVry University (2003); MBA, Project Management, Keller Graduate School (2004); DBA, Information Systems, Walden University (2016).

Tamela Parrish, BA, Information Systems, The University of Alabama at Birmingham (2006); MIS, Information Systems, University of Phoenix (2008); MS, Accountancy, University of Phoenix (2010).

Robert Pastula, BA, Criminology, University of South Florida (1987); MS, Criminal Justice, University of Alabama (1996).

Manish Patel, BS, Engineering, Georgia Institute of Technology (1996); MBA, Information Technology, Mercer University (1999).

Kay Paul-Garcia AAS, Veterinary Technology, National American University (1988); BS, Animal Science, Colorado State University (1995); DVM, Colorado State University (1999).

Heather Payden, BA Psychology, Chadron State College (2009), CMT Headlines Academy (2001), SD.

Jo Penning, BS Health Management, Globe University, AAS Medical Assisting, Globe Univeristy, Diploma Medical Assisting, Nettleton College.

Debra Perkins-Hicks, BS, Biology, University of Dubuque (1980); Diploma, Respiratory Technician, Northeast Iowa

Technical Institute (1982); JD, The John Marshall Law School (1992).

Kathleen Michael J. Perrine, Emergency Medical Technician Certification, Valencia Community College (1982), State of Florida Firefighter, Orlando Orange Fire Training Academy (1982), AAS, Fire Science Technology, Valencia Community College (1996), Certified Arson Detection K9 Handler (1992), BS, Business Administration (1993), Certified American Sign Language, Mid Florida Technical Institute (1995), Nationally Certified Medical Assistant, National Center for Competency Testing (2005), MHA, Masters of Health Care Administration, Ashford University (2011), Registered Medical Assistant, American Medical Technologists (2013).

William Perry, BS, Psychology, Texas State University (1978); MBA, Texas State University (2006).

Marc Peterson, BA, Criminology, University of Minnesota (2000); MS, Criminal Justice Studies, St. Cloud State University (2004).

Gus Phelps, BS, Accounting, Metro State College (1991); MBA, Colorado State University (2002).

Marcia Phelps, BA, Organizational Management and Leadership, Friends University (2001); MA, Psychology, University of the Rockies (2011).

Pauline Phillips, BS, Psychology, North Central University (1985); Diploma, Massage, Minneapolis School of Massage (2004).

Debra Picasso, BS, Home Economics, South Dakota State University (1977); MS, Occupational Therapy, University of South Dakota (1993).

Diana Pierini, BS, Nursing, Michigan State University (1979); MSN, Nursing, The University of Texas at Austin (2010).

Nonetta Pierre, M.S.E. Operation Research/Industrial Engineering, The University of Texas at Austin 2002 B.S. Mathematics, Minor in Computer Science Prairie View A&M University 1995

Ken Pinaire, AAS, Business, Brookhaven College (1988); BA, Interdisciplinary Studies, University of Texas (1994); MBA, University of Texas (1996).

Anatoliy Pinchuk, BS, Applied Science, Kyiv Taras Shevchenko National University (1995); MS, Radiophysics and Electronics, Kyiv Taras Shevchenko National University (1995); PhD, Physics and Mathematics, Kyiv Taras Shevchenko National University (1999).

Jill Pittlekow, BS, Political Science, University of Minnesota (1998); MA, Leadership, Augsburg College

(2000); MA, Human Resources and Industrial Relations, University of Minnesota (2006).

Rebecca Porcaro, BA, University of California (PA) (1982); Diploma, Medical Assisting, Arlington Medical Institute (1998); MA Ed, Kaplan University (2008).

Charles Powers, AA, General Studies, Florida Community College (1986); BA, Sociology/Music, University of North Florida (1998); MBA, General Business, University of North Florida (2000).

Yurandol Powers, AAS, Allied Health, Community College of the Air Force (2003); BS, Psychology, University of Maryland College (2005); MA, Professional Counseling, Argosy University, 2008.

Carl Proehl, BA, History, Florida State University (1969); MPA, Public Administration, The University of West Florida (1975); PhD, Political Science, The University of Georgia (1980)

Elizabeth Purnell, BA, Linguistics, University of Illinois (1993); MA, Linguistics, Indiana University (1996); MA, Psychology, University of Pennsylvania (1998).

Linda Rabe, BS Veterinary Science, Colorado State University (1970); DVM, Colorado State University (1972).

Angela Raber, BS, Mass Communication, Black Hills State University (2003); MPA, Public Administration, Walden University (2008).

Elmer Ragus, BS, Economics, University of Central Missouri (2007); MBA, University of Central Missouri (2009).

James Rairdon, BA, International Studies, The Ohio State University (1976); MA, Management, Webster University (1993); DM, Management, Colorado Technical University (2007).

Dennis Ramey, BS, Business/Economics, Rollins College (1976); MA, Management, Webster College (1982).

Kelsey Raml, BS, Nutrition and Food Science, South Dakota State University (2007); MS, Family and Consumer Science, South Dakota State University (2009).

Christy Randall, BS, Business Education, Dakota State University (1996); MS, Educational Technology, Dakota State University (2007).

Sherri Rankin, BS, Mathematics, Kansas State University (1978); MS, Secondary Education, Kansas State University (1981).

Kathryn Raths, BS, Recreation and Park Management, University of Oregon (1979); BS, Pharmacy, University of Minnesota (1989).

Tana Regan, BA, English Language and Literature, Southern New Hampshire University (2009); MFA, Creative Writing, National University (2011).

Adam Renelt, BS Psychology, University of South Dakota (2004); DC Chiropractic, Palmer College of Chiropractic (2007).

Ruth Rhodes, BA, English/Humanities, University of Colorado at Denver; BA, Psychology, Metropolitan State College of Denver; License , Teacher, Regis University; MS, School Counseling, University of Phoenix.

Thomas Rich, BS, Electrical Engineering, University of Florida (1986); ME, Environmental Engineering, University of Florida (1996); MBA, University of Florida (2000).

Lisa Richard, BS, Criminal Justice, Northeastern University (1995); MS, Criminal Justice, Northeastern University (1996); JD, Law, New York School of Law (1999).

Amber Richey-Lopez, BA, Journalism, University of Montana (1993); JD, University of Montana (1997).

Jeremy Rieck, BA, English, Texas Christian University (2004); MA, English, University of Missouri (2008).

Augustine Rios, BS, Biology, Colorado State University (1996); MD, University of Colorado (2002).

Diana Roach, AAS, Secretarial Administration, Ivy Tech (1981); AAS, Medical, Ivy Tech (1981); AAS, Human Resources, Harrison College (2007); BS, Business Administration, Indiana Wesleyan (1998); MA, Adult and Community Education, Ball State University (2010).

Danae Roberts, BS, Home Economics, University of Missouri (1975); MS, Education, University of Kansas (2002); PhD, Education, University of Kansas (2006).

Heather Roberts, BSN, Nursing, Mideastern State University (1999); MSN, Education, Walden University (2006).

Cheryl Robertson, APRN, University of Maryland Baltimore (2004); MSN, George Mason University (1990); BSN, University of Iowa (1982).

Rebecca Robinson, AAS, Dietetic Tech-Nutrition, Tarrant County Jr. College (1978); BS, Applied Management, National American University (2007); MBA, Healthcare Administration Emphasis, National American University (2011).

Veta Robinson, BS, Medical technology, Tuskegee University (1985); MPA, Health Care Concentration, Auburn University (1997); DHA, Central Michigan University (2012).

Elizabeth Roden, BBA, Accounting, The University of Texas - Pan American (1982); MBA, The University of Texas - Pan American (1988).

Christine Rogers, MS, Science Education, Nova Southeastern University (2008).

LaTasha Rogers, BS, Business Administration, National American University (2007); MS, Psychology, University of Phoenix (2010).

Wesley Rogers, BA, Geography, University of Missouri (2003); MA, History, University of Missouri (2003); JD, University of Missouri (2007).

Peggy Roozing, AAS, Paralegal/Legal Assistant, Western Dakota Tech (1998); BS, Business Administration Emphasis Pre-Law, National American University (2006); MBA, Management Emphasis, National American University (2007); MM, Human Resource Management Emphasis, National American University (2010).

Charlotte Rosen, BA, Elementary Education, Avila College (1971); MS, Psychology, Avial College (1987).

Beatriz Rossman, BA, Criminology, Arkansas State University (2007); MS, Counseling Psychology, Capella University (2014). Law Enforcement Instructor Development Certification, Black River Technical College Law Enforcement Training Academy (2016).

Galina Rozhkova-Preszler, BS, Business Administration, Colorado State University (2006); MS, Accountancy, San Diego State University (2008).

Kimberly Rumley, PN, Practical Nursing, Northland Career Center (1994); AAS, Medical Assisting, Colorado Technical Institute (2006); BS, Health Services Administration, Colorado Technical Institute (2007).

Roger Sage, BS, English/History, Iowa State University (1979); MBA, Cardinal Stritch University (2003).

Omar Salem, BS, Computer Science, Texas Southern University; MS, Computer Science, University of Pennsylvania.

Aaron Sanchez, BS, Criminal Justice - Minor: Sociology, Metropolitan State College of Denver; MA, Criminal Justice, University of Colorado Denver.

Michele Sanchez, BA, German, San Francisco State University (1982); MA, English (English as a Foreign/Second Language), San Francisco State University (1984).

Jeffrey Sandquist, DC, Doctor of Chiropractic, Northwestern Health Sciences University (2009).

Barrie Sargent, BS, Information Systems, National American University (1997); BS, Criminal Justice, University of South Dakota (1989); MS, Information Systems, Capella University (2010).

Jack Savino, BA, Political Science, University of Notre Dame (2004); MHS, Biochemistry/Reproductive Biology, Johns Hopkins University (2005).

Crystal Sayler, BS, Computer Networking, Strayer University (2001); MEd, Education, Valley City State University (2010).

Richard Sayles, MPA, Park University (1987), BA Criminal Justice University of Central Missouri, (1972)

JoAnn Schafer, BS, Nursing, Bowling Green State University (1990); MS, Nursing, Wayne State University (1998).

Peggy Schlechter, BS, Home Economics/Education, South Dakota State University (1984); MS, Family and Consumer Science, South Dakota State University (2006).

Diane Schiffer, BSN, Nursing, Northeastern University (1973); MSN, Nursing, University of Phoenix (2003); MS, Education, Capella University (2010).

Ethan Schmidt, BSA, Finance, University of Nebraska (1987); JD, University of North Dakota (1990).

Colleen Schneider, AAS, Business Administration, National American University (1998); BS, Business Administration, National American University (2002) MM emphasis HR, National American University (2009).

Kathrine Schroeder, BS, Management and Ethics, Crown College (1998); MS, Computr Information Systems, College of St. Scholastica (2008).

Kaye Schroeder, AA, Nursing, Normandale Community College (1980); BS, Management and Ethics, Crown College (1998); MA, CIS, The College of St. Scholastica (2009).

Ron Schroeder, BS, Marketing, Kansas State University (2004); MBA, Baker University (2008).

Melissa Scholten, BA, Psychology, Southwest Minnesota State University (2007); MA, Counseling Psychology, Northwestern University (2009).

Eleanor Schultz, BA, Business Education, California State College (1968); MA, College of St. Thomas (1980); EdS, College of St. Thomas (1981).

Debra Seale, BSEd, Biology/CIP, Southeast Missouri State University (1982); MS, Biology, Saint Louis University (1986).

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

Katherine Semelis, BFA, Art, Minnesota State University (2005); MFA, Visual Arts, University of North Dakota (2009).

Gordon Semple, AS, Data Processing, National College of Business (1983); BS, Data Processing, National College of Business (1985); BS, Business Administration, National College of Business (1988); MS, Information Technology, Kaplan University (2012).

Andrea Serna, AA, North Iowa Area Community College (1998); BSS, Psychology/Physical Education, Cornell College (2001); MBA, Management, Southwest Minnesota State University (2004); EdD, Educational Administration, University of South Dakota (2011).

James Sershen, BS, Electrical Engineering, University of Florida (1995); MS, Management Information Systems, University of South Florida (2002); MBA, University of South Florida (2002).

Roya Setayesh, MSN, Grand Canyon University (2014); MB, Webster University (1992); BSN, University of New Mexico (1985).

Jenna Setticasi, AA, Palm Beach Community College (2004); BS, Computer Information Systems, Nova Southeastern University (2006); MS, Computer Information Systems, Nova Southeastern University (2007).

Leah Seurer, BS, Communication, University of South Dakota (2008); MA, Communication, University of South Dakota (2010).

Jay Shafer, BS, Kent State University (1979).

Rob Shah, BS, Accountancy, Arizona State University (1992); MBA, Business Administration, DeVry University (2007).

Abigail Sharp, BA, Interdisciplinary Studies, Concordia University (2004); MAT, Elementary/Early Childhood Education, Concordia University (2009).

Amy Shaw-Valentin, BA, English, University of Wisconsin (2000); MS, Teaching-English, University of Wisconsin (2003).

Helen Sheahon, BS, Nursing, Wichita State University (1991); MS, Nursing, Wichita State University (2001).

Moema Shortridge, BA, Architecture, Universidade Gama Filho Rio deJaneiro; MA, Architecture, University of Colorado; MBA, Management, Westwood College.

Bridget Simmons, BS, Mathematics, Savannah State University (1998); MA, Education, Central Michigan University (2006); EdS, Math Education, Nova Southeastern University (2010).

Theo Sison, BS, Management, Lyceum-Northwestern University (1998); MBA, Business Administration, Lyceum-Northwestern University (2000).

Eric Sittner, BA Biology/Secondary Education Adams State College 1978, PhD Education The University of New Mexico 1985

Jeff Sloan, BS, Computer Science, University of Pittsburgh (1979); MS, Software Engineering, Texas State University (2001).

Natasha Smet, BS, Occupational Therapy, Mount Mary College, Milwaukee, WI (2011); OTD, Occupational Therapy Doctorate (2014).

Lashunda Smith, BS, Health Information Management, Alabama State University (2003); MSM, Management, Troy University (2004).

Leslie Smith, AA, General Studies, Indiana University (1991); BA, General Studies, Indiana University (1992); MPA, Public Affairs, Indiana University (1999); JD, Indiana University (2004)

Lisa Smith, BA, Communication, The University of Michigan - Flint (1989); MA, Communication, Western Michigan University (1990).

Michael Smith, BFA, Visual Arts-Studio Art Concentration, University of Wisconsin - Superior (2004); MFA, Fine Arts, Minneapolis College of Art and Design (2006).

Tamika Smith, BS, Health Information Management, The University of Alabama (2001).

Catherine Sommervold, BA Biology, University of South Dakota (1993), MA Biology, University of South Dakota (1996), Ed D University of St. Thomas (2010).

Kasey J. Sorensen, BS, Arts and Science, South Dakota State University (2003); JD, University of South Dakota School of Law (2007).

Myron Sougstad, BA, Mathematics, San Jose State University (1966); MA, Mathematics, University of Denver (1968).

Lashly Speights, AAS, Business Administration, Wayland Baptist University (2004); BSOE, Business Administration, Wayland Baptist University (2005); MBA Business Administration, Webster University (2008).

Genella Spencer, BS, Chemistry, York College/City University of New York; MS, Mathematics, New York University.

Jared Spencer, BS, Information Systems Management, Robert Morris University (2002); MS, Internet Information Systems, Robert Morris University (2002).

Regina Sportsman, Diploma, Medical Assisting, Bryman College (1998); BS=A, Liberal Arts, Evergreen State college (2004).

David Staplin, BA, Management, Hamline University (1995).

Bobbi Jane Steelman, BS, Elementary Education, Western Kentucky University (1988); MAEd, Education, Western Kentucky University (1991).

Jamie Steen, BS, Business Administration, National American University (2003); MBA, National American University (2007).

Daniel Stephens, Business and Management, University of Maryland (1984); MBA, Oklahoma City University (1992); EdD, Applied Educational Studies, Oklahoma State University (2004).

Randy Stephens, BS, Biology, University of North Texas (1992); MS, Biology, Texas State University (2001).

Phil Stephenson, BS, Microbiology, Weber State University (2004); DO, Osteopathic Medicine, A.T. Still University (2009).

Jess Stern, BS, Accounting, Brooklyn College (1981); MBA, South University (2008).

Dennis Steuerwald, AA, Medical Specialties, CollegeAmerica; BS, Psychology, University of Denver.

Nelson Stewart, BS, Business Management, Robert Morris University (1998); MS, Business Management, Robert Morris University (1998); MS, Information Systems Management, Duquesne University (2002); Ph.D, Computer Information Systems, Nova Southeastern University (2009).

Matthew Stiehm, BS, Social Science/Institution and System, Wayne State College (1999); MS, Criminal Justice, University of Central Missouri (2005); EdD, Educational Leadership, Argosy University (2010).

Julie Stiers, BS, Medical Record Administration, Indiana University (1988); MBA, Indiana Wesleyan University (2003).

Seraphina Stone, BA, English/Theatre, Concordia University (2003); MFA, Theatre Arts, University of Idaho (2010); MFA, Theatre, Smith College (2005).

Timothy Stoppelman, BS, Biology, Rockhurst University (2000); MS, Biology, Pittsburg State University (2003).

Rolland Story, AAS, Business Administration, National American University (1989); BS, Business Administration, National American University (1990); MBA, Colorado Technical University (2001).

Ben Straight, BA, Spanish, Radford University (2001); MA, Sociology, University of South Florida (2003); JD, University of Florida (2008).

Stacy Stoldorf, BS, Speech Communications, Minnesota State University - Mankato (1998); MS, Counseling: College Development, Minnesota State University – Mankato (2001).

Karna Stroschein, BS, Health Information Administration, Dakota State University (2009).

Chris Stucker, BS, Public Affairs, Indiana University (2000); MIS, Information Science, Indiana University (2002).

Joyce Stuewe, BS, Medical Technology, Wichita State University (1986).

Allison Stuhlsatz, BS, Psychology, Emporia State University (2007); MA, Criminal Justice, Wichita State University (2008)

Michelle St. Vrain, B.F.A., Printmaking/Drawing, Murray State University, Murray, KY (2010); M.F.A., Printmaking, University of South Dakota, (2013).

Bret Swanson, BA, Technical Journalism, Colorado State University (1983); MA, English, University of South Dakota (2003).

Mary Swenson, BA, Psychology, University of San Diego (1984); MA, Psychology, St. Mary's (1996); EdD, Education, Argosy (2009).

Shenita Talton, BS, Statistics, University of Michigan (1992); MS, Statistics, Bowling Green State (1996).

Eris Tanner, BS, Accounting, National College of Business (1979); BS, Agricultural Business Administration, National College of Business (1981); MA, Political Science, University of South Dakota (1990); MBA, Business Administration, University of South Dakota (2003).

Catherine Taylor, BA, English Literature, Florida State University (2007); MS, English Education, Florida State University (2010).

Letisha Thompkins, BBS, Accounting, Dallas Baptist University (2006); MBA, Accounting, American Public University System (2013).

Donna Thompson, AS, Medical Record Technology, Indiana University (1991); BS, Healthcare Management, Calumet College of St. Joseph (1998); MBA, Information Systems Management, DeVry (2008).

Bob Thrall, BA, English, St. Mary's University (1972); MS, Information Systems/Data Management, Dakota State University (2004); MCSE.

Elizabeth Tice-Eiesland, BS, Psychology, University of South Dakota (1993); JD, University of South Dakota (1999).

Kimberly Torres, BS Political Science, university of nebraska-Lincoln (1989); MBA, Bellevue University (2009).

Corey Touney, BS, Human Biology, Northwestern Health Sciences University (2001); DC, Northwestern Health Sciences University (2001).

David Tran, BS, Applied Management, National American University (2008); MBA, Business Administration, Webster University (2010).

Vincent Tran, BS, Computer Science and Engineering, Florida Atlantic University (1995); BS, Computer Science and Engineering, Florida Atlantic University (1997).

Denyse Trunkel, AAS, Dental Hygiene, Milwaukee Area Technical College (1994); BS, Biological Sciences, University of Wisconsin (2004); MS, Management, Colorado State University (2015).

Amanda Trybula, BA, Communication, Western Illinois University (2001); MA, English, Western Illinois University (2005).

Chris Turner, BS, Political Science/Sociology, Colorado State University at Pueblo (2003); JD, Thomas M. Cooley Law School (2006).

Jeff D. Turner, AS&A, General Studies, Brigham Young University (2003); BS, Biology, Brigham Young University (2006); DC, Chiropractic, Palmer College of Chiropractic (2010).

Tasha Unkenholz, BA, Psychology, South Dakota State University (1995); MS, Counseling and Human Resource Development, South Dakota State University (1998).

Tanya Vanderlinde, BA, English, South Dakota State University (1997); MA, English, South Dakota State University (2002).

Jim Vander Velde, BS, Music Education, Northwestern College (1969); MA, Humanities, California State University (1996).

Todd VandeVoort, BS, Mathematics, Sioux Falls College (1988); MEd, Curriculum and Instruction, South Dakota State University (2003).

Kathleen VanHorn, BA, English, University of Colorado (1967); MS, Psychology, Utah State University (1980); EdD, Education, Utah State University (1985).

Holly Vavra, BS, Biology, University of Sioux Falls (1993); MEd, Teaching, University of Sioux Falls (2012).

Vincent Velarde, BS, Business/Administration, University of Phoenix (2004); MBA, Human Resource Management, University of Phoenix (2006).

Viviana Vera, BS, Management/Human Resources, Park University (2001); MBA, University of Phoenix (2005).

Ann Vidoloff, BA, Mathematics and English, Northern State University (1993); MA, Mathematics, University of South Dakota (1995); JD, Law, University of South Dakota (1998).

Cheryl Vincent, Diploma, Nursing, Iowa Methodist School of Nursing (1983); MS, Nursing, Walden University (2010).

Rosita Waddell, BS, Health Information Management, Norfolk State University (1998); MBA, University of Phoenix (2007).

Fadi WafeDajani, BBA, Business Administration, Wichita State University (1995); MBA, Wichita State University (1997); MA, Computer Research/Information Management, Webster University (2000).

Monica Wagner, BS, Biology, Randolph-Macon College (1992); MEd, Medical University of South Carolina (1996)

Brandy Waldron, BSA, Applied Technology/Management, Southwest Minnesota State University (2007); MBA, Business Administration, Southwest Minnesota State University (2011).

Meyon Ward, AAS, Medical Office Administration, Tulsa Community College (1995); AAS, Medical Assistant, Tulsa Community College (1996); BBA, Business Administration, Langston University (2009).

Carl Weant, BS, Mathematics, School of the Ozarks (1974); MSEd, Secondary Education, Missouri State University (1980).

Alison Webster, BSBA, Management, University of Central Florida (2004); MBA, University of New Mexico (2010).

Richard Weil, BS, Geography, University of Wisconsin (1972); MS, Environmental Science, Drexel University (1976); MPhil, Geography, Rutgers University (1981); PhD, Geography, Rutgers University (1983).

Debbie Weisman, BSN, Webster University (1994); MSN, Webster University (2008).

Patricia Weiss, AAS, Business Administration Emphasis Management, National American University (1988); BS, Business Administration, National American University (1990); BS Accounting, National American University (1992); MM, Management, National American University (2013).

Aaron Wettstein, AA, General, Utah Valley University (1996); BA, International Relations, Brigham Young University (1998); MBA, University of Phoenix (2000).

Russell Wettstein, AA, Individualized, Utah Valley University (1995); BA, International Relations, Brigham Young University (1998); MBA, University of Phoenix (2000).

Meg Whiston, BA, Liberal Arts, University of New Hampshire (1981); MEd, English, University of New Hampshire (1982); MEd, Counseling, University of New Hampshire (1984); PhD, Cornell University (1992).

Eugena White, BS, Health Information Management, University of Alabama (2000); JD, Birmingham School of Law (2007).

Karen White, BS, Education, Northern Illinois University (1971); AA, Law Enforcement, University of New Mexico (1981); BA, Criminal Justice Administration, Mt. Mercy College (1982); MA, Elementary Education, University of New Mexico (1988); MA, Counseling, Western New Mexico University (1993); MA, School Administration, Western New Mexico University (1996).

Richard White, BA, History, University of Hawaii (1973); MBA, Chaminade University of Honolulu (1986).

Alex Wibben, BS, Health Care Management, Metropolitan State University of Denver (2010); MS, Organizational Leadership, Colorado State University (2012).

Rob Wibben, BS, Management, Metropolitan State University of Denver (2010); MBA, Business Administration, Colorado Christian University (2012).

Robert Wijbrandus, BS, Information Systems, University of Phoenix (2005); MS, Management Information Systems, Wright University (2012).

James Wiley, BS, Accounting, Oral Roberts University (1993); MBA, Business Administration/Finance, Clark Atlanta University (1995).

Audra Williams, BA, English, Sul Ross State University (2007); MA, English, Sul Ross State University (2009).

Cassandra Williams, BS, Health Information Administration, Georgia Health Sciences University (2001); MS, Post Secondary Education - Instructional Technology, Troy University (2008).

Charlie Williams, BS, Mathematics, The Fort Valley State College (1988); MBA, Nova Southeastern University (2006).

Mitchell Williams, BS, Computer Science, University of California (1991); MBA Business, Pepperdine University (1995).

Cammie Willis, BS, Business Administration, Lincoln University (1989); MS, Family Therapy, Friends University (2003).

Lisa Willis, AAS, Mortuary Science, Malcolm X College (2002); BS, Health Care Leadership, National Louis University (2004); MBA, National Louis University (2006).

Joseph Wilner, BA, Psychology, University of Kansas (2006); MLA, Management and Leadership, Baker University (2008); MA, Psychology, University of Saint Mary (2009).

Andrea Wilson, AAS, Nursing, Concorde Career College (2000); BA, Communication, University of Colorado (2001); MBA, Healthcare Management, DeVry University (2007).

Susie Wilson, EdD, Doctorate of Education with an Emphasis in Health Promotion, College of Saint Mary's (2011); MSN, Nebraska Methodist College of Nursing (2003); BSN, Nebraska Methodist College of Nursing (1995).

Deborah Winter, BS, University of Houston – Clear Lake (1982); MSSE, Texas Woman's University (1991).

Susan Winton, BA, Latin, Texas Tech University (1995); MA, Classic Humanities, Texas Tech University (1998); MS, Educational Technology, Texas A&M University (1999); MS, Secondary Education, Texas A&M University (1999).

Scott Wisgerhof, BA, English, University of Northern Iowa (2002); MA, Counseling and Psychological Services, Saint Mary's University (2013); MFA, Writing, Hamline University (2005).

Laura Woitte, BA, Behavioral Science/Psychology, Dakota Wesleyan University (1998); AAS, Therapeutic Massage, National American University (2003); MS, Administrative Studies, University of South Dakota (2007).

Kendrick Wooten, BS, Business Administration, Mississippi State University (2004); MBA, Business Administration, University of Phoenix (2011).

Noel Wright, BS, Criminal Justice, University of Cincinnati (2005); MS, Criminal Justice, University of Cincinnati (2012).

Vivian Wright, BS, Applied Math Economics, State University College at Oswego (1991); MA, Economics, SUNY (1994).

Susan Wurtele, Bachelor of Journalism, University of Nebraska (1990); DEd, South Dakota State university (1999); PhD, Capella University (2008).

Hooi Yew, BS, Medical Technology, University of Kansas Medical Center (1998); Ph.D., Medical Science, Griffith University Centre for Medicine (2008).

Shao Ying-Cheng, BS, Physics, National Taiwan University (1998); MA, Neuroscience, The University of Texas at Austin (2005); PhD, Neuroscience, The University of Texas at Austin (2009).

Alexander Yonly, BS, Business Administration, National American University (2001); MA, Human Resource Management, St. Mary's University (2004); MA, Management, St. Mary's University (2004).

Monica Zabczyk, BS, Paralegal Studies, National American University (1999); MAOM, Business Administration, University of Phoenix (2004).

Haleh Zarrini, BS, Physics; minor: Math, Oroumieh University; MS, Electrical Engineering Colorado University; BS, Electrical Engineering, Polytechnic University; MA, Computer Science, Queens College - City University of New York.

Emil Zeynalov, MD, Azerbaijan Medical University, Baku Azerbaijan (1994).

Laurie Zinicola, BS, Psychology, Grand Canyon University (2013); AAS, Occupational Therapy Assistant, National American University-Denver (2014).

Derek Zomer, BS Communication Studies and Psychology, University of South Dakota (2010); MA Communication Studies, University of South Dakota (2013).

# INDEX