National American University

Quality higher education in a caring and supportive learning environment

That's the American Way.

2018-2019 Undergraduate Catalog

TABLE OF CONTENTS

Table of Contents 2
National American University Locations 4
Listing of NAU Academic Programs 5
College of Business and Health Management 5
Henley-Putnam School of Strategic Security 5
Suspended Programs 6
General Information 7
Mission Statement 7
Core Values 7
Purposes 7
Accreditation – Approvals - Affiliations 7
Equal Educational Opportunity Policy 9
The Catalog 9
Academic Calendars 10
The NAU Story 16
Admissions 17
Admission Requirements - Undergraduate 17
Academic Success Appraisal 18
Background Clearance 19
Falsification of Educational Records 19
Finances 19
Immunization Requirements 19
International Students 20
Learner Services 22
Alumni 22
Academic Relief for U.S. Military Service/Absence 22
Americans with Disabilities Act Policy 23
Career Services 24
Conduct 25
Drug and Alcohol Policy 27
Harassment and Non-discriminatory Policy 27
Learner Services 29
NAU Foundation Scholarship Opportunities 29
Right to Privacy - FERPA 29
Student Concerns 31
Student Concerns - Minnesota Students 35
Student Concerns - Missouri Students 35
Online Library 35
Orientation 36
Title IX: Sex Discrimination and Sexual Misconduct 36
Violence and Weapons Policy 36
Tuition, Fees and Refund Policy 37
Tuition 37
Fees 37
Refund Policy 37
Administrative Fee 38
Financial Aid Programs 39
Federal Pell Grants 39
Federal Supplemental Education Opportunity Grants (FSEOG) 39
Federal Work-Study Program 39
Federal Direct Loan Programs 39
Direct Stafford Loans 39
Direct Parent Loan for Undergraduate Students (PLUS) 39
Scholarships 40
Academic Information 41
Academic Honors 41
Academic Integrity 41
Advanced Placement Program (AP) 42
Assessment Philosophy - Undergraduate 42
Attendance Philosophy 43
Attendance Policy 43
Auditing 44
Falsification of Educational Records 44
Internet Policy 44
Block Transfer Policy 45
Cancellation of Courses 45
Change of Grades 45
Change of Program 45
Change of Program with Grade Deletion 45
Classification of Students 46
Commencement 46
Course Load Policy - Undergraduate 46
Course Registration 46
Credit Hour Policy 46
Dual Use of Credit - High School 48
Enrollment Dates and Quarter System 48
Externships and Internships 48
Fresh Start Policy 48
Grade Appeal Policy 48
Special Student Status 49
Grading Standards 49
Graduation Requirements 49
Incomplete Policy - Undergraduate 51
Independent Study - Undergraduate 51
Prior Learning Credit 51
Prerequisites 52
Reentry Policy - Undergraduate 52
Regular and Substantive Interaction Learner Statement 52
Repeating Courses - Undergraduate 53
Resolution of Transfer Disputes - Texas 53
Transfer of Credit 53
Transferability of Credit Disclosure 54
Transcripts of Records 54
Undergraduate/Master's Dual Credit Courses 55
Withdrawal Policy 55
Satisfactory Academic Progress Policy 56
Satisfactory Academic Progress Policy - Undergraduate 56
Satisfactory Academic Progress Tables - Undergraduate 58

Academic Programs 59
Undergraduate Student Core Abilities 59
College of Business and Health Management 59
Henley-Putnam School of Strategic Security 99
Mission Statement 99
Vision Statement 100
Purpose 100
Learning Outcomes 100
Core Values 100
Admissions 101
Philosophy and Process 101
International Admissions 101
Prior to Application 101
Application Process 102
Award of Credit 102
Student Authentication 106
Technology Requirement 107
Program Delivery and Technology 107
Program Admission Requirements 107
Bachelor's Degree Program Admission Requirements 108
University Student Services 110
Orientation (ORIEN101) 110
Student Services Team 110
Clubs and Organizations 111
Academics 112
Change of Personal Data 112
Dual Use of Credit 112
General Education 113
Academic and Administrative Policies 115
Academic Honors 115
Graduation with Honors 115
Dual Majors 115
Interruptions of Instruction 115
Make Up Work 115
Minors 116
Substitution of Instructors 116
Academic Programs 117
General Education Core Curriculum 117
Lower Division General Education 117
Upper Division General Education 117
Degree Programs 117
General Education 118
Certificate Programs 130
Counterterrorism 130
Intelligence 131
Language Certificates 132
Nuclear-Related Certificates 133
Security 138
Suspended Programs 141
Course Descriptions 180
AC - Accounting 180
AM - Aviation Management 182
AV - Aviation 183
CI - Information Technology 184
CJ - Criminal Justice 192
CL - Clinical Laboratory 195
CM - Construction Management 197
CS - College Studies 198
CV - Cardiovascular Technology 199
EC - Economics 200
EG - Energy Management 201
EN - English 201
FN - Finance 202
HA - Health Care 202
HB - Health and Beauty 205
HI - History 205
HIM - Health Information Management 205
HT - Health Information Technology Health Care Coding 208
HU - Humanities 210
LA - Law 211
MA - Mathematics 211
ME - Medical 212
MG - Marketing 215
MT - Management 216
NS - Nursing 221
OL - Organizational Leadership 228
OM - Operations Management 229
OT - Occupational Therapy 230
PL - Paralegal 232
PO - Political Science 235
PS - Psychology 235
SC - Science 235
SO - Sociology 237
ST - Surgical Technology 237
TM - Tourism and Hospitality Management 238
Henley-Putnam School of Strategic Security Course Descriptions 239
National American University Directory 257
Board of Governors 257
Ownership 257
Central Administration 258
Program Advisory Committees 259
National American University Faculty 264
Index 279

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NATIONAL AMERICAN UNIVERSITY LOCATIONS

CENTRAL ADMINISTRATION

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

COLORADO

Centennial
8242 South University Blvd., Ste 100
Centennial, CO 80122-3157
(303) 542-7000
(303) 542-7005 (FAX)
Campus Lead: Michelle Moore

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

INDIANA

Indianapolis
3600 Woodview Trace, Suite 200
Indianapolis, IN 46268
(317) 810-8100
(317) 810-8105 (FAX)
Campus Lead: Contessia Haney

GEORGIA

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

KANSAS

Garden City
801 Campus Drive
Garden City, KS 67846
(605) 721-5200

Overland Park
10310 Mastin
Overland Park, KS 66212-5451
(913) 981-8700
(913) 981-8705 (FAX)
Campus Lead: Jean Fiorello

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

MINNESOTA

Rochester
3906 E. Frontage Road NW/Hwy 52
Rochester, MN 55901
(605) 721-5200

Roseville
1550 W. Highway 36
Roseville, MN 55113-4035
(651) 855-6300
(651) 855-6305 (FAX)
Campus Lead: Chiquita Gary

MISSOURI

Independence
3620 Arrowhead Avenue
Independence, MO 64057
(816) 412-7700
(816) 412-7705 (FAX)
Campus Lead: Dr. Janis Davis

NEBRASKA

Bellevue
3604 Summit Plaza Drive
Bellevue, NE 68123-1065
(402) 972-4250
(402) 972-4255 (FAX)
Campus Lead: Amy Vinton

NEW MEXICO

Albuquerque West
10131 Coors Blvd, Suite I-01
Albuquerque, NM 87114
(505) 348-3750
(505) 348-3755 (FAX)
Campus Lead: Cynthia Kincheloe

OKLAHOMA

Tulsa
8040 S. Sheridan Road
Tulsa, OK 74133
(918) 879-8400
(918) 879-8405 (FAX)
Campus Lead: Pam Buff

SOUTH DAKOTA

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

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

Rapid City
5301 Mount Rushmore Rd.
Rapid City, SD 57701
(605) 394-4800
(605) 394-4871 (FAX)
Campus Lead: Nicole Hedrick

Sioux Falls
5801 S. Corporate Place
Sioux Falls, SD 57108
(605) 336-4600
(605) 336-4605 (FAX)
Campus Lead: Jo Penning

TEXAS

Austin
13801 Burnet Road, Suite 300
Austin, TX 78727
(605) 721-5200

Georgetown
1015 W. University Ave, Suite 700
Georgetown, TX 78628
(512) 942-6750
(512) 942-6755 (FAX)
Campus Lead: Sara Mosca

HD Buckingham Graduate School
6836 Austin Center Blvd, Suite 270
Austin, TX 78731
(605) 721-5200
Campus Lead: Dr. F. Lynn Moore

Killeen
203 W Jasper Ste 200
Killeen, TX 76542
(605) 721-5200

Mesquite
18600 LBJ Freeway
Mesquite, TX 75150-5628
(605) 721-5200

Richardson
300 N. Coit Road, Suite 225
Richardson, TX 75080
(972) 773-8650
(972) 773-8655 (FAX)
Campus Lead: Dikisha Jones

LISTING OF NAU ACADEMIC PROGRAMS

COLLEGE OF BUSINESS AND HEALTH MANAGEMENT

Accounting AAS (p. 59)
Accounting BS (p. 60)
Aviation Management BS (p. 62)
Business Administration AAS (p. 63)
Business Administration BS (p. 64)
Business Administration BS, Emphasis in Accounting (p. 65)
Business Administration BS, Emphasis in Entrepreneurship (p. 66)
Business Administration BS, Emphasis in Financial Management (p. 67)
Business Administration BS, Emphasis in Human Resource Management (p. 69)
Business Administration BS, Emphasis in Management (p. 70)
Business Administration BS, Emphasis in Management Information Systems (p. 71)
Business Administration BS, Emphasis in Marketing (p. 74)
Business Administration BS, Emphasis Supply Chain Management (p. 75)
Business Administration BS, Emphasis in Tourism and Hospitality Management (p. 76)
Business Logistics AAS (p. 78)
Construction Management BS (p. 79)
Health and Beauty Management AAS (p. 84)
Healthcare Coding Diploma (p. 80)
Healthcare Management BS (p. 81)
Health Information Technology AAS (p. 85)
Health Information Management BS (p. 86)
Information Technology AAS (p. 87)
Information Technology BS (p. 88)
Information Technology BS, Emphasis in Cybersecurity and Forensics (p. 90)
Management AAS (p. 91)
Management BS (p. 93)
Medical Administrative Assistant AAS (p. 91)
Medical Billing and Coding Diploma (p. 93)
Medical Office Management - Clinical Specialist AAS (p. 95)
Medical Staff Services Management AAS (p. 97)
Small Business Management AAS (p. 98)

HENLEY-PUTNAM SCHOOL OF STRATEGIC SECURITY

DEGREE PROGRAMS

- Criminal Justice AAS (p. 118)
- Criminal Justice BS (p. 120)
- Intelligence Management BS (p. 123)
- Nuclear Enterprise Security/Studies BS (p. 125)
- Strategic Security and Protection Management BS (p. 126)
- Terrorism and Counterterrorism Studies BS (p. 128)

CERTIFICATES

Applied Radiologic Response Techniques Certificate (p. 133)
Consequence Modeling Certificate (p. 135)
Consequence Assessment-GEOINT Certificate (p. 134)
Consequence Assessment-WMD Certificate (p. 134)
Counterterrorism Entry-Level Certificate (p. 130)
Executive Protection Entry-Level Certificate (p. 138)
Hazard Prediction and Assessment Certificate Capability (HPAC)-CBR (p. 135)
Hazard Prediction and Assessment Certificate Capability (HPAC)-Nuclear (p. 136)
Intelligence Analysis Entry-Level Certificate (p. 131)
Intelligence Collection Certificate (p. 131)
Intelligence Collection and Analysis Certificate (p. 132)
Integrated Munitions Effects Assessment-Conventional Certificate (p. 136)
Integrated Munitions Effects Assessment-Nuclear Certificate (p. 137)
Nuclear Emergency Team Operations Certificate (p. 137)
Nuclear Weapons Operations and Policy Certificate (p. 138)
Physical Security and Risk Assessment Certificate (p. 139)
Security Certificate (p. 139)
Security Management Certificate (p. 140)

FOREIGN LANGUAGE CERTIFICATES

Arabic Certificate (p. 132)
Dari Certificate (p. 133)
Farsi Certificate (p. 133)
French Certificate (p. 133)
Hindi Certificate (p. 133)
Mandarin Chinese Certificate (p. 133)
Portuguese Certificate (p. 133)
Russian Certificate (p. 133)
Spanish Certificate (p. 133)
Urdu Certificate (p. 133)

SUSPENDED PROGRAMS

The following programs have been suspended. New students are not being accepted into these programs.

Business Administration BS, Emphasis in Retail Management (p. 142)
Computer Support Specialist Diploma (p. 143)
Computer Support Specialist AAS (p. 143)
Construction Management AAS (p. 144)
Emergency Medical Services AAS (p. 145)
Emergency Medical Services Management BAS (p. 146)
Energy and Manufacturing Management BS (p. 147)
Energy Management BS (p. 148)
Information Technology BS, Emphasis in Applications Development (p. 149)
Information Technology BS, Emphasis in Database Administration/Microsoft (p. 150)
Information Technology BS, Emphasis in Internet Systems Development (p. 153)
Information Technology BS, Emphasis in Management Information Systems (p. 154)
Information Technology BS, Emphasis in Network Management/Microsoft (p. 155)
Information Technology BS, Emphasis in Web Development (p. 156)
Information Technology BS, Game Software Development (p. 151)
Invasive Cardiovascular Technology AAS (p. 158)
Medical Assisting Diploma (p. 159)
Medical Assisting AAS (p. 160)
Medical Laboratory Technician AAS (p. 162)
Network and Server Administrator Diploma (p. 163)
Nursing BS (BSN) (p. 163)
Nursing BS (LPN to BSN) (p. 163)
Nursing BS (Online RN to BSN) (p. 167)
Occupational Therapy Assistant AAS (p. 169)
Organizational Leadership BS (p. 171)
Paralegal Studies AAS (p. 172)
Paralegal Studies BS (p. 173)
Professional Legal Studies AAS (p. 174)
Professional Legal Studies BS (p. 175)
Retail Management AAS (p. 178)
Surgical Technology AAS (p. 179)

Program offerings change periodically. Please contact the university to inquire about specific program availability and requirements. Curriculum requirements may be different in different states. The university reserves the right to modify curriculum and correct clerical errors.

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 47 states and the District of Columbia through its participation in the State Authorization Reciprocity Agreement (SARA). A list of SARA member states is available at http://nc-sara.org/.

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

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

The Associate of Applied Science degree in Health Information Technology is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), www.cahiim.org.

The invasive cardiovascular technology program at Georgetown, 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 Associate of Applied Science programs at Albuquerque and Tulsa, and the Medical Assisting Diploma programs at Bellevue, Centennial, Colorado Springs, Georgetown, Independence, Mesquite/Richardson, Roseville, Sioux Falls and Wichita, are accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Commission on Accreditation of Allied Health Education Programs 25400 U.S. Highway 19 North, Suite 158 Clearwater, FL 33763 727-210-2350 www.caahep.org.

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

The Occupational Therapy Assistant (OTA) programs offered at Centennial, Colo. and Independence, Mo. 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 (2682). www.acoteonline.org.

Effective April 1, 2017, ACOTE changed the accreditation status of the AAS OTA program offered at Independence to Probationary Accreditation for noncompliance with ACOTE Standard A.5.6. (certification exam pass rates). The program remains accredited and the university has been requested to submit a plan of correction to return to full compliance with the Standard. This change only affects the ACOTE accreditation of AAS OTA program offered at Independence.

The paralegal studies program offered at Rapid City, Sioux Falls, and Roseville are separately approved by the American Bar Association (ABA).

The surgical technology programs offered at Overland Park, Tulsa, and Wichita are accredited by the Accrediting Bureau of Health Education Schools (ABHES), 7777 Leesburg Pike, Suite 314, North Falls Church, Virginia, 22043. The ABHES telephone number is 703-917-9503.

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

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

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

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).

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

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

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

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

National American University is authorized by the 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. Ann Larson, executive vice president of academic operations, 5301 Mount Rushmore Rd., Rapid City, SD 57701, email: aelarson@national.edu, or phone: (605) 721-5305.

THE CATALOG

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

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

ACADEMIC CALENDARS

The academic calendars (A, B, and C) that follow are specific to the following:
Calendar A – All undergraduate programs
Calendar B and C – All online undergraduate programs

Winter 2018-19 - Summer 2019

Academic and Financial Deadlines	Winter (A) 2018 - 2019	Winter (B) 2019	Winter (C) 2019
Quarter begins	December 3	January 7	February 4
Last day to add classes; last day to drop classes without incurring charges for tuition and fees	December 9	January 13	February 10
*Make up day for December 24	December 29		
*Make up day for December 25	December 29		
*Make up day for January 1	January 5		
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid	January 17	February 21	March 21
*Make up day for January 21	January 26		
Final exams	February 11 - 17	March 18 - 24	April 15-21
Quarter ends	February 17	March 24	April 21
Quarter break	February 18 - March 3	March 25 - 31	April 22 - May 5
*Make up dates are only pertinent to ground courses affected by a location closure.			

Academic and Financial Deadlines	Spring (A) 2019	Spring (B) 2019	Spring (C) 2019
Quarter begins	March 4	April 7	May 6
Last day to add classes; last day to drop classes without incurring charges for tuition and fees	March 10	April 7	May 12
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid	April 18	May 16	June 20
*Make up day for April 19	April 20		
Final exams	May 13 - 19	June 10 - 16	July 15 - 21
Quarter ends	May 19	June 16	July 21
Quarter break	May 20 - June 2	June 17 - 30	July 22 - August 4
*Make up dates are only pertinent to ground courses affected by a location closure.			

Academic and Financial Deadlines	Summer (A) 2019	Summer (B) 2019	Summer (C) 2019
Quarter begins	June 3	July 1	August 5
Last day to add classes; last day to drop classes without incurring charges for tuition and fees	June 9	July 7	August 11
*Make up day for July 4	July 6		
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid	July 18	August 15	September 19
Final exams	August 12 - 18	September 9 - 15	October 14 - 20
Quarter ends	August 18	September 15	October 20
Quarter break	August 19 - Sept 2	September 16 - Oct 6	October 21 – Nov 3
*Make up dates are only pertinent to ground courses affected by a location closure.			

Fall 2019 - Summer 2020

Academic and Financial Deadlines	Fall (A) 2019	Fall (B) 2019	Fall (C) 2019
Quarter begins	September 3	October 7	November 4
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	September 9	October 13	November 10
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 18	November 21	December 19
Final exams	November 12 - 18	December 16 - 22	January 13 - 19
Quarter ends	November 18	December 22	January 19
Quarter break	November 19 - Dec 1	December 23 - Jan 5	January 20 - Feb 2

Academic and Financial Deadlines	Winter (A) 2019 - 2020	Winter (B) 2020	Winter (C) 2020
Quarter begins	December 2	January 6	February 3
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	December 8	January 12	February 9
*Make up day for December 24	December 28		
*Make up day for December 25	December 28		
*Make up day for January 1	January 4		
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.	January 16	February 20	March 19
*Make up day for January 20	January 25		
Final exams	February 10 - 16	March 16 - 22	April 13 - 19
Quarter ends	February 16	March 22	April 19
Quarter break	February 17 - March 1	March 23 - April 5	April 20 - May 3
*Make up dates are only pertinent to ground courses affected by a location closure.			

Academic and Financial Deadlines	Spring (A) 2020	Spring (B) 2020	Spring (C) 2020
Quarter begins	March 2	April 6	May 4
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	March 8	April 12	May 10
*Make up day for April 10	April 11		
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.	April 16	May 21	June 18
Final exams	May 11 - 17	June 15 - 21	July 13 - 19
Quarter ends	May 17	June 21	July 19
Quarter break	May 18 - 31	June 22 - July 5	July 20 - August 2
*Make up dates are only pertinent to ground courses affected by a location closure.			

Academic and Financial Deadlines	Summer (A) 2020	Summer (B) 2020	Summer (C) 2020
Quarter begins	June 1	July 6	August 3
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	June 7	July 12	August 9
*Make up day for July 4	July 3		

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 16	August 20	September 17
Final exams	August 10 - 16	September 14 - 20	October 12 - 18
Quarter ends	August 16	September 20	October 18
Quarter break	August 17 - Sept 7	September 21 - Oct 4	October 19 - Nov 1
*Make up dates are only pertinent to ground courses affected by a location closure.			

Fall 2020 - Summer 2021

Academic and Financial Deadlines	Fall (A) 2020	Fall (B) 2020	Fall (C) 2020
Quarter begins	September 8	October 5	November 2
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	September 14	October 11	November 8
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 23	November 19	December 20
Final exams	November 17-23	December 14-20	January 11-17
Quarter ends	November 23	December 20	January 17
Quarter break	November 24-Dec 6	December 21-Jan 3	January 18-31

Academic and Financial Deadlines	Winter (A) 2020 - 2021	Winter (B) 2021	Winter (C) 2021
Quarter begins	December 7	January 4	February 1
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	December 13	January 10	February 7
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.	January 21	February 18	March 18
Final exams	February 15-21	March 15-21	April 12-18
Quarter ends	February 21	March 21	April 18
Quarter break	February 22-28	March 22-April 4	April 19-May 2

Academic and Financial Deadlines	Spring (A) 2021	Spring (B) 2021	Spring (C) 2021
Quarter begins	March 1	April 5	May 3
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	March 7	April 11	May 9
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.	April 15	May 20	June 17
Final exams	May 10-16	June 14-20	July 12-18
Quarter ends	May 16	June 20	July 18
Quarter break	May 17-June 6	June 21-July 4	July 19-August 1

Academic and Financial Deadlines	Summer (A) 2021	Summer (B) 2021	Summer (C) 2021
Quarter begins	June 7	July 5	August 2
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	June 13	July 11	August 8
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 22	August 19	September 16

Final exams	August 16-22	September 13-19	October 11-17
Quarter ends	August 22	September 19	October 17
Quarter break	August 23-Sept 6	September 20-Oct 3	October 18-31

Fall 2021 - Summer 2022

Academic and Financial Deadlines	Fall (A) 2021	Fall (B) 2021	Fall (C) 2021
Quarter begins	September 7	October 4	November 1
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	September 13	October 10	November 7
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 22	November 18	December 16
Final exams	November 16-22	December 13-19	January 10-16
Quarter ends	November 22	December 19	January 16
Quarter break	November 23-Dec 5	December 20-Jan 2	January 17-February 6

Academic and Financial Deadlines	Winter (A) 2021 - 2022	Winter (B) 2022	Winter (C) 2022
Quarter begins	December 6	January 3	February 7
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	December 12	January 9	February 13
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.	January 20	February 17	March 24
Final exams	February 14-20	March 14-20	April 18-24
Quarter ends	February 20	March 20	April 24
Quarter break	February 21-March 6	March 21-April 3	April 25-May 1

Academic and Financial Deadlines	Spring (A) 2022	Spring (B) 2022	Spring (C) 2022
Quarter begins	March 7	April 4	May 2
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	March 13	April 10	May 8
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.	April 21	May 19	June 16
Final exams	May 16-22	June 13-19	July 11-17
Quarter ends	May 22	June 19	July 17
Quarter break	May 23-June 5	June 20-July 4	July 18-31

Academic and Financial Deadlines	Summer (A) 2022	Summer (B) 2022	Summer (C) 2022
Quarter begins	June 6	July 5	August 1
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	June 12	July 11	August 7
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 21	August 19	September 15
Final exams	August 15-21	September 13-19	October 10-16
Quarter ends	August 21	September 19	October 16
Quarter break	August 22-Sept 5	September 20-Oct 2	October 17-Nov 6

Fall 2022 - Summer 2023

Academic and Financial Deadlines	Fall (A) 2022	Fall (B) 2022	Fall (C) 2022
Quarter begins	September 6	October 3	November 7
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	September 12	October 9	November 13
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 21	November 17	December 22
Final exams	November 15-21	December 12-18	January 16-22
Quarter ends	November 21	December 18	January 22
Quarter break	November 22-Dec 4	December 19-Jan 1	January 23-February 5

Academic and Financial Deadlines	Winter (A) 2022 – 2023	Winter (B) 2023	Winter (C) 2023
Quarter begins	December 5	January 2	February 6
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	December 11	January 8	February 12
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.	January 19	February 16	March 23
Final exams	February 13-19	March 13-19	April 17-23
Quarter ends	February 19	March 19	April 23
Quarter break	February 20-March 5	March 20-April 2	April 24-30

Academic and Financial Deadlines	Spring (A) 2023	Spring (B) 2023	Spring (C) 2023
Quarter begins	March 6	April 3	May 1
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	March 12	April 9	May 7
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.	April 20	May 18	June 15
Final exams	May 15-21	June 12-18	July 10-16
Quarter ends	May 21	June 18	July 16
Quarter break	May 22-June 4	June 19-July 2	July 17-August 6

Academic and Financial Deadlines	Summer (A) 2023	Summer (B) 2023	Summer (C) 2023
Quarter begins	June 5	July 3	August 7
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	June 11	July 9	August 13
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 20	August 17	September 21
Final exams	August 14-20	September 11-17	October 16-22
Quarter ends	August 20	September 17	October 22
Quarter break	August 21-Sept 4	September 18-Oct 1	October 23-Nov 5

Fall 2023 - Summer 2024

Academic and Financial Deadlines	Fall (A) 2023	Fall (B) 2023	Fall (C) 2023
Quarter begins	September 5	October 2	November 6

Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	September 11	October 8	November 12
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 20	November 16	December 21
Final exams	November 14-20	December 11-17	January 15-21
Quarter ends	November 20	December 17	January 21
Quarter break	November 21-Dec 3	December 18-Jan 1	January 22-February 4

Academic and Financial Deadlines	**Winter (A) 2023 - 2024**	**Winter (B) 2024**	**Winter (C) 2024**
Quarter begins	December 4	January 2	February 5
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	December 10	January 8	February 11
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.	January 18	February 16	March 21
Final exams	February 12-18	March 12-18	April 15-21
Quarter ends	February 18	March 18	April 21
Quarter break	February 19-March 3	March 19-31	April 22-May 5

Academic and Financial Deadlines	**Spring (A) 2024**	**Spring (B) 2024**	**Spring (C) 2024**
Quarter begins	March 4	April 1	May 6
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	March 10	April 7	May 12
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.	April 18	May 16	June 20
Final exams	May 13-19	June 10-16	July 15-21
Quarter ends	May 19	June 16	July 21
Quarter break	May 20-June 2	June 17-30	July 22-August 4

Academic and Financial Deadlines	**Summer (A) 2024**	**Summer (B) 2024**	**Summer (C) 2024**
Quarter begins	June 3	July 1	August 5
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	June 9	July 7	August 11
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 18	August 15	September 19
Final exams	August 12-18	September 9-15	October 14-20
Quarter ends	August 18	September 15	October 20
Quarter break	August 19-Sept 2	September 16-Oct 6	October 21-Nov 3

THE NAU STORY

In 1941, National American University, then known as National School of Business, opened its doors to students in Rapid City, South Dakota, 20 miles from Mount Rushmore, which was completed that same year. Founder Clarence Jacobson, a local businessman and attorney, began offering business courses to an inaugural class of 13 students.

In 1962, Harold D. Buckingham acquired the school and guided its growth for many years. The seventh of eleven children, Mr. Buckingham grew up in rural western Nebraska. He worked different jobs to finance his college education, including delivering gasoline and kerosene to local residents in a 1926 Model T Ford truck. His goal was to become a teacher, but he was unable to find a teaching position during the depths of the Great Depression. Although he went on to become a successful businessman, Mr. Buckingham remained a passionate advocate for higher learning. He firmly believed that quality educational opportunities and a better quality of life should exist for every person who desired them. Even later in life, Mr. Buckingham did not forget his dream to become a teacher, but remarked, “At 80 years of age, it may be too late!” The Buckingham family continues to be actively involved in the university.

As the institution expanded both academically and geographically, its name evolved throughout the years, from National School of Business, to National College of Business, to National College, and finally to National American University.

Today, National American University offers associate, bachelor’s, master’s, and doctoral degree programs through the university’s:

- College of Business and Health Management
- Harold D. Buckingham Graduate School
- Henley-Putnam School of Strategic Security

The university’s central administration offices are located in Rapid City, S.Dak.

National American University is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL, 60604, www.hlcommission.org, (800) 621-7440. In addition, several programs are separately accredited or approved by national educational and professional associations.

National American University is guided by its Board of Governors, which determines the mission, core values, and purposes of the institution and establishes policies to achieve its educational goals.

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

Although the university has changed dramatically since its humble beginnings, it remains true to its commitment to offer high quality technical and professional career programs in a caring and supportive learning environment.

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

~ Harold D. Buckingham

ADMISSIONS

ADMISSION REQUIREMENTS - UNDERGRADUATE

National American University offers online courses using the BrightSpace, Desire to Learn (D2L) learning management system. The university's online courses and programs 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. 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.

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

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

For admission to NAU's undergraduate academic programs, students must have graduated from a recognized U.S. or Canadian high school (or the U.S. Department of Education- or Canadian province-recognized equivalent). All other students must provide evidence of secondary and/or post-secondary education completion through one of the following requirements:

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

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

To apply for admission, students may complete and submit a Student Application for Admission (see www.national.edu).

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

International Admissions

Currently not accepting international students on F1 Visas

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

For admission to NAU's undergraduate academic programs, international students must have appropriate evidence of having completed a secondary and/or post-secondary education. In addition, international students must demonstrate English proficiency or that English is the native language.

To apply for admission, students may complete and submit an International Student Application for Admission (see www.national.edu).

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.

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, and other admissions requirements are outlined in this catalog.

ACADEMIC SUCCESS APPRAISAL

The purposes of the academic success appraisal are to:

1. Encourage academic success and degree completion.
2. Identify existing reading, comprehension, and writing knowledge and 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.

English Entry Requirements

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

1. A student has successfully completed Composition I or successful completion of two college-level courses in writing and communications ("C" grade or above) at a regionally or nationally accredited or ministry-approved institution 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 examination with a score of three (3) or above and has submitted a copy of the official AP transcript as documentation.
4. A student has successfully completed an associate degree or 72 quarter credits with a GPA of 2.0 at a regionally or nationally accredited or ministry-approved institutions.
5. A student has completed the ASVAB and as a result of his or her score, has been accepted into the military and has signed the NAU military self-certification form.

Math Entry Requirements

NAU requires diploma and degree-seeking students to complete the full college math sequence or to provide evidence of having already completed college-level math courses or their equivalent. Co-requisite remedial math is integrated into these courses. As a result, the courses require more time and work related to math competencies. Course completion or equivalents that exempt the student from one or more math courses are defined as follows:

1. A student has successfully completed two math or statistics courses ("C" grade or above) at a regionally or nationally accredited or ministry-approved institution and has submitted a copy of a college transcript as documentation.
2. A student has successfully completed the CLEP College Mathematics, Precalculus, or College Algebra 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) Mathematics examinations with a score of 3 or above and has submitted a copy of the official AP transcript as documentation.
4. A student has successfully completed an associate degree or 72 quarter credits with a GPA of 2.0 at a regionally or nationally accredited or ministry-approved institutions.
5. A student has completed the ASVAB and as a result of his or her score, has been accepted into the military and has signed the NAU military self-certification form.

Computer Literacy and Orientation to Online Learning

To encourage academic success and degree completion, NAU requires diploma and degree-seeking students to complete the college success skills courses, which contain computer literacy and an online course and LMS orientation. Students may also provide evidence of having already achieved the computer literacy and/or online learning skills as follows:

1. A student has completed College Success or equivalent introductory courses that include learning outcomes and assessments related to computer literacy and online learning.
2. A student has successfully completed ("C" grade or above) comparable College Success or Computer Literacy courses, which include an orientation to online learning.
3. A student has successfully completed an associate degree or 72 quarter credits with a GPA of 2.0 at a regionally or nationally accredited or ministry-approved institutions.
4. A student has completed the ASVAB and as a result of his or her score, has been accepted into the military and has signed the NAU military self-certification form.

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 and/or regulatory agencies or bodies may require the demonstration of a criminal background clearance prior to granting such certification and/or licensure. It is incumbent upon students to verify whether a specific criminal background clearance is required in their field of study prior to beginning course work. Upon request, university personnel will assist students with contacting the proper agencies or authorities in making this determination.

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

Currently not accepting international students on F1 Visas

An international student is a student who is not a citizen of, nor a permanent resident of, nor a refugee in, the United States of America or Canada 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) or AICE (Association of International Evaluators, Inc.) member approved credential evaluation service following the requirements listed by the service. The original course-by-course evaluation report and copies of the transcript evaluated should be sent directly to National American University's Registrar's Office; or
   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 or AICE recognized evaluation service. The original course-by-course evaluation report and copies of the transcript evaluated should be sent directly to National American University's Registrar's Office; or
   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.

LEARNER SERVICES

The learner services available at National American University contribute 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 (nauconnect.com), a free online networking platform that connects alumni with one another and with the university. Individual colleges and schools within NAU may also have specific web pages and other means to remain in contact with alumni.

The NAU Alumni office also seeks regular input from graduates, obtained from biennial surveys, which helps the university evaluate its programs and personnel, as well as other periodic program, initiative and needs assessment surveys.

Other free NAU alumni benefits include NAU Match!, an alumni mentoring program; an alumni webinar series, for and by alumni; career services support; and tuition free courses (alumni, to stay current in their fields, may audit courses previously taken and passed at NAU).

NAU annually recognizes distinguished alumni service in terms of community involvement and/or professional accomplishment. NAU alumni are encouraged to assist fellow alumni who are seeking employment and career advancement by sharing information regarding employment opportunities with NAU's career services department, the alumni office, or through NAU Connect. Job search assistance on a long-term basis is available at no added charge to alumni through the career services department.

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

ACADEMIC RELIEF FOR U.S. MILITARY SERVICE/ABSENCE

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

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

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

Option One:

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

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

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

Option Two:

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

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

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

Option Three:

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

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

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

Option Four:

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

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

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

Option Five:

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

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

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

AMERICANS WITH DISABILITIES ACT POLICY

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. Karen Hoffman
ADA Coordinator
National American University
5301 Mount Rushmore Rd.
Rapid City, SD 57701
Telephone: (605) 394-4805 Fax: (605) 721-5241
khoffman@national.edu

To request an accommodation:

Step 1 –

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

Step 2 –

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

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

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

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

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

Step 3 –

Provide each instructor with a copy of the ADA Student Accommodation Agreement, obtain the instructor's signature, and deliver the signed Agreement(s) to the success coach. If a student registers for an undergraduate or EdD online classes, contact uservices@national.edu, for master's and HPSSS undergraduate or graduate online courses, contact graduniversityservices@national.edu prior to the start of each academic term so that the accommodations may be implemented in the online classes.

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

CAREER SERVICES

Career development is central to the mission and the overall purposes of the university, and the career services staff assists students and graduates in this important

endeavor. Faculty, staff members, alumni, and others also contribute to this effort.

Success coaches assist students and graduates with employment or enhanced employment. Interaction with employers and alumni, participation in the career management class, career fair sponsorships, assistance with preparation of resumes and other written materials, recruitment by employers, part-time employment, internships, and Internet utilization are some of the means used by NAU to facilitate employment and career development of students and graduates. NAU students and alumni are informed and empowered by the ability to link to the world's job market through the NAU career services web site: careerservices.national.edu.

CONDUCT

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

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

Student Code of Conduct

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

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

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 university official within 30 days of the alleged violation.
2. Students who are disruptive, damage university property, or pose a threat to any person at the university may be immediately suspended and escorted from the premises or removed from the NAU online classroom by a university official.
3. If a university official observes or otherwise becomes aware of a violation of the Student Code of Conduct, the university official or designee may either choose to meet with the student to discuss the concerns or move directly to convene a Student Conduct Committee. For minor or inadvertent violations, the university official may choose to informally correct the student's behavior.
4. The Student Conduct Committee will investigate reported violations of the Student Code of Conduct. The committee is composed of the university official (or designee), an academic representative and a student support representative. All members of the Student Conduct Committee must be independent of the incident and student under investigation.
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 10 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 provost upon recommendation from the student conduct committee.
9. The student has a right to appeal the decision of the student conduct committee to the Office of Student Concerns for all sanctions. If appealed, the decision of the Student Conduct Committee remains in the interim. The student's appeal request must be made on the Student Conduct Form and delivered to the Office of Student Concerns within 72 hours of the Student Conduct Committee's decision. The Office of Student Concerns will convene a Student Conduct Appeals Committee, composed of three university administrators, to review the proceedings of the Student Conduct Committee.

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

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 university 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.

HARASSMENT AND NON-DISCRIMINATORY POLICY

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

i. Is a condition of employment, continued employment, admission to the university, continued enrollment, or academic achievement; or

ii. Is a basis for an employment decision affecting an employee's job or a student's ability to obtain an education; or

iii. Interferes with an employee's job or student's academic performance; or

iv. Creates an intimidating, hostile, or offensive work or academic environment.

f. NAU prohibits sexual harassment in any form, including verbal, physical, and visual harassment. For more information, please refer to the university's Sexual Misconduct policy.

4. Reporting Harassment

a. If at any time a student feels he/she has experienced sexual or other forms of harassment, discrimination, or violence, the student should immediately contact: Karen Hoffman, Title IX and Student Services Coordinator, Office of Student Concerns, 5301 Mount Rushmore Rd., Rapid City, SD 57701, 605-394-4805, khoffman@national.edu.

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

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

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

5. Confidentiality

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

6. No Retaliation

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

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

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 Title IX Coordinator.

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

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

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

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

vi. Refrain from taking any adverse or retaliatory action against any individual who has made a claim of harassment, opposed harassment, or

participated in the investigation of any claim regarding harassment or inappropriate behavior.

LEARNER SERVICES

NAU offers a number of programs that are intended to assist students in gaining the optimum benefit from their academic experience.

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

Tutoring services for selected courses are available. To request tutoring services students should contact their success coach.

Technical support is available for students taking online courses. Students experiencing technical problems may access NAU's OneStop website (Onestop@national.edu, launching fall, 2017) 24/7 for aid with a variety of issues and information of interest. They are also encouraged to contact UServices at (800) 548-0602 or email uservices@national.edu for technical assistance seven days per week when classes are in session.

NAU FOUNDATION SCHOLARSHIP OPPORTUNITIES

The nonprofit NAU Foundation recognizes and rewards academic achievement through an annual NAU Foundation Academic Excellence Award Scholarship. To be eligible to apply for an Academic Excellence Award Scholarship, the student must have attended half-time (six or more undergraduate credit hours; 4.5 or more master's or DSS credit hours, and three or more trimester credit hours in the EdD) at NAU fall and winter terms, or fall and spring terms in the EdD, of the last calendar year and continue on a half-time basis for the award period. The minimum cumulative GPA requirement for consideration is 3.66.

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

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

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

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

RIGHT TO PRIVACY - FERPA

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

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

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

   If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student’s right to a hearing re-garding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without con-sent.

   The school may disclose education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the school in an administrative, supervisory, academic, research, or support staff position (including law en-forcement unit personnel and health staff); a person serving on the governing

board; or a student serving on an official committee, such as a disciplinary or grievance com-mittee. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educa-tion record in order to fulfill his or her professional responsibilities for the school.

Upon request, the school may disclose education records without a student's prior written consent to offi-cials of another school in which a student seeks or intends to enroll.

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

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

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

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

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials, including teachers, within the school whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in 34 CFR §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (34 CFR §99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of 34 CFR §99.34. (34 CFR §99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (34 CFR §§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (34 CFR §99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (34 CFR §99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (34 CFR §99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (34 CFR §99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (34 CFR §99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (34 CFR §99.31(a)(10)) Information the school has designated as "directory information" under §99.37. (34 CFR §99.31(a)(11))

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (34 CFR §99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (34 CFR §99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (34 CFR §99.31(a)(15))

STUDENT CONCERNS

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

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

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

3. The student services coordinator will strive to respond to a student within five (5) business days and will endeavor to resolve the matter in a timely manner. The time to resolution will depend upon the nature of the concern.
4. The student services coordinator does not possess the authority to render final decisions, but will seek to resolve the matter by facilitating communication among the appropriate persons and departments.
5. In the event a student feels that the university has not adequately addressed the concern or complaint, the student may contact the appropriate state agency listed below.

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

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

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

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

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

Colorado
Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202
Website: highered.colorado.gov/
Phone: (303) 866-2723
Fax: (303) 866-4266

Connecticut
Connecticut Board of Regents for Higher Education
39 Woodland Street

Hartford, CT 06105
Website: www.ctohe.org/
Phone: (860) 493-0000

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

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

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

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

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

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

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

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

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

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

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

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

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

Massachusetts
Massachusetts Department of Higher Education
One Ashburton Place, Room 1401

Boston, MA 02108
Website: www.mass.edu
Phone: (617) 994-6950
Fax: (617) 727-0955 or (617) 727-6656

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

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

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

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

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

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

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

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

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

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

New York
Office of College and University Evaluation
New York State Education Department
89 Washington Avenue
Albany, NY 12234
Website: www.highered.nysed.gov
Phone: (518) 474-2593
Fax: (518) 486-2779
Email: ocueinfo@mail.nysed.gov

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

North Dakota
North Dakota State Board for Career and Technical Education
State Capitol 15th Floor

600 East Boulevard Avenue, Dept. 270
Bismarck, ND 58505-0610
Website: www.nd.gov/
Phone: (701) 328-3180
Fax: (701) 328-1255
Email: cte@nd.gov

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

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

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

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

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

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

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

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

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

Texas
Texas Higher Education Coordinating Board
Street Address:
1200 E. Anderson Lane
Austin, TX 78752
Mailing Address:
P.O. Box 12788
Austin, TX 78711-2788
Website: www.thecb.state.tx.us/studentcomplaints
Phone: (512) 427-6101
Email: StudentComplaints@thecb.state.tx.us
Texas Administrative Code: 19 Tex. Admin. Code §§ 1.110 – 1.120
http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y

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

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

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

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

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

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

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

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

Accrediting Agency

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

STUDENT CONCERNS - MINNESOTA STUDENTS

Those students enrolled at an NAU location 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.

STUDENT CONCERNS - MISSOURI STUDENTS

The Missouri Department of Higher Education serves as a clearinghouse for postsecondary student complaints. The MDHE complaint policy is available 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.

ONLINE LIBRARY

Library resources are chosen to assist all in achieving success in their academic programs and careers with a collection of current and timely information in a variety of formats. The online library includes the NAU catalog, e-books, tutorials, and myriad electronic searchable databases including those provided by: ProQuest, EBSCO, Credo, LearningExpress, Ebrary, Elsevier, OVID, LexisNexis, NBClearn, and WorldCat. Any resources not available at the university can be ordered through interlibrary loan. A graduate support librarian is available to support graduate student's needs. In addition, Ask-a-librarian email reference service is available seven days per week to support student library needs.

ORIENTATION

The university conducts a variety of orientation activities and programs to acquaint students with faculty, staff, and the curriculum. It is important that the student's and the university's goals and philosophies match. Orientation programs are both formal and informal.

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

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.

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.

Sexual Harassment and Discrimination Reporting

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

Karen Hoffman
Title IX and Student Services Coordinator
5301 Mount Rushmore Rd.
Rapid City, SD 57701
605-394-4805 (Office)
khoffman@national.edu

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

External Resources

Sexual Assault Hotlines

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

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

Local Resources*

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

*Additional resources may be available in the local community. Please contact the Title IX coordinator for additional resources.

External Complaint Filing

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

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 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 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

Information about tuition and fees is available at www.national.edu and by calling or visiting an NAU location. Tuition and fees are subject to change. Tuition does not include the cost of books and supplies.

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

Any balance not paid in full within 30 days after a student's last date of attendance may be subject to collection and the university shall be entitled to all remedies allowed by law. The university 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 flat tier rate or particular special billing methods.) - $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

Add/Drop Period - Undergraduate

A student may add or drop any course during the first scheduled week of a standard term of enrollment without incurring charges for tuition and fees. 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 terms are posted in the Academic Calendar.

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

Withdrawals and Refunds

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

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

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

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

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

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

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

VA Education 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

California Student Tuition Recovery Fund

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

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

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

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

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

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

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

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

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. Students may be eligible for 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 2018-2019 award year ranges from $634 to 6095.

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 assists students with obtaining 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 pay 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

The following sites are free scholarship searches:

- www.fastweb.com
- www.scholarships.com
- www.petersons.com/finaid/file.asp?id=780
- www.collegeboard.com/student/pay
- www.scholarshipexperts.com
- www.findtuition.com/scholarships
- https://studentaid.ed.gov/sa/types/grants-scholarships/finding-scholarships
- http://careerinfonet.org/scholarshipsearch/ScholarshipCategory.asp?searchtype=category&nodeid=22
- https://www.scholarships.com/scholarship-search.aspx
- https://www.unigo.com/scholarships#/from scholarshipexperts
- www.hrsa.gov/loanscholarships/scholarships/nursing/
- www.nursingscholarship.us

Additional scholarship information, and how to apply for scholarships, can be found under the Research tab of the NAU Writing Center and at http://www.national.edu/admissions-financial/financial-aid/scholarship-opportunities.

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.

ACADEMIC INFORMATION

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. Provided that students have Internet availability, they can access their courses 24/7 from anywhere around the world.

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."

In addition to these honors, specific colleges and schools may maintain additional awards and honors.

ACADEMIC INTEGRITY

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

Students

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

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

Cheating:

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

Plagiarism:

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

Fabrication and Falsification:

- Submitting contrived or altered information in an academic exercise. Examples: inventing data, research results, information or procedures in an

academic exercise, reporting false information about internship or practicum experiences, or altering the record of data or experimental procedures or results.

Multiple Submission:

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

Complicity in Academic Dishonesty:

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

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

Faculty

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

Penalties

Penalties are determined in consultation between the faculty member and his or her supervisor in consideration of university policy and based on the severity of the violation and any prior history of academic dishonesty. Penalties include the following:

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

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

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 student learning outcomes for each undergraduate and graduate academic program, consistent with the university mission and purposes and core values, 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, provided within and across academic programs.
- Student learning outcomes for all academic programs are measured in a systematic and continuous manner, using multiple direct and indirect assessment methods to document achievement of outcomes and 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 and schools 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. NAU's goal is to prepare students to be conscientious and productive employees.

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

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

Ground Class Attendance

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

Online/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.

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

Online students are required to actively participate in a weekly activity in order to be counted present. Weekly activities may include completing a quiz, posting a

substantial discussion post, or submitting a required item to the drop box. The online courses are designed to include at least one of these items each week, please refer to the course schedule within the online classroom for weekly requirements.

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

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

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

Please Note: The foregoing attendance policy does not apply to Veteran's Educational Benefits for students residing in Oklahoma.

For more information regarding online requirements, please refer to the National American University Online Programs section of the academic catalog.

AUDITING

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

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

The following individuals are eligible to request auditing privileges:

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

FALSIFICATION OF EDUCATIONAL RECORDS

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

INTERNET POLICY

Open access through computers, networks, and the Internet is a privilege. NAU's goal in providing this service to 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.

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 a Minnesota location. 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.

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 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

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

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	Associate Dean
23-27	3.0	College Dean

Course Registration

Beginning dates for specific terms are listed in the Academic Calendar. Students must be registered prior to the start of the term. During the first week of the term, students are permitted to add and/or drop courses. Any subsequent changes in a student's registration must be completed on a change of registration form and approved by the academic advisor.

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 - High School

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 affiliation site supervisor 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 success coach 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 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 faculty after a student has completed all academic requirements for such degree or diploma.

Certificate Program Graduation Requirements

The requirements for obtaining a certificate are as follows:

1. A minimum 2.0 grade point average is required overall.
2. Individual certificates have set limitations for the number of courses for which a student may receive lower than a "C." See specific certificates within the university's schools and colleges for specific requirements on grade point average

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, medical assisting, and medical billing & coding diploma program must be completed with a "C" grade.
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.

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 medical laboratory technician, criminal justice, health information technology, invasive cardiovascular technology, medical administrative assistant, medical staff services management, occupational therapy assistant, paralegal studies, and surgical 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.

Bachelor of Science Degree Graduation Requirements

The requirements for obtaining a Bachelor of Science degree are detailed below. See individual programs for related details.

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, health information management, and healthcare management programs 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.

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 Academic Relief for U.S. Military Service/Absence 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 success coach 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 dean or associate 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 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 success coach. 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 unless otherwise required by an accreditor, state, or other external agency. Prior learning includes: 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 success coach 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 success coach 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 DANTES Subject Standardized Tests (DSST) 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 their success coaches 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 academic standards committee and his or her re-enrollment is conditioned upon a successful appeal with the committee.

REGULAR AND SUBSTANTIVE INTERACTION LEARNER STATEMENT

The learner and the instructor play a crucial role in the outcome of the online and blended learning experience and engage in regular and substantive interactions to advance student learning and to foster persistence and completion

of courses and programs. Students are expected to participate synchronously or asynchronously in regular and substantive interactions with faculty and others as required by the course syllabus.

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

REPEATING COURSES - 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. Individual colleges and schools within the university may have more restrictive course retake policies.

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 executive vice president of academic operations.
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.

TRANSFER OF CREDIT

Students wishing to transfer credits must see that an official transcript of those credits is sent to the registrar. Transfer credits are subject to the university's residency requirements. 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. 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. The student should obtain confirmation that NAU will accept any credits earned at another educational institution before the student executes an enrollment contract or agreement. The student should also contact any educational institutions that they may want to transfer credits earned at NAU to determine if such institutions will accept credits earned at NAU prior to executing an enrollment contract or agreement. The ability to transfer credits from NAU to another educational institution may be very limited. The student's credits may not transfer, and the student may have to repeat courses previously taken at NAU if the student enrolls in another educational institution. The student should never assume that credits will transfer to or from any educational institution. It is highly recommended, and the student is advised to make certain that they know the transfer of credit policy of NAU and of any other educational institutions they may in the future want to transfer the credits earned at NAU before executing an enrollment contract or agreement.

Transcripts of Records

The Registrar's Office maintains the permanent academic records for all students. 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. National American University has authorized Parchment to provide official transcript ordering online. An official transcript is printed or transmitted on safety paper and carries the Registrar's signature certifying its authenticity. National American University has authorized Parchment to provide official transcript ordering online. Transcripts may be withheld because of indebtedness to the university.

1. One official transcript will be issued to a graduate free of charge.
2. Students and/or third-party requestors will be charged for all subsequent official transcript orders along with processing fees.
3. 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 hours (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. With some exceptions, students are limited to one dual credit course per term. The grade received in the dual credit course will be included on both the undergraduate and master's unofficial and official transcripts.

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

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

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

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

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

- 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 must be completed within seven years of dual credit course completion.
- The student is limited to 13.5 hours of dual credit.

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

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

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

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. If you are a student in the Henley-Putnam School of Strategic Security, please call a military services advisor at (855) 246-7440 or email h-padmissions@national.edu.

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 a required percentage of all credit hours attempted, according to the student's total credit hours attempted, including those in remedial and English as a Second Language (ESL) courses.

Total Credits Attempted(Other than certificate programs)	**Completion Rate Requirement**
0-40 credits	50%
40.1 + credits	66.67%

Total Credits Attempted (Certificates and SAP, based on a minimum of 4 courses and 18 credits for the certificate)	**CGPA**	**Completion Rate Requirement**	**Max Time Frame**
0-9 credits	1.5	50%	27 credits total
9.1-18 credits	1.75	66.67%	
18.1 + credits	2.0	66.67%	

- 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 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 student's success coach.
- 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.

ACADEMIC PROGRAMS

UNDERGRADUATE 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. These competencies exhibit themselves in intentional variations in different colleges and schools.

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 AND HEALTH MANAGEMENT

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, or tax specialist.

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.
- Use current technology and computer applications in support of business.
- Demonstrate effective communication skills.

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 OR	4.5
EN2150	Interpersonal Professional Communication	4.5

Science

SC	Science Elective	4.5

Mathematics

MA1500	Intermediate Algebra OR	4.5
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, 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.

Students enrolled through locations 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 the principal concepts, theories, practices, and interrelationships among the functional areas of business.
- Apply generally accepted accounting principles, managerial/cost accounting principles, auditing standards, and taxation practices.
- Apply concepts and principles related to the international dimensions of business and accounting.
- Apply decision-support tools to business decision making.
- Communicate effectively and in a professional manner.
- Adhere to ethical guidelines governing the conduct of accountants.
- Analyze practical accounting problems and financial statements using critical thinking 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 location.

Communication

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	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 location 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 Electives	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 if they choose: accounting, entrepreneurship, financial management, human resource management, management information systems, marketing, supply chain management, or tourism and hospitality management. 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 75 years.

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.

This degree will prepare graduates for a career in the aviation field related to management for airlines, aerospace/aviation companies, and state, local, and federal government agencies.

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	4.5
	OR	
AM4010	Air Transportation System	4.5
AM6010	Aviation and Airport Security	4.5
	OR	
AM4015	Airport Security	4.5
AM6015	Airport Operations and Management	4.5
	OR	
AM4020	Airport Planning	4.5
AM4040	Aviation Capstone Course	4.5

AM6000, AM6010, AM6015: 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 (51)

Consists of professional pilot training or another approved aviation sub-specialty. (If less than 51 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 (57)

(Available for block transfer)

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

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

(Course-by-course transfer)

General Education

	General Education Elective	4.5

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

Behavioral/Social Science

EC2050	Macroeconomics	4.5
EC2100	Microeconomics	4.5

(Course-by-course transfer)

General Education

CS2080	Career Management	3

Residents of the state of Minnesota or students attending any Minnesota location 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 Administration, AAS

The business administration associate degree program is designed to convey to students a 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 accounting, entrepreneurship, financial management, human resource management, marketing, management, management information systems, supply chain management, or tourism and 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.

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:

- Explain the major concepts in finance, accounting, economics, marketing, and management.
- Use current technology and computer applications in support of business.
- Demonstrate effective communication 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
MT3653	Business Administration 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

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 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.

Course availability is subject to minimum class size requirements.

Student Learning Outcomes

Graduates of the program will:

- Apply the principal concepts, theories, practices, and interrelationships in management accounting, financial accounting, marketing, finance, and management.
- Apply concepts and principles related to the international dimensions of business.
- Apply decision-support tools to business decision making.
- Communicate effectively and in a professional manner.
- Analyze typical challenges that managers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.

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	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

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 location.

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	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 location 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 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 financial management. This option does not prepare the student for the Certified Public Accountant Examination.

Course availability is subject to minimum class size requirements.

Student Learning Outcomes

- Apply the principal concepts, theories, practices, and interrelationships in management accounting, financial accounting, marketing, finance, and management.
- Apply concepts and principles related to the international dimensions of business.
- Apply decision-support tools to business decision making.
- Communicate effectively and in a professional manner.
- Analyze typical challenges that managers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Apply generally accepted accounting principles to financial accounting activities.
- Apply the major concepts and practices in accounting information systems.

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 location.

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	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 location 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.

Course availability is subject to minimum class size requirements.

Student Learning Outcomes

- Apply the principal concepts, theories, practices, and interrelationships in management accounting, financial accounting, marketing, finance, and management.
- Apply concepts and principles related to the international dimensions of business.
- Apply decision-support tools to business decision making.
- Communicate effectively and in a professional manner.
- Analyze typical challenges that managers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Plan effectively for a new business venture.
- Apply concepts and principles related to the international dimensions of entrepreneurship.

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	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.

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 New Product Development	4.5
MT4240	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 location.

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	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 location 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.

Course availability is subject to minimum class size requirements.

Student Learning Outcomes

Graduates of the program will:

- Apply the principal concepts, theories, practices, and interrelationships in management accounting, financial accounting, marketing, finance, and management.

- Apply concepts and principles related to the international dimensions of business.
- Apply decision-support tools to business decision making.
- Communicate effectively and in a professional manner.
- Analyze typical challenges that managers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Apply time value of money concepts to financial management scenarios.
- Conduct detailed financial 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 location.

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	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 location 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.

Course availability is subject to minimum class size requirements.

Student Learning Outcomes

Graduates of the program will:

- Apply the principal concepts, theories, practices, and interrelationships in management accounting, financial accounting, marketing, finance, and management.
- Apply concepts and principles related to the international dimensions of business.
- Apply decision-support tools to business decision making.
- Communicate effectively and in a professional manner.
- Analyze typical challenges that managers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Apply the principal concepts, theories, and practices in human resource management.
- 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	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.

Human Resource Management Emphasis Core (27)

MT6320	Employee Evaluation and Compensation	4.5
	OR	
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	4.5
	OR	
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 location.

Communications		
EN1150	Composition I	4.5
Science		
SC	Science Electives	9
Humanities		
	Humanities Electives	9
Behavioral/Social Science		
	Behavioral/Social Science Electives	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 location 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.

Course availability is subject to minimum class size requirements.

Student Learning Outcomes

Graduates of the program will:

- Apply the principal concepts, theories, practices, and interrelationships in management accounting, financial accounting, marketing, finance, and management.
- Apply concepts and principles related to the international dimensions of business.
- Apply decision-support tools to business decision making.
- Communicate effectively and in a professional manner.
- Analyze typical challenges that managers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Analyze issues central to management in a global business environment.
- Apply knowledge in strategic concepts and tools of management.

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	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.

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	4.5
	OR	
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 location.

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	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 location 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.

Course availability is subject to minimum class size requirements.

Student Learning Outcomes

Graduates of the program will:

- Apply the principal concepts, theories, practices, and interrelationships in management accounting, financial accounting, marketing, finance, and management.
- Apply concepts and principles related to the international dimensions of business.
- Apply decision-support tools to business decision making.
- Communicate effectively and in a professional manner.

- Analyze typical challenges that managers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Apply effective problem solving methodology within an MIS context.
- Provide and effectively communicate MIS solutions to meet organizational needs and address organizational issues.

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	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.

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	4.5
	OR	
MT4230/ CI4220	Project Management	4.5
CI4221	Systems Analysis and Design	4.5
CI2020	Visual Basic	4.5
	OR	
CI2040	C# Programming	4.5
	OR	
CI3091	Database Design and Management	4.5
	OR	
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 location.

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	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 location 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	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.

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	4.5
	OR	
MT4230/CI 4220	Project Management	4.5
CI4221	Systems Analysis and Design	4.5
CI2020	Visual Basic	4.5
	OR	
CI2040	C# Programming	4.5
	OR	
CI3091	Database Design and Management	4.5
	OR	
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 location.

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	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

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.

Course availability is subject to minimum class size requirements.

Student Learning Outcomes

Graduates of the program will:

- Apply the principal concepts, theories, practices, and interrelationships in management accounting, financial accounting, marketing, finance, and management.
- Apply concepts and principles related to the international dimensions of business.
- Apply decision-support tools to business decision making.
- Communicate effectively and in a professional manner.
- Analyze typical challenges that managers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Utilize marketing research effectively.
- Develop a detailed and comprehensive strategy for marketing 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	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.

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 location.

Communications		
EN1150	Composition I	4.5
Science		
SC	Science Electives	9
Humanities		
	Humanities Electives	9
Behavioral/Social Science		
	Behavioral/Social Science Electives	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 location 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 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.

Course availability is subject to minimum class size requirements.

Student Learning Outcomes

- Apply the principal concepts, theories, practices, and interrelationships in management accounting, financial accounting, marketing, finance, and management.
- Apply concepts and principles related to the international dimensions of business.
- Apply decision-support tools to business decision making.
- Communicate effectively and in a professional manner.
- Analyze typical challenges that managers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Apply problem-solving methods within a SCM context.
- 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	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.

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 location.

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	9

(Course-by-course transfer)

Communications

EN1300	Composition II	4.5
EN2100	Speech OR 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 location 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 other 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 this field.

The program also provides an excellent foundation for graduates that wish to pursue business-related graduate degrees.

Course availability is subject to minimum class size requirements.

Student Learning Outcomes

Graduates of the program will:

- Apply the principal concepts, theories, practices, and interrelationships in management accounting, financial accounting, marketing, finance, and management.
- Apply concepts and principles related to the international dimensions of business.
- Apply decision-support tools to business decision making.

- Communicate effectively and in a professional manner.
- Analyze typical challenges that managers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Apply concepts and principles in tourism and hospitality management.
- Apply marketing concepts to the tourism and hospitality industry.

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	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.

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 location.

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	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 location 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.

Course availability is subject to minimum class size requirements.

Student Learning Outcomes

Graduates of the program will:

- Apply the introductory concepts, basic theories, and fundamental practices in the principal functional areas of business.
- Use current technology and computer applications in support of business.
- Demonstrate effective communication 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 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.

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.
- Communicate effectively and in a professional manner.

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 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
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	4.5
	OR	
MT3000+	Elective	4.5

MT6300	Managing Human Resources	4.5
	OR	
MT3050	Human Resource Management	4.5
MT6570	International Business	4.5
	OR	
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 location.

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 location 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.)

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.

Course availability is subject to minimum class size requirements.

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.)

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.

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	5
	OR	
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
MT6300	Managing Human Resources	4.5
	OR	
MT3050	Human Resource Management	4.5

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.

Option #1 (47)

****Diploma or Associate Degree in Nursing or Allied Health 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

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)

Required Support Courses (29)

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

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
6000DC+	Elective	4.5
	OR	
3000+	Elective	4.5
3000+	Elective	4.5
3000+	Elective	4.5

MT6300, 6000DC+: 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, support 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 location.

Communications

EN1150	Composition I	4.5

Humanities

HU2000	Critical Thinking and Problem Solving	4.5
	Humanities Elective	4.5

Behavioral/Social Science

PS2100	Human Relations	4.5
	Behavioral/Social Science Elective	4.5

Communications

EN1300	Composition II	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	4.5
	OR	
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 location are encouraged to complete some advanced or upper division general education course work.

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 Action Research Project	4
	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	4.5
	OR	
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 Electives	9

Communications

EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
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	4.5
	OR	
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.)

Health and Beauty Management, AAS

This degree is designed for individuals who have previously earned a cosmetology, cosmetology instructor, esthetician, or massage therapy license (or a combination thereof). A maximum of 61.5 quarter credit hours from a cosmetology, cosmetology instructor, esthetician, or massage therapy license (or a combination thereof) 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.

Students enrolled through locations in Minnesota and Oklahoma are subject to curriculum requirements of those states. 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)

Open Electives (16.5)

General Education Core (22.5)

Communications

EN1150	Composition I	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5

Mathematics/Science

MA	Mathematics Elective	4.5
	OR	
SC	Science Elective	4.5

Humanities

	Humanities Elective	4.5

Behavioral/Social Science

	Behavioral/Social Science Elective	4.5

Students have up to three terms from the date of enrollment to present a copy/copies of their valid state license/s. Students holding a current state or national license or certification from an accredited cosmetology, cosmetology instructor, massage therapy, or esthetician program will receive transfer credits up to 75% of the degree based on the appropriate documentation and/or articulated program hours. Combinations of the specified licenses will also be accepted. Number of transfer credits awarded may vary based on state licensure and educational requirements.

If at least 45 credits are not awarded for such licenses, the student will fulfill the vocational core with recommended 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 (Minnesota & Oklahoma)

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)

Open Electives (9)

General Education Core (30)

Communications

EN1150	Composition I	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5

Mathematics/Science

MA	Mathematics Elective	4.5
	OR	
SC	Science Elective	4.5

Humanities

Humanities Elective	4.5

Behavioral/Social Science

Behavioral/Social Science Elective	4.5

General Education

General Education Elective	7.5

Students have up to three terms from the date of enrollment to present a copy/copies of their valid state license/s. Students holding a current state or national license or certification from an accredited cosmetology, cosmetology instructor, massage therapy, or esthetician program will receive transfer credits up to 75% of the degree based on the appropriate documentation and/or articulated program hours. Combinations of the specified licenses will also be accepted. Number of transfer credits awarded may vary based on state licensure and educational requirements.

If at least 45 credits are not awarded for such licenses, the student will fulfill the vocational core with recommended 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.

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 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.

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 Associate of Applied Science Degree, Health Information Technology Program at National American University is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), www.cahiim.org.

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 Information 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.)

Health Information Management, BS

The Bachelor of Science in Health Information Management (HIM) degree program provides students with the knowledge and skills required to manage health information processes in a variety of settings, such as hospitals, clinics, insurance companies, government agencies, and in healthcare technology. Through the application of concepts and theories, students will demonstrate skills in record management, leadership, administrative functions, systems and project management, data management and analysis, release of information, and electronic health records and computer applications. The performance-based curriculum aligns with AHIMA entry-level professional competencies and is offered in a flexible online format. Specializations are available in health data analytics, project management, and healthcare technology. Students are required to complete supervised, real-world practicum experiences in a health information department or other approved setting or organization.

Course availability is subject to minimum class size requirements.

Student Learning Outcomes

Graduates of the program will:

- Evaluate software applications, technologies, and information systems related to health information management.
- Develop clinical documentation standards and revenue management policies and procedures.
- Analyze legal and ethical aspects of health information management.
- Utilize leadership and management strategies used in health information management.

Health Information Management: Bachelor of Science Requirements

180 Credits

Health Information Management Major Core (88)

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 Information Management and Supervision	3
HT2250D	Medical Law and Ethics for Health Information Professionals	4
HT2500D	Health Information Technology Practicum	6
HIM3000D	Health Informatics	3
HIM3010D	Health Systems Analysis and Design	4
HIM3020D	Healthcare Data Security and Compliance	3
HIM3030D	Health Statistics and Research	4
HIM3040D	Clinical Documentation and Decision Support	4

HIM4010D	Information Governance	3
HIM4020D	Project Management for Health Information Management Professionals	4
HIM4030D	Revenue Cycle Management and Reimbursement Systems	3
HIM4040D	Current Issues in Health Information Management	3
HIM4050D	Health Information Management Leadership	3
HIM4100D	Health Information Management Practicum	6
ME1140	Medical Terminology for Health Professions	2

HT1000D, HT2117D, HT2127D, HT2130D, HT2135D, HT2200D, HT2210D, HT2230D, HT2240D HT2250D, HT2500D, HIM3000D, HIM3010D, HIM3020D, HIM3030D, HIM3040D, HIM4010D, HIM4020D, HIM4030D, HIM4040D, HIM4050D, HIM4100D, ME1140, SC1221, and SC1224D: Professional Course, minimum "C" grade required.

Support Core (8.5)

AC2760	Financial Accounting for Managers	4.5
HA4200D	Healthcare Financial Management	4

Health Information Specialty Option Areas (19)

Students must complete one Specialty Option area.

HIM Specialty - Health Data Analytics

HIM4200D	Data Standards and Structure	4
HIM4201D	Quantitative and Qualitative Analysis	4
HIM4202D	Data Reporting	4
HIM4203D	Strategic Management and Best Practices	4
HIM4204D	Health Data Analytics Capstone	3

HIM Specialty - Healthcare Technology

HIM4400D	User Requirements and Analysis	4
HIM4401D	Workflow Design	4
HIM4402D	System Integration	4
HIM4403D	Process Management, Usability, and Human Factors	4
HIM4404D	Healthcare Technology Capstone	3

HIM Specialty - Project Management

HIM4300D	Project Planning	4
HIM4301D	Project Procurement	4
HIM4302D	Project Implementation	4
HIM4303D	Project Communications and Monitoring	4
HIM4304D	Project Management Capstone	3

General Education Core (64.5)

(Available for block transfer)

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

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

SC1221	Essentials of Anatomy and Physiology with Lab	6
SC1224D	Advanced Essentials of Anatomy and Physiology with Lab	6

Humanities

HU2000	Critical Thinking and Problem Solving	4.5
HU3050	Biomedical Ethics	4.5

Behavioral/Social Science

	Behavioral/Social Science Electives	9

Mathematics

MA2000	Quantitative Reasoning	4.5
MA3010	Statistics for Health Professions	4.5

General Education

CS1201	Juggling College, Life, and Career: Set Up for Success!	5
CS2086	Career Path Planning	2

Residents of the state of Minnesota or students attending any Minnesota location are encouraged to complete some advanced or upper division general education course work.

Students residing in the state of Texas: Block transfer is not available to these students.

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.)

Information Technology, AAS

This program prepares students for today's technology-based careers and industries, with relevant instruction in key aspects of IT including networking, an introduction to programming, database principles, and an introduction to computer security. Students also have the opportunity to customize this program, which features four elective course options.

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 location 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 location 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, 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 programming, networks, 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.

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 (60)

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
CI3070	Human-Computer Interaction - User-Centered Design	4.5
CI3140	Systems Architecture	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 (4.5)

MT1050	Introduction to Business	4.5

Specialty Information Technology Core (40.5)

(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 (13.5)

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 location.

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 location must complete a Humanities elective and a Behavioral/Social Science elective.

(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		
CS2080	Career Management	3

Residents of the state of Minnesota or students attending any Minnesota location 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 Cybersecurity and Forensics

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.

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 Cybersecurity and Forensics Requirements

180 Credits

Information Technology Major Core (60)

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
CI3070	Human-Computer Interaction - User-Centered Design	4.5
CI3140	Systems Architecture	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 (4.5)

MT1050	Introduction to Business	4.5

Cybersecurity 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	4.5
	OR	
CI3730	Computer Forensics	4.5
CI4710	Forensic Methods	4.5
CI6605	Risk Assessment and Analysis	4.5
	OR	
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 location.

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	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 location 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.)

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.

Course availability is subject to minimum class size requirements.

Student Learning Outcomes

Graduates of the program will:

- Apply the introductory concepts, basic theories, and fundamental practices in accounting, economics, marketing, and management.
- Use current technology and computer applications in support of business.
- Demonstrate effective communication 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-Electives 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	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

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.)

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.

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

90 Credits

Medical Administrative Assisting Major Core (38.5)

ME1100	Introduction to Medical Assisting	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
ME2620	Medical Office Procedures with Software Apps	4
ME3321	Medical Administrative Assistant Practicum	4.5
	OR	
HA3010D	Introduction to U.S. Healthcare Delivery	4

ME1100, ME1140, ME2211, ME2250, ME2260, ME2515, ME2611, ME2612, ME2620, ME3321, HA3010D: 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
MT2050	Principles of Management	4.5

General Education Core (42.5)

Communications

EN1150	Composition I	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
SO1060	Foundations of Cultural Competence	2

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.)

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.

Course availability is subject to minimum class size requirements.

Student Learning Outcomes

Graduates of the program will:

- Explain the major concepts in financial accounting, marketing, finance, and management.
- Apply concepts and principles related to the international dimensions of management.
- Apply decision-support tools to business decision making.
- Communicate effectively and in a professional manner.
- Analyze typical challenges that managers are likely to face and recommend solutions, using critical thinking skills and ethical decision-making models.

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	4.5
	OR	
MT3000+	Elective	4.5
MT6300	Managing Human Resources	4.5
	OR	
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	4.5
	OR	
MT4300	Management Across Cultures	4.5
MT4444	Management 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 location.

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 location must take a Humanities elective.

(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

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 location 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	4.5
	OR	
MT3000+	Elective	4.5
MT6300	Managing Human Resources	4.5
	OR	
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	4.5
	OR	
MT4300	Management Across Cultures	4.5
MT4444	Management 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.)

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 utilizes 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).

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	3
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! 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.)

Medical Office Management - Clinical Specialist, AAS

The Medical Office Management-Clinical Specialist program serves as an online degree completion program for individuals who earned a medical assisting diploma and aspire to an associate degree that broadens their medical administrative and management skills. Prospective students must be graduates of a medical assisting diploma program that adheres to standards established by program accreditation organizations and be credentialed in good standing in medical assisting by an organization whose credentialing exam is accredited by the National Commission for Certifying Agencies (NCCA) or the American National Standards Institute (ANSI).

Students will complete learning activities and assessments that extend their knowledge and skills in the areas of billing, coding, and reimbursement, management, supervision, and medical practice management. Students also complete general education courses to further develop their skills in communication, quantitative reasoning, and behavioral/social sciences, which align with good practices

in working with physicians, allied health professionals, patients, and the public.

The Medical Office Management-Clinical Specialist program curriculum is mapped to the Nine Domains of Medical Practice Administration for the Professional Association of Health Care Office Management (PAHCOM) Certified Medical Manager (CMM) credential. This program seeks to prepare graduates to seek positions in support of patient care in the healthcare field. Once they have successfully complete two years of employment in these positions, they will meet the experience requirement to sit for the CMM certification examination.

Course availability is subject to minimum class size.

Student Learning Outcomes

Graduates of the program will:

- Assign ICD-10-CM, CPT, and HCPCS codes for outpatient encounters.
- Perform healthcare billing and reimbursement processes for outpatient encounters.
- Demonstrate effective oral and written communication skills.
- Apply basic management principles to the healthcare setting.

Medical Office Management - Clinical Specialist: Associate of Applied Science Degree Requirements

91 Credits

Medical Office Management - Clinical Specialist Major Core (56)

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
ME2612	Healthcare Coding and Billing II	4
ME2620	Medical Office Procedures with Software Apps	4
ME2993	Special Topics in Medical Practice Management	0.5
ME3000	Medical Assisting Examination Review	3
ME3322	Medical Assisting Practicum	7

ME1100, ME1140, ME2230, ME2140, ME2155, ME2211, ME2250, ME2260, ME2401, ME2402, ME2515, ME2611, ME2612, ME2620, ME2993, ME3000, ME3322: Professional course (Minimum "C" grade required)

ME1100, ME2230, ME2140, ME2155, ME2401, ME2402, ME3000, ME3322: Courses required to be taught face-to-face.

Graduation Requirement--A minimum 2.0 GPA is required overall and in the Medical Office Management-Clinical Specialist Major Core.

Support Core (4.5)

MT2050	Principles of Management	4.5

MT2050: Professional course (Minimum "C" grade required)

General Education Core (30.5)

Communications

EN1150	Composition I	4.5
EN2100	Speech OR	4.5
EN2150	Interpersonal Professional Communication	4.5

EN1150, EN2100, EN2150: Professional course (Minimum "C" grade required)

Science

SC1221	Essentials of Anatomy and Physiology with Lab	6

SC1221: Professional course (Minimum "C" grade required)

SC1221: Courses required to be taught face-to-face.

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

	Behavioral/Social Science Elective	4.5

General Education

CS2086	Career Path Planning	2

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 Staff Services Management, AAS

Medical services professionals are essential members of the healthcare team, performing the credentialing procedures that document education, licensure, experience, and continuing education requirements for physicians, allied health, and other practitioners. According to the National Association Medical Staff Services (NAMSS) organization, medical services professionals serve as gatekeepers of patient safety in the healthcare industry by ensuring 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 various duties completed by medical services professionals. These duties may include credentialing and privileging procedures, medical staff committee work, peer review, risk management, and information management, as well as ensuring accreditation and regulatory compliance. Graduates of this program with experience as medical services professionals may choose to seek the Certified Provider Credentialing Specialist (CPCS) or Certified Professional Medical Services Management (CPMSM) certification.

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	4
	OR	
ME3332D	Medical Staff Services Management Project	4

HA3010D, HA3110D, HT2250D, ME1140, ME1184D, ME2185D, ME2186D, ME2515: Professional course (Minimum "C" grade required)

Advising Guidelines for ME3330D or ME3332D 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	4.5
	OR	
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.)*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.

Course availability is subject to minimum class size requirements.

Student Learning Outcomes

Graduates of the program will:

- Apply the introductory concepts, basic theories, and fundamental practices in accounting, economics, marketing, and management.
- Use current technology and computer applications in support of business administration.
- Demonstrate effective communication skills.
- Plan effectively 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 location 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 Business Administration Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.

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

HENLEY-PUTNAM SCHOOL OF STRATEGIC SECURITY

Henley-Putnam
SCHOOL OF STRATEGIC SECURITY
NATIONAL AMERICAN UNIVERSITY

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

NAU provides services specifically designed to meet military personnel and their dependents needs and recognizes the many sacrifices, challenges, and demands placed upon service members and their families, including extended deployments, temporary duty assignments, and frequent permanent change of stations. NAU is committed to assisting military students to achieve their educational goals by providing quality education and exceptional student support services focused on the specific needs of veterans, active military, dependents, and retirees.

Through National American University, the Henley-Putnam School of Strategic Security:

- offers over 65+ degree programs and 30+ certificates online;
- is authorized to receive tuition assistance payments through the DoD Voluntary Education Partnership MOU for all service branches;
- participates in the VA education benefit programs;
- is a Yellow Ribbon school;
- supports the My Career Advancement Account (MyCAA) Scholarship Program;
- participates in the President's Principles of Excellence Program;
- supports the 8 Keys to Veterans' Success;
- follows the American Council on Education (ACE) recommendations to grant credit to students for learning acquired from approved organizations;
- accepts JST, CCAF, CLEP, and DSST.

In March 2018, Henley-Putnam University became the Henley-Putnam School of Strategic Security at National American University. Prior to integrating with NAU, Henley-Putnam University was founded after ten years of arduous planning and research, and before the tragic events of September 11th, 2001, to contribute to the professional development of military, government, law enforcement and national security professionals. In the post-9/11 era, security and protection concerns have risen to unprecedented levels. The military, corporations and governments have increased focus on physical security and intelligence gathering on a local, state and national level in order to secure and protect personnel, data and facilities from terrorist attacks, workplace violence and other security threats. This trend has greatly increased the demand for intelligence, counterterrorism, and protection personnel in both the public and private sectors. Further, it has never been more important that those professionals have the very best training available.

The original founders of Henley-Putnam University possessed extensive backgrounds in strategic security including the intelligence, counterterrorism and protection communities and anticipated the need for improved professional training in the field of strategic security. To this end, they educated and trained with a focus on deterrence and prevention while continuing to incorporate the teaching of practical tradecraft. Henley-Putnam built a comprehensive, strategic security curriculum, supported by over 100 adjunct faculty members (many with top-secret security clearance) with extensive experience within the security industry. Faculty members have served in senior positions in the CIA, U.S. Secret Service, NSA, U.S. Navy Seals, Federal Bureau of Investigation, Defense Intelligence Agency, British Intelligence, U.S. Army Delta Force, as well as all branches of the U.S. Armed Services. These experts who have studied terrorism and worked in various capacities in the strategic security field can give hands-on, real life experiences to help students reach a confident level of capability.

As originally founded, H-PSSS is designed to contribute to the establishment of higher education standards in the areas of strategic security, intelligence and counter-terrorism. The ultimate purpose of the online bachelor's, master's, doctoral degrees and certificates is to enhance the knowledge and skills of professionals whose primary mission is the protection of human life. H-PSSS programs foster effective habits of study and the discipline of conceptual and practical work to help prepare those choosing to protect others and the nations of the world. It is evident that the need for such training and education grows ever more rapidly during these tumultuous times, especially with numerous shifts in geopolitics.

H-PSSS at NAU continues the commitment to the founders' vision. All of the instructors are available to assist students with their coursework. H-PSSS mentors discuss student aspirations or goals from their unique backgrounds and experiences. Together, H-PSSS offers a tremendous network that will be the student's to use across their career. Welcome to the Henley-Putnam School of Strategic Security – the faculty and staff are here for students today and in the future.

MISSION STATEMENT

Our mission is to advance the safety and security of our nation through distinctive online education led by

professionals in the fields of strategic security, intelligence, and counterterrorism.

VISION STATEMENT

Henley-Putnam School of Strategic Security will be widely recognized for academic excellence, evidenced by student and faculty achievement, leadership development, commitment to national security, and global understanding.

PURPOSE

The Henley-Putnam School of Strategic Security aspires to be the leader in providing instruction in the fields of intelligence management, counterterrorism studies, and strategic security and protection management. The focus is on teaching "proactive" versus "reactive" methods. That is to say, we attempt to further the knowledge of prevention and deterrence over the instruction of reaction and response concepts as taught at many other institutions.

H-PSSS offers four distinct programs within the bachelor's degree, three distinct programs in the master's degrees, one doctoral degree, and more than 30 undergraduate and graduate certificates in order to meet the future challenges of this strategic security industry. The bachelor's programs introduce the student to the concepts and increases the student's knowledge in intelligence, counterterrorism, nuclear enterprise studies, strategic security, and protection. These programs emphasize professionalism, proactive strategies, a thorough understanding of the dynamics of the program area and a high-level development of skills in intelligence, counterterrorism, and protection.

LEARNING OUTCOMES

The programs offered at Henley-Putnam School of Strategic Security are specifically focused in the area of strategic security. As a result, the learning outcomes uniquely address the university's core abilities.

The successful graduate of H-PSSS will demonstrate the following attributes:

- Evidence of the ability to employ technological and research proficiency, integrating applicable skills of information literacy.
- Employment of conceptual skills to identify potential risks and assess options for preventive, alternative or deterrent actions.
- Demonstrated competency in strategic engagement of issues within the security industry.
- Evidence of strategic management leadership competencies effective in promoting professional security, counter-terrorism, intelligence, national protection and global understanding.
- Acquisition of skill sets that support effective communication, critical thinking, and analysis within the strategic security environment.

CORE VALUES

The core values that will sustain the Henley-Putnam School of Strategic Security today and in the future are a critical component of our culture and success.

- Values integrity and ethical behavior in all matters.
- Values improvement, continuously assessing undergraduate and graduate programs to meet global needs and professional expectations.
- Values high quality online education and instruction in the learning and teaching process.
- Encourages growth and development of all learners and those who facilitate these processes.
- Values diversity, is dedicated to equality, and is committed to serving a diverse population including residents of the USA and the world.
- Values helping individuals reach their full academic potential.
- Values a collegial and interactive process in planning and decision making, promoting civility, understanding, and mutual concern.
- Values both tradition and innovation.
- Provides a professional and supportive work environment where our employees enjoy freedom of conscience and the right to refuse to engage in actions that violate ethical principles, professional standards, or provisions of law.
- Values administrative and technological quality performed efficiently and effectively.
- Values cost effective growth and return on investment.

ADMISSIONS

PHILOSOPHY AND PROCESS

Admission to H-P is based on evidence of a student's ability to benefit from the educational program and overall potential to render significant contributions to the strategic security profession. Any or all of the following are considered: student's academic record in other institutions, whether the institution is an online accredited university or a traditional school, background check, country of origin, country of citizenship, verbal and written communication skills as demonstrated with the admissions team, professional experience, motivation and educational objectives.

The admissions advisors will discuss the program requirements of the online bachelor's degree programs, online master's degree programs, and online doctoral and certificate programs. In addition, they will discuss the academic preparation needed to be successful, and refer students to enrollment experts who advise on tuition benefits.

The admissions department receives and processes all applications and evaluates them for completeness. The chair of the Enrollment Committee formally holds the authority to admit or deny any candidate's application. Applicants will be notified in writing or via email of the status of their application.

Students may be admitted on a provisional basis pending receipt of an official college transcript, but in no case may they continue in the institution's program beyond a maximum of five courses, 22.5 quarter credits, without an official transcript documenting admissions requirements.

Students may enter H-P on a provisional status in order to take courses on a course-by-course basis at the undergraduate level without enrolling in a formal certificate or degree program. Provisional status or special student status is available for those who wish to take only a limited number of courses for personal or professional development, specifically language courses or introductory courses in strategic security. Completion of the course(s) decided upon at the time of enrollment is considered completion of the intended matriculation goals. Because of the unique nature of H-P courses, many of which provide instruction on subjects not available at other universities, students often have an interest in studying one or two particular topics. Henley-Putnam's foreign language program also connects well with students in provisional status, offering an opportunity to enhance language skills on an *ad hoc* basis.

Students in provisional or special student status are not eligible for university scholarships and discounts. GI Bill funds cannot be applied to individual courses taken apart from or outside of a degree or certificate program. Provisional status admission still requires the completion of a background check and/or letter of good standing from a military or government employer.

INTERNATIONAL ADMISSIONS

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.

In addition to NAU's policy for international student admissions, international students may be subject to additional review by NAU and H-P administrative staff prior to enrollment at H-P. Any or all of the following are considered: student's academic record in other institutions, whether the institution is an online accredited university or a traditional school, background check, country of origin, country of citizenship, verbal and written communication skills as demonstrated with the admissions team, professional experience, motivation and educational objectives. Foreign transcripts and other documentation, not in English, must be submitted together with certified English translations. For foreign transcript evaluation procedures, contact the admissions department.

PRIOR TO APPLICATION

Students considering enrolling in a program or courses offered by H-P should understand that certain factors may prevent employment in the strategic security profession.

Factors likely to prevent hire by strategic security employers include the following:

- You are not a U.S. citizen.
- You were dishonorably discharged from the military.
- You are currently involved in illegal drug use.
- You have been judged as mentally incompetent or mentally incapacitated by a mental health professional.
- You have had a clearance revoked for security reasons.
- You are considered a dual citizen AND you are currently holding a passport from a country other than the U.S.

Factors that may raise concerns of strategic security employers include those listed below:

- Misuse / Abuse of Prescription Drugs / Alcohol
- Questionable Judgment/ Dishonesty / Unreliability
- Prior use of Illegal Narcotics
- Felony Conviction
- Financial Problems/ Liens/ debt / bankruptcy / poor credit

- Failure to comply with rules and regulations / Misdemeanors
- Unusual / Suspicious Foreign Contacts
- Foreign Bank Accounts / Property in Foreign Countries
- Sexual behavior that indicates a personality disorder

APPLICATION PROCESS

All students must submit a completed application. Admissions advisors will supply the application materials for signature. Admissions decisions are made by the Enrollment Committee. The committee evaluates an applicant based on multiple criteria upon the receipt of the following:

- Completed application.
- Any applicable transfer credit, life experience or challenge exam credits. For evaluation procedures, contact the admissions department.
- Foreign transcripts, not in English, must be submitted together with certified English translations. For foreign transcript evaluation procedures, contact the admissions department.
- Background check and/or letter of good standing.

AWARD OF CREDIT

Henley-Putnam School of Strategic Security offers a variety of ways to earn credit for previous academic, military, training, or professional experience. The goal of H-P is to prepare students to be successful in the field of strategic security.

H-P must ensure that students progress through the learning process of the degree programs in a way that allows them to receive the core skills, subject-matter knowledge, and specific expertise needed to excel. H-P awards three types of credit: credit for admissions, transfer credit from other academic institutions applied to the H-P degree (program credit), and experiential learning credit.

H-P recognizes and affirms the fact that extensive service in the strategic security field, professional work in foreign cultures and languages, and training experiences geared towards serious, often existential tasks, are fundamental to many of the students' qualifications and motivations for strategic security careers and academic study.

When transfer credit and associate's degrees from other academic institutions are evaluated, ACE military credit, CLEP or other advanced placement tests, as well as experiential credit, H-P always seeks to achieve these two goals: promote the student's academic and future success in strategic security, and support the strategic security learning the student has already undertaken. The evaluation of credit involves comparability of the nature, content, quality, and level of transfer credit, and the appropriateness of the credit earned to programs offered at H-P.

Self-evaluation: What Credit Have I Earned?
A critical part of successfully applying for academic credit – in any form – is first to assemble all documents and information that might be relevant to your academic credit application. Below is a short list of items that the student should gather to help make an accurate assessment:

- Any transcripts or other evidence of academic study at other universities or colleges;
- Any documentation of military service, training, or other military experience;
- Any documentation of strategic security related training or service, including law enforcement, Federal or state government work or corporate security work.

I. Credit for Admission

All degree-seeking applicants must submit official college records as part of the admissions process. Previous academic work will be evaluated for possible credits to be applied to meet the admissions requirements of the Bachelor of Science degree programs at H-P. Allowable credits are formally identified and documented. The official credit evaluation is recorded and then filed with the student's academic file. An official transcript from each institution must be received before credit can be accepted and recorded. Course descriptions may also need to be provided if admissions does not have the relevant catalog from the sending institution. H-P will maintain a written record of the previous education and training of all students; that record will clearly indicate that credit has been granted. The student and other agencies such as the VA will be notified accordingly, if applicable. Students can request a copy of the evaluation.

Credit for Purposes of Admission versus Applicability of Credit for Program Credit

The Henley-Putnam School of Strategic Security considers award of credit for purposes of admission to satisfy prerequisite coursework and/or admission requirements for the program of study. Pre-requisite coursework of admission requirements, satisfied by coursework completed at another institution, is not recognized on the H-P transcript of earned academic credit. The university transcript of record includes only transfer credit awarded toward completion of an academic program.

Bachelor's Degree Credit for Admission

Students Admitted with an Associate's Degree

H-P will review all associates degree work to ensure it adequately prepares the student for study at H-P. If H-P finds the student is missing a course that would be fundamental to a student succeeding in the upper-level

courses, it will advise the student how best to remedy the situation.

Students Admitted without an Associate's Degree

H-P will evaluate all academic credit. A student may be admitted after earning 22.5 transferable quarter units (15 semester units) and may be required to complete additional lower division coursework before proceeding with the upper division major.
H-P may award credit based on American Council on Education (ACE) or National College Credit Recommendation in Service (National CCRS) credit recommendations for military training and other occupational experience as it applies to the degree program and may award at admission or as transfer credit depending on the coursework.

II. Credit for Transfer

College and university courses completed elsewhere may be considered for transfer credits as electives even though the courses are not offered at H-P. All transcripts received become university property and will not be copied or released to other institutions. Transcripts received from applicants who do not enroll within two years of their application date or who send transcripts but do not subsequently enroll, will thereafter be destroyed unless the applicant maintains communication with this institution that indicates the applicant's continuing plan to enroll.

Transfer Process after Matriculation

Once a student has matriculated at H-P, all further transfer credits must have prior approval of the dean of academic affairs.

Basis for Institutional Transfer Credit

Transfer credits (if earned within the United States) may be accepted from institutions accredited by agencies recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation.

Applicants who have studied outside of the United States at government recognized institutions or institutions listed in the International Handbook of Universities are requested to submit an evaluation of postsecondary education from a credential evaluation agency as part of the application process. A syllabus or course description in English covering each course being considered for transfer credit should be submitted with the transcript to admissions. For foreign transcript evaluation procedures including credential evaluation agency recommendations, contact the admissions department.

Transcripts and syllabi documentation are evaluated for a minimum GPA 2.0/4.0 grade equivalency for the bachelor's degree programs and 3.0/4.0 for the master's and doctoral degree programs and subject matter content to determine if transfer credits are accepted. For certificate programs, transcripts and syllabi documentation are evaluated for a minimum GPA 2.0/4.0 grade equivalency for programs with 300-400 level courses and 3.0/4.0 grade equivalency for programs with 500-600 level courses.

The following components constitute critical elements in determining appropriate credit by transfer:

Comparability and Applicability

Coursework considered for transfer must be comparable to the nature, content, quality, and level of credit to the program and/or courses for which the student is seeking recognition. To establish this comparability, review is made of catalogs, course syllabi, and other applicable materials, and/or decisions made by experienced faculty and staff.

Credit Hour Conversion

The conversion of semester to quarter hours is based on a two to three ratio. To convert semester credit hours to quarter credit hours, multiply semester hours by 1.5 (ie., 15/10 = 3/2 = 1.5). The following chart shows the maximum number of credits which may be awarded for work completed at schools on a semester calendar. Individual awards are determined by evaluating course content, level of the material and whether or not the course applies to the program.

Semester Hour	x1.5=	Quarter Hours
1	x1.5	1.5
2	x1.5	3.0
3	x1.5	4.5
4	x1.5	6.0
5	x1.5	7.5

Accreditation Source

Acceptance of transfer credit applicable to the degree and program subject of study will not rest exclusively on the source of credit. If submitted coursework does not satisfy requirements for award of credit, the student will be advised of the reason.

Credit from Foreign Institutions

The Henley-Putnam School of Strategic Security will consider transfer credit toward a degree program of study from a foreign institution of higher education, if the expectations of the transfer policy are addressed, and an external evaluation provides:

1. Validation of the education;
2. Transcript translation into English, if necessary; and
3. Confirmation of the program level of study.

Extra-Institutional and Experiential Learning

Transfer credit, within limits as established by degree level, is available as established through American Council on Education (ACE) or National College Credit

Recommendations (National CCRS), and DANTES, for military credit, and recognized as extra-institutional credit.

Experiential learning credit applicable to the degree and program of study, must qualify through the application of CAEL principles (see section three for further information).

Evaluation Process

During the transfer credit evaluation process, academic work from other colleges and universities is compared to H-P's courses within the appropriate degree program, and transfer credits are awarded on the basis of similar curriculum and if necessary, comparison of syllabi.

Transfer Credit at the Undergraduate Upper Division Level

A Bachelor of Science student may transfer a maximum of 75 percent of the credits required for the degree program. The 75 percent may include up to 50 percent of upper division credits required for the degree program; up to 25 percent may be credits awarded for experiential or equivalent learning. Courses accepted for transfer credit must be relevant to the program of study and equivalent in both content and degree level. In both situations students must submit the required evidence to the registrar where it will be evaluated and validated.

Transfer Credit at the Master's Level and Doctoral Level

A Master of Science student may transfer a maximum a maximum of 50 percent of the credits required for the degree; courses accepted for transfer credit must be relevant to the program of study and equivalent in both content and degree level. Students must submit required evidence to the registrar where it will be evaluated and validated.

A Doctorate in Strategic Security student may transfer a maximum of 15 percent of the credits required for the degree; courses accepted for transfer credit must be relevant to the program of study and equivalent in both content and degree level. Students must submit required evidence to the registrar where it will be evaluated and validated.

Certificate Programs Transfer Credit

A maximum of 50 percent of the credits required for certificate programs may be given through previously earned college credit from courses relevant to the program and ACE or experiential learning credits. If the student later decides to use their completed BS-level certificate towards a bachelor's degree at Henley- Putnam, any credit or testing applied to the certificate will also count towards those limits as they apply to a bachelor's degree.

III. Award Credits for Experiential Learning

As part of our commitment to our students, H-P believes experiential credit, especially experiential credit for strategic security-related training and activities, is a vital part of affirming our students' knowledge of this complex field and assisting them in creating a degree program that offers them the highest-quality academic experience. With this in mind, H-P grants credit for experiential learning in areas related to the curriculum.

Procedure

Credit for prior experiential learning may be granted only if:

1. The prior learning is equivalent to a college or university level of learning.
2. The learning experience demonstrates balance between theory and practice.
3. The credit awarded for the prior learning experience directly relates to the student's degree program and is applied in satisfaction of some of the degree requirements.

Experiential Learning Credit Limits

Certificate Programs

Experiential or equivalent learning credit may not exceed 50 percent of the total credits required. For no student may the credit for experiential or equivalent learning (including challenge and transfer credits) exceed one-half of the credits required.

Bachelor's Degree Program

Experiential or equivalent learning credit may not exceed 25 percent of the total credits required for a degree. The credits may be for lower or upper level courses. For no student may the credit for experiential or equivalent learning (including challenge exams and transfer credits) exceed one-fourth of the credits required for the degree.

Master's and Doctoral Degree Programs

No credit for experiential learning may be awarded toward the master's or doctorate programs.

Evaluation of Experiential Learning

Experiential learning must be evaluated by faculty or a dean qualified in that specific subject area who shall ascertain to what college or university level learning the student's prior experience is equivalent; and, if the experience is equivalent to the credits earned for the course they teach. The faculty evaluating the prior learning shall complete the Experiential Learning Evaluation Form indicating all of the following:

- The documents in the student record on which the faculty member relied in determining the nature of the student's prior experience.
- The basis for determining (A) to what college or university level the experience is equivalent and (B) the proper number of credits to be awarded toward the degree for that experience.

The Student Review Committee will be responsible for review of faculty determinations regarding the award of credit for prior experiential learning and assure that the faculty written evaluations and awards of credit comply with institutional policies and that they are consistent.

Experiential learning is evaluated by the following steps:

1. If a request for experiential learning comes in, it is forwarded to the registrar who will send out the application, a sample portfolio, and instructions for completing a portfolio, as well as the course outcomes for those courses the student is considering requesting credit.
2. The student submits an assessment portfolio to the registrar.
3. The portfolio is reviewed by the registrar to assure it meets H-P standards, includes all appropriate documentation and that the fee has been paid.
4. Transcripts of previous work are carefully evaluated to assure credit for experiential learning has not been granted from other universities or through National CCRS.
5. The registrar will scan and send the appropriate parts of the portfolio along with the Experiential Learning Evaluation Form to the instructor or instructors who teach the course(s) in which credit is being sought.
6. Once all the forms have been returned, the registrar will set up a Student Review Committee meeting led by a dean to make a final recommendation.
7. The Student Review Committee will review the portfolio and make a final determination on the credits awarded.
8. The Student Review Committee's final decision is documented and the entire packet is sent to the dean of academic affairs for approval.
9. Credit is awarded or not and the student is informed in writing of the committee's decision.
10. If the student finds the outcome unsatisfactory, he or she may petition the dean of academic affairs in writing to appeal the results. Each step is detailed below.

The Assessment Portfolio

The student seeking experiential credit must submit an assessment portfolio providing documentation of learning that has resulted from his or her life experience. This portfolio must include a cover letter stating the courses for which the student wishes to obtain life experience credit. In addition, the portfolio must contain a resume or CV, with supporting documents such as letters of recommendation, proofs of employment, references, syllabi or outlines of material covered in training plus proof of completion of that training, articles published or any other written documentation that can inform the reviewing subject matter experts as to what the student has learned. (See separately, "Instructions for Students: How to Prepare an Experiential Credit Application Portfolio") The student will be charged a non-refundable fee of $250. Students are informed on the application that the entire process can take 6-8 weeks and that it should be started early on in their program so they know what courses to enroll in.

Instructor Assignment and Review

The registrar will review the portfolio to assure that instructions were followed and appropriate documentation is provided and fees have been paid. Transcripts will also be reviewed to assure that experiential learning credit has not been received from other institutions. The portfolio will be copied and sent to the instructor responsible for teaching the course in which credit is being sought. If the student is requesting credit for multiple courses, the portfolio will be copied and separated into sections for each course. These sections will be sent to the different instructors for each course. The instructors will be asked to review the portfolio and complete the Experiential Learning Evaluation Form and return it to the registrar as soon as possible, but no later than four weeks.

Student Review Committee

The Student Review Committee, led by the appropriate dean, will examine the recommendations of the instructor(s) and the student's assessment portfolio to evaluate whether sufficient learning has taken place to merit the awarding of credits. The portfolio will be evaluated according to the following criteria:

- Is the documentation provided by the student reliable?
- Is the learning documented in the portfolio equivalent to college or university level learning?
- Based on the course or courses selected, does the learning documented by the assessment portfolio satisfy all the course objectives as stated in the current course syllabus?
- Did the instructor (subject matter expert) adequately document their assessment of the portfolio?

The findings of the committee will be documented and sent to the dean of academic affairs for final approval. Once approved, the student will be informed of the committee's decision by mail.

Awarding of Credit

The Review Committee will submit their recommendation to the dean of academic affairs for final approval. Once

approved, the registrar will be instructed to add the awarded credits to the student's university transcript. Credit will be shown on the transcript as transfer credit and will not be issued a grade.

Transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning.

Appeal Process

If the student is not satisfied with the decision of the committee, he or she can appeal. Requests for appeal must be submitted in writing to the office of the dean of academic affairs within thirty days of being informed of the committee's decision. The dean of academic affairs or designate will review the student's assessment portfolio with the committee within thirty days of receiving the appeals request. The dean of academic affairs will reply to the student in writing regarding its decision. The decision of the appeal is final.

IV. Other Credit Policies

Challenge Examinations

The university accepts the recommendations of the American Council on Education College Credit Recommendation Service as listed in The Guide to Educational Credit by Examination. These include Advanced Placement Examinations, College Level Examination Program General Examinations (CLEP), and DANTES Subject Standardized Tests.

In some cases, students with experience in a particular area may have the option of challenging a particular course by taking a written and verbal exam. Students must have completed one quarter of course work to be eligible for challenge exams. For students in certificate programs, the credit given for Challenge Exams may not exceed 25 percent of the credits required. For students in the bachelor's and master's degree programs the credit given for Challenge Exams may not exceed 25 percent of the credits required for a degree.

For no student may the credit for experiential or equivalent learning (including challenge exams and transfer credits) exceed one-fourth of the credits required for the degree.

No challenge exams are available for the doctoral program. Contact the registrar for more information.

Admission to Individual Courses Only

Because of the unique nature of Henley-Putnam courses, many of which provide instruction on subjects not available at other universities, students often have an interest in studying one or two particular topics. To meet this need, H-P allows students to enter on a provisional status taking up to four courses on a course-by-course basis at the undergraduate level without enrolling in a formal certificate or degree program. This provisional status is available for those who wish to take courses for personal or professional development, specifically language courses or introductory courses in strategic security (SEC 105 and SEC 205). Completion of the course(s) decided upon at the time of enrollment is considered completion of the intended matriculation goals.

Students in provisional status are not eligible for university scholarships and discounts. Military tuition assistance and GI Bill funds cannot be applied to individual courses taken apart from or outside of a degree or certificate program. Provisional status admission still requires the completion of a background check and/or letter of good standing from a military or government employer.

V. Transferability of Credits

NOTICE REGARDING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT THE INSTITUTION

The transferability of credits earned at the Henley-Putnam School of Strategic Security is at the complete discretion of an institution to which the student may seek to transfer. Acceptance of the degree or credits the student earns in any Henley-Putnam School of Strategic Security degree program is also at the complete discretion of the institution to which the student may seek to transfer. If the credits or degree earned at H-P are not accepted at the institution to which the student seeks to transfer, the student may be required to repeat some or all of their coursework at that institution. For this reason the student should make certain that attendance at H-P will meet their educational goals. This may include contacting an institution to which the student may seek to transfer after attending H-P to determine if the student's credits or degree will transfer.

Program work taken at H-P represents an emerging field of study and is not automatically transferable to another institution. *No representation is made whatsoever concerning the transferability of the Henley-Putnam School of Strategic Security's credits to any other institution.* Acceptance of credits is controlled by the receiving institution.

STUDENT AUTHENTICATION

H-PSSS complies with the university's online requirement and the Federal Student Authentication Regulations requiring online institutions to implement processes that establish that the student who registers in an online course is the same student participating in, completing, and receiving academic credit for the course. At H-PSSS, students must log into a secure portal to access the learning management system by entering unique user ID and password. Without these identifiers, students are unable to access online courses and student support resources. The university's and H-PSSS's policies regarding academic integrity and acceptable use of IT services include penalties for unauthorized use of another individual's

name and password and for engaging in academic dishonesty. Additionally, H-PSSS intersperses proctored experiences and proctored course assignments across each degree program to further ensure student identity. Due to the unique nature of course content, H-PSSS also requires applicants to undergo a background check and/or screening process prior to acceptance.

TECHNOLOGY REQUIREMENT

H-P's educational delivery system is online. Each student will be required to have access to a computer, printer and an Internet connection. In addition, appropriate software may be required to completed courses. Therefore, the student may have additional out-of-pocket costs.

Each student must have access to an email account and to Microsoft Word. In addition, each student will be given a university email account.

Students are advised that they may occasionally need to pay subscription fees to a third party for access to certain web sites or databases. Students may also be obligated to pay state and or local sales taxes based on applicable state regulations.

PROGRAM DELIVERY AND TECHNOLOGY

Upon initial enrollment, all students will take an online orientation course designed to help them master accessing the online classroom and connect to available resources. Each student will be required to have access to a computer, printer and an Internet connection, which allows them to access all course materials such as syllabi, course outlines, assignments, resources and case studies for enrolled courses. Students should have basic computer skills and be able to read and write in the English language. All H-PSSS courses are delivered online through the university's learning management system (LMS) BrightSpace D2L. The student work products will be uploaded and graded through the LMS. The students' work along with the grades will be stored online and on back-up servers. Projects and other assignments are graded and returned within seven days of submission unless otherwise indicated.

PROGRAM ADMISSION REQUIREMENTS

Certificate Program Requirements

H-P offers credit bearing certificate programs described below. Qualified applicants will have completed high school or its equivalent and be at least 18 years old. H-P requires an official high school transcript or official transcript from highest degree prior to starting classes.

Entry-Level Certificates

- Certificate in Security Management
- Entry-Level Certificate in Intelligence Analysis
- Entry-Level Certificate in Counterterrorism
- Entry-Level Certificate in Executive Protection
- Certificate in Physical Security and Risk Assessment
- Certificate in Security
- Certificate in Intelligence Collection and Analysis
- Certificate in Intelligence Collection

Mid-Level and Advanced Certificates

- Mid-level Certificate in Intelligence Analysis
- Mid-level Certificate in Counterterrorism
- Mid-level Certificate in Executive Protection
- Certificate in Advanced Physical Security and Risk Assessment
- Advanced Certificate in Security Management
- Advanced Certificate in Intelligence Collection and Analysis
- Certificate in Homeland Security
- Certificate in Cybersecurity

Mid-level certificates applicants are required to have successfully completed the entry-level certificate program or have completed a bachelor's degree from an institution accredited by an agency recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation.

Senior-Level Certificates

- Senior-Level Certificates in Intelligence Analysis
- Senior-Level Certificates in Counterterrorism
- Senior-Level Certificates in Executive Protection
- Certificate in Strategic Security Management

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

Exclusive Certificates

- Certificate in Strategic Intelligence
- Certificate in Intelligence and Terrorism Profiling

These two certificates are more exclusive and can only be taken by individuals who have demonstrated sufficient experience and understanding in these fields against the following criteria:

1. A master's degree and at least one year of associated experience
2. A bachelor's degree and at least two years of associated experience
3. An AA, or AAS degree and at least three years of associated experience
4. No degree and at least five years of associated experience

Nuclear-Related Certificates

- Certificate in Hazard Prediction and Assessment Capability (HPAC)-CBR
- Certificate in Hazard Prediction and Assessment Capability (HPAC)-Nuclear
- Certificate in Consequence Modeling
- Certificate in Consequence Assessment-GEOINT
- Certificate in Consequence Assessment-WMD
- Certificate in Integrated Munitions Effects Assessment-Conventional
- Certificate in Integrated Munitions Effects Assessment-Nuclear
- Certificate in Applied Radiologic Response Techniques
- Certificate in Nuclear Emergency Team Operations
- Certificate in Nuclear Weapons Operations and Policy

Henley-Putnam School of Strategic Security offers these certificates as evidence of education and professional competence. Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches many of the courses. The DNWS has a unique history as a nuclear weapons training school since 1947 and operates the only radiological training sites within the Department of Defense.

These certificates are subject to particular admissions criteria,which may include the following:

1. Verification of student pre-requisite qualifications,
2. Professional position
3. Educational requirements
4. Valid security clearance with special access
5. Military service/organizational quotas

BACHELOR'S DEGREE PROGRAM ADMISSION REQUIREMENTS

Qualified Bachelor's Degree applicants will have completed high school or its equivalent. In addition, students should have demonstrated the ability to succeed in college by having completed a minimum of 22.5 credits either at NAU or another institution. If an applicant has not successfully completed 22.5 credits, the student may be admitted on a provisional basis (see above).

For those applicants who have completed an associate degree, NAU will apply the associate degree credits to the appropriate H-P program. Some additional prerequisite courses may be required depending on degree chosen.

Applications from those without an Associate's degree will be considered provisional until the applicant has completed a minimum of 22.5 quarter (15 semester) credits of transferable college level credit with a GPA of 2.0/4.0 or above. Henley-Putnam will also accept 22.5 credits with a GPA of 2.0/4.0 from institutions accredited by agencies recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation.

See previous section on Award of Credit.

Students must have a foundation in general education curricula prior to enrolling in 300 and 400 level courses; therefore, students must complete or transfer the equivalent of 30 semester credits including the following General Education Courses before taking upper division course work in their major:

College Writing (or its equivalent)
English Composition I (or its equivalent)
College Math (or its equivalent)
Introduction to Ethics (or its equivalent)
Introduction to Sociology (or its equivalent)

The Enrollment Committee evaluates an applicant for the bachelor's degree programs on multiple criteria upon the receipt of the following:

- Completed application.
- If an associate degree is not earned, course work with a minimum grade point of 2.0 will be accepted for evaluation.
- Any applicable transfer credit, life experience or challenge exam credits. For evaluation procedures, contact the Admissions Department.
- Foreign transcripts, not in English, must be submitted together with certified English translations. For Foreign Transcript evaluation procedures, contact the Admissions Department.
- Background check and/or Letter of Good Standing (active military or law enforcement only). *Additional materials may be requested.*

Bachelor's Degree in Nuclear Enterprise Security/ Studies Program Admission Requirements

The Bachelor of Science in Nuclear Enterprise Studies is earned by satisfactory completion of program equivalent to two years of full time upper division study. The Bachelor of Science in Nuclear Enterprise Studies program is designed for professionals within the Nation's nuclear enterprise responsible for maintaining a safe, reliable, and

credible nuclear deterrent and a robust incident response capability. The program increases the student's knowledge of the fundamentals of security, deterrence policies, the nuclear enterprise, and nuclear and radiological event operations. Henley-Putnam School of Strategic Security offers this program as evidence of education and professional competence. Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches some of the courses included in this program. The DNWS has a unique history as a nuclear weapons training school since 1947 and operates the only radiological training sites within the Department of Defense.

This program is subject to particular admissions criteria, which may include the following:

- Verification of student pre-requisite qualifications
- Professional position
- Educational requirements
- Valid security clearance with special access
- Military service/organizational quotas

Additional materials may be requested.

UNIVERSITY STUDENT SERVICES

The School of Strategic Security benefits from the full ranges of online and ground student services provided by National American University. These comprehensive services provide prospective students, current students, and graduates with resources from first information through career services. Resources, information, and services specific to the students and programs of the Henley-Putnam School of Strategic Security have been integrated into the university's online resources.

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

ORIENTATION (ORIEN101)

The Henley-Putnam School of orientation course, as well as the university's student success courses provides students with development and training in achieving online academic success. The orientation course is a valuable resource for all students to encourage them to communicate with one another, as well as their faculty and deans, and to increase academic success. ORIEN 101 includes information about the following: goals, learning outcomes, and strategies for student success, management, and academic writing refresher. The university's writing, math, and other support centers provide additional resources.

STUDENT SERVICES TEAM

Professional Mentors

Professional mentors allow students the opportunity to seek guidance and advice from veteran professionals in the field. This service is included in the cost of the course and is predicated on the important need of offering students a factual insight into the chosen field of endeavor. All H-P mentors assist students on a volunteer basis. Additionally, this mentoring program will provide potential career contacts and help to establish vital networks. Mentors come from H-P faculty and from outside experts in professional fields such as federal and local law enforcement, the intelligence community, the military establishment and the corporate security arena. Mentors are matched with every student matriculating through H-P. The use of a mentor is optional for all degree students. Students interested in working with a mentor can contact the associate dean of the program and complete a mentoring questionnaire.

Library Resources

The NAU online library offers databases which contain thousands of peer-reviewed academic journals, newspapers, trade publications, eBooks, encyclopedias, data, audio and video clips and magazines chosen to support research across all the programs offered by NAU, including the distinctive programs at H-P. A list of annotated weblinks to open source or grey literature is also maintained. New resources and tools are added regularly. Students may email or chat for reference assistance at any time, seven days-a-week https://national.libanswers.com. Ask a Librarian is monitored seven days-a-week, with the exception of official NAU holidays - questions are answered within 24 hours (typically within a few hours). Assistance may include attachments, short custom demonstration videos, search strategies, screen captures, articles and trusted weblinks. Library services are only provided to enrolled students. Two graduate librarians serve the students in the master's and doctoral programs.

Career Center

The university's career services offer resources to empower students and alumni with the tools necessary to turn their academic experience into meaningful career choices and opportunities. This service is provided to assist students and graduates with career-related information that will help them take responsibility for their own career success. The Career Center is online and is accessible 24/7 to all students, alumni, and faculty. It provides detailed support for students on career exploration, enrichment, development, and decisions.

OneStop

OneStop provides access to nearly all of a student's resources. It is also the first step in finding answers to questions, or resolutions to issues.

Uservices

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

Bookstore

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

Job Placement Assistance

No placement services are offered by H-P. However, H-P does provide career information as well as career mentoring.

CLUBS AND ORGANIZATIONS

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

Student Veterans Association

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

Order of the Sword and Shield (OSS)

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

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

ACADEMICS

CHANGE OF PERSONAL DATA

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

DUAL USE OF CREDIT

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

Accelerated BS-MS Track

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

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

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

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

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

Graduation Requirements

Prior to graduation, students of the accelerated bachelor's degree and master's degree programs will have successfully completed both the BS and MS program requirements:

Bachelor's Science (4+1)
The student must have successfully completed all requirements for the bachelor's degree:

- A minimum of 180 quarter credits (or the equivalent)
- A minimum of 72 quarter credits (16 courses) in their bachelor's program of study
- A minimum of 18 quarter credits (4 courses) in their master's program of study
- The four (4) MS level courses will also count in the master's program
- A minimum CGPA 2.0/4.0 scale in courses completed from this university prior to acceptance into the accelerated master's program
- A CGPA of 2.0 and the equivalent of 68 quarter (45 semester) credits in general education to include the following units:
  - Written and/or Oral Communication, 9 quarter (6 semester) credits
  - Critical Thinking, 4.5 quarter credits (3 semester) credits
  - Physical Science, Life Science, 4.5 quarter (3 semester) credits
  - Math, 4.5 quarter (3 semester) credits
  - Arts & Humanities, 4.5 quarter (3 semester) credits
  - History/Social Science, 13.5 quarter (9 semester) credits
- A minimum CGPA 3.0/4.0 scale (grade of B) for all courses completed from the university taken after application to an accelerated master's program

Master's Science (4+1)

Prior to graduation, the student must have successfully completed all requirements for the master's degree:

- A minimum of 54 quarter credits (12 courses) in university courses.
- Completion of all work products and assignments.
- Completion of an e-Portfolio Applied Capstone Project
- A minimum CGPA 3.0/4.0 scale completed from the university in all graduate coursework taken while in accelerated status.
- Payment of all financial obligations to the school.

Students are strongly encouraged to pursue their master's degree immediately following bachelor's degree conferral.

e-Portfolio Applied Capstone Project
Master's students will complete the electronic portfolio (e-Portfolio) Applied Capstone Project to complete their program of study. The e-Portfolio is a culminating analytical research project in which the learning of the program is integrated and focused on the demonstrating the program learning outcomes (PLOs). The e-Portfolio offers a practical solution to demonstrating mastery of strategic security management challenges, policy problem, or applied academic research questions of contemporary importance and relevance to the work or career goals of the student. Students will demonstrate in-depth critical thinking, analysis, and effective writing while adhering to the APA citation methodology.

Accelerated BS-MS Track Length
Students taking three courses at a time while in the BS

portion and taking two courses at a time during the MS portion are considered to be full-time. Part-time study during the BS portion is two courses and during the MS portion it is one course. The average completion rate is seven years. Students may take up to ten years to complete the program. Students who take longer than ten years may be required to go through the enrollment process and complete another background check.

Maximum Full-Time Student Load
Students enrolled in the bachelor's degree programs may not take more than 18 units per ten-week period without prior approval from the associate dean. Students enrolled in the master's degree programs may not take more than nine units per ten-week period without prior approval from the dean.

The average full-time completion rate is 4.5 years. Students may take up to seven years to complete the program. Students who take longer than seven years may be required to go through the enrollment process and complete another background check.

Degree Awarded
At the completion of all of the degree requirements as evidenced by the student services department issuing a request for degree, and by enrollment advisors issuing a release stating that the student has met any financial obligations to the university, both a Bachelor of Science and a Master of Science degrees will be awarded to the student.

Fees

Application Fee: (applies up to one year from the original scheduled start date)*	$ 45.00
Matriculation Fee (paid once)	$ 75.00
Experiential Learning Assessment (cost per credit hour)	$ 50.00
Official Transcript (standard processing)	$ 15.50
Official Transcript (rush processing)	$ 45.00
Additional Diploma	$ 50.00
Doctoral Thesis Publication Fee**	$500.00
Dissertation Binding**	$100.00
Certificate Fee***	$100.00
DSS Comprehensive Exam Fee	$200.00
DSS Comprehensive Exam Retake Fee	$120.00

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

**Fees are paid directly to the service provider by the student and are subject to change.

***Fee for degree students wishing to receive a certificate of completion for courses completed in the H-PSSS certificate programs.

If the student's tuition is paid in full or in part by a third party, non-participation in class may require that the student return the tuition benefit. Please contact an enrollment advisor to understand the impact of non-participation.

GENERAL EDUCATION

General education provides students with knowledge, skills, and experiences that deepen critical thinking, enhance communications, and foster creative thinking through studying the methodologies and basic concepts in the arts, the humanities, history and social science, physical and life science, and in mathematics. By being well versed in both the private and public sectors the learner is able to effectively transfer applicable knowledge, skills and abilities.

Studying each discipline enriches the students' practical view of the world and provides a unique set of intellectual tools to use. Each class broadens students by providing experience with the tools used in the discipline and the knowledge of that area and also connects to students' interests, thereby enabling students to contribute significantly to the security of the free world.

H-P andragogical approaches stress diversity, respect, fairness, and critical thinking. H-P believes students from diverse backgrounds bring a multitude of skills, experiences, and types of intelligence. The general education requirements challenge students to think a little differently, reflect on issues a little more carefully, and to weigh other considerations not previously considered. The curriculum facilitates active learning by using real world scenarios, group discussions, analytic and creative questioning techniques, and research assignments that employ mainstream and alternative sources. The intent is that the skills learned by students will lead them to effectively collaborate with people from different backgrounds, communicate complex ideas effectively, and expand their knowledge. This will enable students to recognize more alternatives to an issue, discover different methods of looking at a problem, and to learn how to identify diverse strategic security solutions to a situation

Lower Division General Education Requirements

The Henley-Putnam School of Strategic Security was founded with the goal of providing a highly focused education, and therefore offers curricula specifically in the area of strategic security. The idea was to prepare students for a very specific field and do it well. Therefore, rather than creating associate degree programs, H-P developed three bachelor's completion programs which require

students to transfer in their lower division credits from other appropriately accredited institutions. These requirements were designed to provide the basic knowledge, skills, experiences, and perspectives that will enable students to expand their capacities to take part in a wide range of human interests and activities as they apply to the field of strategic security; to confront personal, cultural, ethical, and social problems which often arise when resolving strategic security issues; and to cultivate both the requisite skills and enthusiasm for lifelong learning. These requirements appropriately complement the upper division requirements and are in alignment with institutional learning objectives and the bachelor's degree program objectives.

Students may meet these lower division general education requirements by transferring in required courses with a grade of C or better from institutions accredited by agencies recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation. Some of these courses are also offered through H-P. The total general education requirements required for graduation with a bachelor's degree is the equivalent of 45 semester credits.

Lower Division General Education Requirements

- Written and/or Oral Communication, 6 semester credits
- Critical Thinking, 3 semester credits
- Physical Science, Life Science, 3 semester credits
- Math, 3 semester credits
- Arts & Humanities, 3 semester credits
- History/Social Science, 9 semester credits

Student Learning Outcomes

The lower division general education requirements were designed to assure H-P students have the knowledge and skills necessary to not only succeed in the bachelor's degree programs but also to be well rounded in their abilities. These courses should provide students with the ability to:

- think clearly and logically;
- demonstrate information competency—finding and examining information critically;
- write effectively;
- apply quantitative as well as qualitative reasoning concepts and skills to solve problems;
- formulate informed, ethical decisions;
- demonstrate knowledge of cultural endeavors and legacies of world civilizations;
- explain how societies have developed and now function; and
- integrate and apply insights gained from general education courses and the above acquired skills into the world of strategic security.

Suggestions from Students

Students may contact academic advising to make comments about any aspect of the school. Suggestions may also be submitted on the end of course surveys provided at the end of each course. Suggestions will be responded to in a timely manner.

ACADEMIC AND ADMINISTRATIVE POLICIES

ACADEMIC HONORS

There are three levels of academic honors at H-P. They are the Henley-Putnam School of Strategic Security Excellence Award, Dean's List and Honor's List. In order to be considered for these honors, students must be currently active, working toward a degree and have completed the first third of their courses within their program. Certificate students are not eligible. The following cumulative grade point average (CGPA) must be attained in order to qualify for an honor's designation:

Henley-Putnam School of Strategic Security Excellence Award: CGPA of 3.9 to 4.0

Dean's List: CGPA of 3.7 to 3.89

Honor's List: CGPA of 3.5 to 3.69

Announcements of the names of students achieving academic honor's status will be listed in the quarterly student bulletin.

GRADUATION WITH HONORS

H-P recognizes superior academic performance on students' diplomas and official transcripts. A student who meets the general college requirements and the particular requirements for an H-P degree may graduate with honors. Honors designations are as follows:

Summa Cum Laude – Highest Honors

This highest distinction is accorded to students who earn a cumulative grade-point average of 3.9 or higher

Magna Cum Laude – High Honors

This second highest distinction is accorded to students who earn a cumulative grade-point average of 3.70-3.89

Cum Laude – Honors

This third distinction is accorded to students who earn a cumulative grade-point average of 3.50- 3.69

Please note: Transfer grades are not included in honors computation.

DUAL MAJORS

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

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

Dual Major and Minor Combinations

H-P does not offer the option of combining a dual major with a minor.

Dual Degrees

The interdisciplinary nature of H-P programs, the interrelation of H-P courses, and the ways in which student outcomes are structured are best served by a dual major as opposed to a dual degree; therefore, H-P does not offer dual degrees.

Dual Major: Bachelor of Science

A dual major at the bachelor's level involves the successful completion of the following:

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

Dual Major: Master of Science

A dual major at the master's level involves the successful completion of the following:

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

INTERRUPTIONS OF INSTRUCTION

Allowances for interruptions in attendance due to illness or personal emergency should be handled on a case-by-case basis between the student and instructor. Short term interruptions may require a course incomplete.

MAKE UP WORK

Arrangements to make up missed work and return to an agreed schedule must be initiated by the student and established with the instructor. If a student is unable to stay on schedule due to unusual circumstances, it is the student's responsibility to contact both the instructor and the MSA II.

MINORS

H-P also offers minors at the bachelor's and master's level, which will be indicated on the student's transcript, upon successful completion of the requirements listed below. Please note that eighteen hours of credit supports a general standard of area specialization that is often required if an individual wishes to use the degree to teach or wishes to teach in the future.

Bachelor's-Level Minors:

In addition to the completion of a degree at the bachelor's level (180 quarter credit hours or 120 semester credit hours), achievement of a minor involves the successful completion of the following requirements:

- Six (6) additional courses (27 quarter credit hours or 18 semester credit hours) from the required courses in the area of the minor that have not already been taken as a component of the major.

Master's-Level Minors:

A master's-level minor involves the successful completion of the following requirements:

- Three (3) additional courses (13.5 quarter credit hours or 9 semester credit hours) from the required courses in the area of the minor that have not already been taken as a component of the major.

SUBSTITUTION OF INSTRUCTORS

H-PSSS reserves the right to substitute the instructor of a class without notice.

ACADEMIC PROGRAMS

GENERAL EDUCATION CORE CURRICULUM

General Education

NAU maintains a General Education Core Curriculum (GECC) to instill in university 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. (See the last section in Academic Programs below for more information on NAU's GECC.)

Given the distinctiveness of its educational offerings, the Henley-Putnam School of Strategic Security provides students with alternative upper and lower degree level general education courses. These courses are included in university's General Education Core Curriculum.

Because students may complete Henley-Putnam general education courses and those of the univeristy, students and advisors are encouraged to collaborate in selecting appropriate general education courses.

Henley-Putnam General Education Core

As indicated in the university's General Education Core Curriculum, the general education courses and requirements for programs offered by the Henley-Putnam School of Strategic Security will provide students with the ability to apply essential skills such as comprehension, critical thinking, active learning, writing and ethics, under the conditions unique to working in the Strategic Security profession.

Student Learning Outcomes

The lower division General Education requirements were designed to assure Henley-Putnam students have the knowledge and skills necessary to not only succeed in Bachelor's degree programs but also to be well rounded in their abilities. In alignment with the university's GECC, these courses should provide students with the ability to:

- Employ applied technological skill and information literacy.
- Demonstrate comprehension and practical application of subject matter by analyzing, thinking critically, quantitative reasoning and problem solving.
- Comprehend and apply general education knowledge and skill sets into the subject matter areas.
- Apply awareness of global cultures, civilizations, societies, and their political and belief systems to establish a foundation for effective management, leadership, and communication skills.
- Communicate clearly and effectively.

LOWER DIVISION GENERAL EDUCATION

Courses

MATH130	Beginning Statistics	4.5
SEC105	The Foundation, Functions, and Future of Strategic Security	4.5
SEC205	Offensive v. Defensive Security: Understanding the Broader Security Field	4.5
SPAN101	Beginning Spanish, Part 1	4.5
SPAN102	Beginning Spanish, Part 2	4.5

UPPER DIVISION GENERAL EDUCATION

Courses

COM401	Interviewing and Briefing/Debriefing	4.5
ECN400	Underground Economies	4.5
ENG330	Writing for the Intelligence Professional	4.5
ENG340	Effective Report Writing	4.5
ENG390	Critical Thinking and Logic	4.5
HIST350	Strategy and Tactics	4.5
HIST375	History of Executive/Dignitary Protection	4.5
HIST379	History of Intelligence, Part 1	4.5
HIST380	History of Intelligence, Part 2	4.5
PHIL400	Ethics of Security and Counterterrorism	4.5
PSY310	Psychology of Violence	4.5
PSY420	Psychology of Fear	4.5
SOC 385	Etiquette and Rapport	4.5

DEGREE PROGRAMS

National American University offers both the 180-credit full Bachelor of Science degree as well as the 90-credit Degree Completion Program.

Admission Requirements

Qualified Bachelor's Degree applicants will have completed high school or its equivalent and have an Associate of Arts or Associate of Science Degree. If an applicant has not successfully completed a college level course in written communication, they must take this course prior to taking upper division English courses at

Henley-Putnam. Additional prerequisite courses may be required depending on the program of study.

Applications from those without an Associate's degree will be considered when the applicant has completed a minimum of 22.5 quarter (15 semester) credits of transferable college level credit with a GPA of 2.0/4.0 or above from institutions accredited by agencies recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation. If an applicant has not successfully completed 22.5 credits, the student may be admitted on a provisional basis

Students must have a foundation in general education curricula prior to enrolling in 300 and 400 level courses; therefore, students must complete or transfer the equivalent of 45 quarter (30 semester) credits including the following General Education Courses before taking upper division course work in their major:

- College Writing (or its equivalent)
- English Composition I (or its equivalent)
- College Math (or its equivalent)
- Introduction to Ethics (or its equivalent)
- Introduction to Sociology (or its equivalent)

Graduation Requirements

Prior to graduation, the student must have successfully completed with a CGPA of 2.0, the equivalent of 67.5 quarter (45 semester) credits in general education to include the following units.

General Education Requirements

- Written and/or Oral Communication, 9 quarter (6 semester) credits
- Critical Thinking, 4.5 quarter (3 semester) credits
- Physical Science, Life Science, 4.5 quarter (3 semester) credits
- Math, 4.5 quarter (3 semester) credits
- Arts & Humanities, 4.5 quarter (3 semester) credits
- History/Social Science, 13.5 quarter (9 semester) credits

Note: *Some of the lower division courses are prerequisites to upper division courses in the Bachelor's degree programs. Students must also have:*

- A minimum of 180 quarter credits (or the equivalent)
- A minimum of 90 quarter credits (20 courses) in their program of study
- A minimum CGPA 2.0/4.0 scale in courses completed from this University
- Payment of all financial obligations to the school

Bachelor's Degree Program Length

Students taking three courses at a time are considered to be full time. Part time study is two courses. The average completion rate is six years. Students may take up to nine years to complete the program. Students who take longer than nine years may be required to go through the enrollment process and complete another background check.

Maximum Full Time Student Load

Students enrolled in the bachelor's degree programs may not take more than 13.5 credits per eleven-week period without prior approval from the dean.

Degree Awarded

At the completion of all of the degree requirements as evidenced by the Student Services Department issuing a request for degree, and by Enrollment Advisors issuing a release stating that the student has met any financial obligations to the University, a Bachelor of Science degree will be awarded to the student.

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

Associate of Applied Science General Education Core Curriculum

Communications (13.5 credits)

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

Science (4.5 credits)

Mathematics (4.5 credits)

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

Bachelor of Science General Education Core Curriculum

Communications (18 credits)

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 (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

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, as determined by individual jurisdictions. 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 may be qualified to apply for the positions of police patrol officer, court clerk, court bailiff, correctional officer, probation or parole officer, as determined by individual jurisdictions, 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.

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. 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.

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: Associate of Applied Science Requirements

90 Credits

Criminal Justice Major Core (31.5)

CJ1000	Introduction to Criminal Justice	4.5
CJ1500	Criminological Theory	4.5
CJ2100	Criminal Law	4.5
CJ2150	Professionalism and Ethics in Criminal Justice	4.5
CJ2280	Communication for the Criminal Justice Professional	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 (15)

CJ	CJ Electives	15

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 Sciences

	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 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 Societal Influences: 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 Societal Influences: 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.

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 (58.5)

CJ1000	Introduction to Criminal Justice	4.5
CJ1500	Criminological Theory	4.5
CJ2100	Criminal Law	4.5
CJ2150	Professionalism and Ethics in Criminal Justice	4.5
CJ2280	Communication for the Criminal Justice Professional	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	4.5
	OR	
CJ3000+	CJ Elective	4.5
CJ6200	Management Topics in Criminal Justice	4.5
	OR	
CJ3000+	CJ Elective	4.5
CJ6300	Criminal Justice Planning and Innovation	4.5
	OR	
CJ3000+	CJ Elective	4.5

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 (60)

	Electives	37.5
3000+	Elective	22.5

General Education Core (61.5)

(Available for block transfer)

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

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	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

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 location are encouraged to complete some advanced or upper division general education course work. Block transfer is not available to these students.

Criminal Justice: Bachelor of Science Requirements (Kansas)

181.5 Credits

Criminal Justice Major Core (58.5)

CJ1000	Introduction to Criminal Justice	4.5
CJ1500	Criminological Theory	4.5
CJ2100	Criminal Law	4.5
CJ2150	Professionalism and Ethics in Criminal Justice	4.5
CJ2280	Communication for the Criminal Justice Professional	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	4.5
	OR	
CJ3000+	CJ Elective	4.5
CJ6200	Management Topics in Criminal Justice	4.5
	OR	
CJ3000+	CJ Elective	4.5
CJ6300	Criminal Justice Planning and Innovation	4.5
	OR	
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 (61.5)

(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 Electives	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

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.)

Intelligence Management, BS

The Bachelor's Degree in Intelligence Management is earned by satisfactory completion of an online program equivalent to two years of full time upper division study. The program introduces the student to the basic concepts of intelligence gathering and analysis. The student will begin to understand how intelligence manifests itself in many ways, requiring an astute and open mind to determine how to analyze and understand what and where intelligence can be found as well as how it can be used. This program also provides a basis for the student's study at more advanced levels. All courses are four and a half quarter units unless otherwise noted.

Program Learning Outcomes

Graduates of this degree-completion program will be able to do the following:

- IM-PLO B1: Identify, describe and critically evaluate information sources and applicable intelligence technologies
- IM-PLO B2: Appraise contemporary and emergent threats, challenges and issues within a sphere of the security industry such as business, law enforcement, homeland security, national security or regional studies.
- IM-PLO B3: Analyze intelligence issues or challenges
- IM-PLO B4: Demonstrate the ability to work collaboratively in diverse groups and to identify and apply professional ethics to the intelligence field.
- IM-PLO B5: Develop general professional written and oral reports and presentations that are relevant to security industry decision-makers.

Intelligence Management: Bachelor of Science

180 Credits

Major Core (18)

*Students must fulfill 45 quarter units or more before taking the following Intelligence Management Major Core coursework below:

INT300	Fundamentals of Intelligence	4.5
INT390	Covert Action	4.5
INT400	Counterintelligence	4.5
INT476	Intelligence Collection	4.5

Major Support Core (13.5)

Choose any three courses

ECN400	Underground Economies	4.5
INT320	Propaganda and Disinformation	4.5
INT360	World Intelligence Agencies	4.5
INT410	Weapons Systems	4.5
INT440	Technical Surveillance	4.5
INT445	Operational Security	4.5
INT460	Clandestine and Secure Communications	4.5
INT477	Collection Management	4.5
MGT360	Information Security	4.5

Must take all major core courses before enrolling in any of the major support core courses below.

Open Electives (27)

Choose any six courses.

Students may also include any course from support core courses if not previously taken as a major support core course.

ENG340	Effective Report Writing	4.5
HIST350	Strategy and Tactics	4.5
HIST375	History of Executive/Dignitary Protection	4.5
HIST430	Religious Extremism	4.5
INT320	Propaganda and Disinformation	4.5
INT415	Chemical, Biological, Radiological and Nuclear Weapons	4.5
MGT344	Protective Security Law	4.5
MGT360	Information Security	4.5
MGT375	Workplace Violence, Workplace Security	4.5
MGT380	Conflict Resolution	4.5
MGT405	Consequence Management	4.5
PRO398	Fundamentals of Threat Assessment	4.5
PRO422	Building Security	4.5
PRO430	Travel and Hospitals	4.5
PRO432	Principal's Office and Residence	4.5
PRO433	Off-site Visits	4.5
PRO466	Advance Work	4.5
PRO494	Essentials of Executive Protection	4.5
PSY310	Psychology of Violence	4.5
PSY420	Psychology of Fear	4.5
SEC320	Foundations of the Security Industry	4.5
SEC326	Foundations of Vehicular Security	4.5
SEC366	Managing the Security Organization	4.5
SEC452	Infiltration Techniques	4.5
SEC486	Bomb Threat Management	4.5
SOC 385	Etiquette and Rapport	4.5
TCT306	Media and Terrorism	4.5
TCT390	Foundations of Terrorism	4.5
TCT396	Terrorist Techniques	4.5
TCT410	Lone Wolf Terrorism	4.5
TCT430	Ethno/Nationalist Terrorism	4.5
TCT431	Counterterrorism	4.5
TCT435	Terrorist Support Networks	4.5
TCT440	Islamism and Terrorism	4.5
INT511DC	Advanced Analytical Methods	4.5
INT535DC	Cover	4.5
INT551DC	Double Agents, Denial and Deception	4.5
SEC 522DC	Advanced Surveillance and Countersurveillance	4.5

* Students who do not have a 3.25 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, major support core, or open elective 500DC+ and 3000+ courses. Students must also maintain a grade of B or higher in all subsequent courses and complete the Master's application process.

Major Core Gen Ed (31.5)

*Students must fulfill 45 quarter units or more before taking the following Intelligence Management Major Core GEN ED coursework below:

ENG330	Writing for the Intelligence Professional	4.5
ENG390	Critical Thinking and Logic	4.5
HIST379	History of Intelligence, Part 1	4.5
HIST380	History of Intelligence, Part 2	4.5
INT310	Fundamentals of Analysis	4.5
INT315	Open Source Research	4.5
PHIL400	Ethics of Security and Counterterrorism	4.5

General Education Core (90)

Communications

EN1150	Composition I	4.5
EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5
ENG330	Writing for the Intelligence Professional	4.5
	OR	
ENG340	Effective Report Writing	4.5

Mathematics

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	9

Science

SC	Science Electives	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
	OR	
100/1000+	Electives	9
CS2080	Career Management	3

Gen Ed Electives

300/3000=	Electives	9

Gen ED or Open Electives

	Gen ED or Open Electives	13.5
1900-4990	Special Topics	1.5

Intelligence Management: Bachelor of Science Degree Completion Program

Student must complete the Major Core, Major Support Core, Open Electives, and Major Core Gen Ed sections

above. Some students may have additional general education courses to complete, depending on the number of credits transferred into the degree program.

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

Nuclear Enterprise Studies, BS

The Bachelor of Science in Nuclear Enterprise Security/Studies is earned by satisfactory completion of program equivalent to two years of full time upper division study. The Bachelor of Science in Nuclear Enterprise Security/Studies program is designed for professionals within the Nation's nuclear enterprise responsible for maintaining a safe, reliable, and credible nuclear deterrent and a robust incident response capability. The program increases the student's knowledge of the fundamentals of security, deterrence policies, the nuclear enterprise, and nuclear and radiological event operations.

All courses are four and a half quarter units unless otherwise noted.

Program Learning Outcomes

Graduates of this degree-completion program will be able to do the following:

- NES-PLO B1: Assess information sources in the nuclear enterprise and strategic security domains
- NES-PLO B2: Apply analytical, quantitative reasoning, and problem-solving skills to assess options for preventive, deterrent and response actions related to nuclear and radiological subjects
- NES-PLO B3: Appraise issues of strategic security in the nuclear enterprise using critical thinking and nuclear and radiological subject matter expertise.
- NES-PLO B4: Demonstrate the ability to apply ethical and civic-minded approaches to challenges within the nuclear enterprise and strategic security environment.
- NES-PLO B5: Communicate clearly and effectively in a variety of mediums to nuclear enterprise stakeholders.

Nuclear Enterprise Security/Studies: Bachelor of Science

180 Credits

Major Core (27)

*Students must fulfill 45 quarter units or more before taking the following Nuclear Enterprise Security/Studies Major Core coursework below:

INT415	Chemical, Biological, Radiological and Nuclear Weapons	4.5
MGT405	Consequence Management	4.5
PRO398	Fundamentals of Threat Assessment	4.5
SEC320	Foundations of the Security Industry	4.5
SEC486	Bomb Threat Management	4.5
TCT390	Foundations of Terrorism	4.5

Major Support Core (13.5)

Choose any three courses (13.5 quarter units) from Defense Threat Reduction Agency's Defense Nuclear Weapons School (Agreement #11-043) selection below. DNWS Numbers do not equate to lower and upper division. All courses are 4.5 Quarter Units Upper Division unless otherwise noted:

DNWS CM101	Geospatial Intelligence for Consequence Assessment (GACA)	4.5
DNWS CM120	Hazard Prediction and Assessment Capability Level 1 (HPAC-1)	4.5
DNWS CM130	Joint Effects Model Operator Course (JEM)	4.5
DNWS CM150	Hazard Prediction and Assessment Capability Level 2-Chemical, Biological, Radiological (HPAC-2-CBR)	4.5
DNWS CM151	Hazard Prediction and Assessment Capability Level 2-Nuclear (HPAC-2-N)	4.5
DNWS CM160	Integrated Munitions Effects Assessment- Level 1 (IMEA-1)	4.5
DNWS CM170	Vulnerability Assessment Protection Options Level 1 (VAPO-1)	4.5
DNWS CM180	Integrated Munitions Effects Assessment- Level 2-Conventional (IMEA-2-C)	4.5
DNWS CM181	Integrated Munitions Effects Assessment- Level 2-Nuclear (IMEA-2-N)	4.5
DNWS CM190	Vulnerability Assessment Protection Options Level 2 (VAPO-2)	4.5
DNWS CM260	Integrated Weapons of Mass Destruction Toolset-Consequence Assessment (IWMDT-CA)	4.5
DNWS CM270	Advanced System Survivability Integrated Simulation Toolkit (ASSIST)	4.5
DNWS CM04	Joint Countering Weapons of Mass Destruction Planning Course (JCPC)	4.5
DNWS NR101	Nuclear Emergency Team Operations (NETOPS)	9
DNWS NR200	Applied Radiological Techniques Level 1 (ARRT-1)	3
DNWS NR201	Advanced Diagnostic Training (ADT-2)	4.5
DNWS NR250	Joint Nuclear Explosive Ordnance Disposal (JNEODC)	4.5
DNWS NR401	Applied Radiological Techniques Level 2 (ARRT-2)	4.5
DNWS NW110	Nuclear Weapons Orientation Course (NWOC)	4.5
DNWS NW120	Nuclear Weapons Technical Inspectors Course (NWTIC)	4.5

DNWS NW305	Theater Nuclear Operations Course (TNOC)	4.5
DNWS NW401	Nuclear Policy (NUCPOL)	4.5
DNWS R021	Geospatial Intelligence for Consequence Assessment -Level 2 (GACA-2)	4.5

Must take all major core courses before enrolling in any of the major support core courses below.

Open Electives (27)

Choose any six courses.

Students may also include any course from support core courses if not previously taken as a major support core course.

INT315	Open Source Research	4.5
INT410	Weapons Systems	4.5
INT445	Operational Security	4.5
MGT360	Information Security	4.5
MGT380	Conflict Resolution	4.5
MGT405	Consequence Management	4.5
TCT396	Terrorist Techniques	4.5
TCT410	Lone Wolf Terrorism	4.5
TCT430	Ethno/Nationalist Terrorism	4.5
TCT431	Counterterrorism	4.5
TCT435	Terrorist Support Networks	4.5
TCT440	Islamism and Terrorism	4.5

* Students who do not have a 3.25 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, major support core, or open elective 500DC+ and 3000+ courses. Students must also maintain a grade of B or higher in all subsequent courses and complete the Master's application process.

Major Gen Ed Core (22.5)

*Students must fulfill 45 quarter units or more before taking the following Nuclear Enterprise Security/Studies Major Gen Ed Core coursework below:

ENG340	Effective Report Writing	4.5
ENG390	Critical Thinking and Logic	4.5
HIST350	Strategy and Tactics	4.5
INT310	Fundamentals of Analysis	4.5
PHIL400	Ethics of Security and Counterterrorism	4.5

General Education Core (90)

Communications

EN1150	Composition I	4.5
EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5
ENG330	Writing for the Intelligence Professional	4.5
	OR	
ENG340	Effective Report Writing	4.5

Mathematics

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	9

Science

SC	Science Electives	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
	OR	
100/1000+	Electives	9
CS2080	Career Management	3

Gen Ed Electives

300/3000=	Electives	9

Gen ED or Open Electives

	Gen ED or Open Electives	13.5
1900-4990	Special Topics	1.5

Nuclear Enterprise Security/Studies: Bachelor of Science Completion Program

Student must complete the Major Core, Major Support Core, Open Electives, and Major Core Gen Ed sections above. Some students may have additional general education courses to complete, depending on the number of credits transferred into the degree program.

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

Strategic Security and Protection Management, BS

The Bachelor's Degree in Strategic Security and Protection Management is earned by satisfactory completion of an online program equivalent to two years of full time upper division study. The program increases the student's knowledge of operations in the security industry and in providing protective services to clients, their property and/or their information. This program also provides a foundation for the student's study at more advanced levels in this field. All courses are four and a half quarter units unless otherwise noted.

Program Learning Outcomes

Graduates of this degree-completion program will be able to do the following:

- SSPM-PLO B1: Recognize various information sources in strategic security and their relationship to security operations.
- SSPM-PLO B2: Explain threat analysis and its technical, operational, and strategic aspects.
- SSPM-PLO B3: Appraise policies, reforms, and ethics through integrating information literacy competencies.
- SSPM- PLO- B4: Synthesize strategic leadership competencies through understandings of cases in the current security environment.
- SSPM- PLO - B5: Demonstrate the ability to communicate effectively in a variety of mediums to key stakeholders.

Strategic Security and Protection Management: Bachelor of Science

180 Credits

Major Core (31.5)

*Students must fulfill 45 quarter units or more before taking the following Strategic Security and Protection Management Major Core coursework below:

INT415	Chemical, Biological, Radiological and Nuclear Weapons	4.5
MGT344	Protective Security Law	4.5
PRO466	Advance Work	4.5
PRO494	Essentials of Executive Protection	4.5
SEC320	Foundations of the Security Industry	4.5
SEC366	Managing the Security Organization	4.5
TCT390	Foundations of Terrorism	4.5

Program Elective Courses (13.5)

Choose any three courses

COM401	Interviewing and Briefing/Debriefing	4.5
INT320	Propaganda and Disinformation	4.5
MGT360	Information Security	4.5
MGT375	Workplace Violence, Workplace Security	4.5
MGT380	Conflict Resolution	4.5
MGT405	Consequence Management	4.5
PRO398	Fundamentals of Threat Assessment	4.5
PRO422	Building Security	4.5
PRO430	Travel and Hospitals	4.5
PRO432	Principal's Office and Residence	4.5
PRO433	Off-site Visits	4.5
SEC326	Foundations of Vehicular Security	4.5
SEC452	Infiltration Techniques	4.5
SEC486	Bomb Threat Management	4.5

Must take all major core courses before enrolling in any of the major support core courses below.

Open Electives (27)

Choose any six courses.

Students may also include any course from support core courses if not previously taken as a major support core course.

ECN400	Underground Economies	4.5
ENG330	Writing for the Intelligence Professional	4.5
ENG390	Critical Thinking and Logic	4.5
HIST350	Strategy and Tactics	4.5
HIST379	History of Intelligence, Part 1	4.5
HIST380	History of Intelligence, Part 2	4.5
HIST430	Religious Extremism	4.5
INT300	Fundamentals of Intelligence	4.5
INT310	Fundamentals of Analysis	4.5
INT315	Open Source Research	4.5
INT360	World Intelligence Agencies	4.5
INT390	Covert Action	4.5
INT400	Counterintelligence	4.5
INT410	Weapons Systems	4.5
INT440	Technical Surveillance	4.5
INT445	Operational Security	4.5
INT460	Clandestine and Secure Communications	4.5
INT476	Intelligence Collection	4.5
INT477	Collection Management	4.5
PSY310	Psychology of Violence	4.5
PSY420	Psychology of Fear	4.5
TCT306	Media and Terrorism	4.5
TCT396	Terrorist Techniques	4.5
TCT410	Lone Wolf Terrorism	4.5
TCT430	Ethno/Nationalist Terrorism	4.5
TCT431	Counterterrorism	4.5
TCT435	Terrorist Support Networks	4.5
TCT440	Islamism and Terrorism	4.5
INT584DC	Area Studies Analysis	4.5
PRO500DC	Advanced Executive Protection	4.5
SEC 522DC	Advanced Surveillance and Countersurveillance	4.5
TCT600DC	Advanced Counterterrorism	4.5

* Students who do not have a 3.25 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, major support core, or open elective 500DC+ and 3000+ courses. Students must also maintain a grade of B or higher in all subsequent courses and complete the Master's application process.

Major Gen Ed Core (18)

*Students must fulfill 45 quarter units or more before taking the following Strategic Security and Protection Management Major Core GEN ED coursework below:

ENG340	Effective Report Writing	4.5
HIST375	History of Executive/Dignitary Protection	4.5
PHIL400	Ethics of Security and Counterterrorism	4.5
SOC 385	Etiquette and Rapport	4.5

General Education Core (90)

Communications

EN1150	Composition I	4.5
EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5
ENG330	Writing for the Intelligence Professional	4.5
	OR	
ENG340	Effective Report Writing	4.5

Mathematics

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	9

Science

SC	Science Electives	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
	OR	
100/1000+	Electives	9
CS2080	Career Management	3

Gen Ed Electives

300/3000=	Electives	9

Gen ED or Open Electives

	Gen ED or Open Electives	13.5
1900-4990	Special Topics	1.5

Strategic Security and Protection Management: Bachelor of Science Degree Completion Program

Student must complete the Major Core, Major Support Core, Open Electives, and Major Core Gen Ed sections above. Some students may have additional general education courses to complete, depending on the number of credits transferred into the degree program.

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

Terrorism and Counterterrorism Studies, BS

The Bachelor's Degree in Terrorism and Counterterrorism Studies is earned by satisfactory completion of an online program equivalent to two years of full time upper division study. The program introduces the student to the basic concepts of terrorism and counterterrorism. Instructors emphasize the importance of understanding extremist, terrorists groups and their operations. This degree also provides training in counterterrorism research, analysis, and operations, focusing on analytical rigor, contingency planning, and proactive security measures. All courses are four and a half quarter units unless otherwise noted.

Program Learning Outcomes

Graduates of this degree-completion program will be able to do the following:

- TCT-PLO B1: Formulate, conduct, and present basic research skills in the field of terrorism and counterterrorism.
- TCT-PLO B2: Analyze and evaluate sources, assets, events, and systems for potential risks in order to assess and refine contingency planning to include appropriate consequence management in the field of counterterrorism.
- TCT-PLO B3: Integrate the general workings and issues of the counterterrorism profession through intellectual inquiry and critical thinking.
- TCT-PLO B4: Demonstrate the ability to lead and manage across settings unique to the counterterrorism field in an ethical and professional manner.
- TCT-PLO B5: Express ideas and concepts clearly through oral and written communication that informs, enlightens, and persuades those they serve in the counterterrorism field.

Terrorism and Counterterrorism Studies: Bachelor of Science

180 Credits

Major Core (31.5)

*Students must fulfill 45 quarter units or more before taking the following Terrorism and Counterterrorism Studies Major Core coursework below:

INT300	Fundamentals of Intelligence	4.5
INT315	Open Source Research	4.5
INT415	Chemical, Biological, Radiological and Nuclear Weapons	4.5
PRO398	Fundamentals of Threat Assessment	4.5
TCT390	Foundations of Terrorism	4.5
TCT396	Terrorist Techniques	4.5
TCT431	Counterterrorism	4.5

Major Support Core (13.5)

Choose any three courses

HIST350	Strategy and Tactics	4.5
PSY420	Psychology of Fear	4.5
TCT306	Media and Terrorism	4.5

TCT410	Lone Wolf Terrorism	4.5
TCT430	Ethno/Nationalist Terrorism	4.5
TCT435	Terrorist Support Networks	4.5
TCT440	Islamism and Terrorism	4.5

Must take all major core courses before enrolling in any of the major support core courses below.

Open Electives (27)

Choose any six courses.

Students may also include any course from support core courses if not previously taken as a major support core course.

ECN400	Underground Economies	4.5
ENG330	Writing for the Intelligence Professional	4.5
ENG390	Critical Thinking and Logic	4.5
HIST375	History of Executive/Dignitary Protection	4.5
HIST379	History of Intelligence, Part 1	4.5
HIST380	History of Intelligence, Part 2	4.5
INT310	Fundamentals of Analysis	4.5
INT320	Propaganda and Disinformation	4.5
INT360	World Intelligence Agencies	4.5
INT390	Covert Action	4.5
INT400	Counterintelligence	4.5
INT410	Weapons Systems	4.5
INT440	Technical Surveillance	4.5
INT445	Operational Security	4.5
INT460	Clandestine and Secure Communications	4.5
INT476	Intelligence Collection	4.5
INT477	Collection Management	4.5
MGT344	Protective Security Law	4.5
MGT360	Information Security	4.5
MGT375	Workplace Violence, Workplace Security	4.5
MGT380	Conflict Resolution	4.5
MGT405	Consequence Management	4.5
PRO422	Building Security	4.5
PRO430	Travel and Hospitals	4.5
PRO432	Principal's Office and Residence	4.5
PRO433	Off-site Visits	4.5
PRO466	Advance Work	4.5
PRO494	Essentials of Executive Protection	4.5
SEC320	Foundations of the Security Industry	4.5
SEC326	Foundations of Vehicular Security	4.5
SEC366	Managing the Security Organization	4.5
SEC452	Infiltration Techniques	4.5
SEC486	Bomb Threat Management	4.5
SOC 385	Etiquette and Rapport	4.5
INT525DC	Advanced Counterterrorism Analysis	4.5
SEC 522DC	Advanced Surveillance and Countersurveillance	4.5
TCT517DC	WMD Terrorism	4.5
TCT600DC	Advanced Counterterrorism	4.5

* Students who do not have a 3.25 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, major support core, or open elective 500DC+ and 3000+ courses. Students must also maintain a grade of B or higher in all subsequent courses and complete the Master's application process.

Major Gen Ed Core (18)

*Students must fulfill 45 quarter units or more before taking the following Terrorism and Counterterrorism Studies Major Core coursework below:

ENG340	Effective Report Writing	4.5
HIST430	Religious Extremism	4.5
PHIL400	Ethics of Security and Counterterrorism	4.5
PSY310	Psychology of Violence	4.5

General Education Core (90)

Communications

EN1150	Composition I	4.5
EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5
ENG330	Writing for the Intelligence Professional	4.5
	OR	
ENG340	Effective Report Writing	4.5

Mathematics

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	9

Science

SC	Science Electives	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
	OR	
100/1000+	Electives	9
CS2080	Career Management	3

Gen Ed Electives

300/3000=	Electives	9

Gen ED or Open Electives

	Gen ED or Open Electives	13.5
1900-4990	Special Topics	1.5

Terrorism and Counterterrorism Studies: Bachelor of Science Degree Completion Program

Student must complete the Major Core, Major Support Core, Open Electives, and Major Core Gen Ed sections above. Some students may have additional general education courses to complete, depending on the number of credits transferred into the degree program.

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

CERTIFICATE PROGRAMS

Admission Requirements – *see Admissions Section*

Graduation Requirements

Successful completion of all certificate courses.

A minimum CGPA 2.0/4.0 scale in 300 and 400 level courses completed from this University. A minimum CGPA 3.0/4.0 scale in 500 and 600 level courses completed from this University. Payment of all financial obligations to the school.

Program Length 200 and 300 Level Courses

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

Program Length 400 and 500 Level Courses

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

Maximum Full Time Student Load

Students enrolled in the certificate programs may take up to 18 quarter units per ten-week period without prior approval of the associate dean.

Certificate Awarded

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

COUNTERTERRORISM

Entry-Level Certificate in Counterterrorism

This entry-level certificate is designed to give the professional in the Counterterrorism field or the student who is considering getting in the field, more comprehensive knowledge of key definitional and conceptual issues to describe terrorists (including the sociological and psychological characteristics of both leaders and members) and identify their methods, including organizational structures, target selection criteria, operational tradecraft, weaponry, etc. This program examines the strategies, tactics, and techniques used to combat terrorism and will teach students to distinguish conceptually between defensive "anti-terrorism" approaches and offensive "counterterrorism" approaches. Students will learn to recognize and describe the securing of financing and weaponry, the criteria used for target selection (symbolic or representative nature, functional importance, and vulnerability), the preliminary surveillance of targets, the role played by the group's active and passive supporters (front groups, etc.), the exploitation of the media and post-facto claiming of responsibility, the avoidance of security force dragnets, and how terrorists react to and prosper from the action's fallout. And most importantly, students are given ample hands-on opportunity to learn, develop, and hone practical report-writing skills used throughout the intelligence community.

Outcomes:

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

- Distinguish the different types of terrorist motivations including left-wing, right-wing, ethno-nationalist, and religious.
- Differentiate terrorism from other forms of violence including political violence, guerilla warfare, insurgency, civil war, unconventional warfare, and crime.
- Describe the historical foundations of terrorism and apply them to modern threats.
- Distinguish between the various methods and philosophies of international counterterrorism.
- Adopt the mindset of a terrorist and engage in an extended revolutionary campaign.
- Demonstrate and hone practical report-writing skills used throughout the intelligence community.
- Identify non-traditional forms of terror (e.g., narco-terror).
- Recognize the political and psychological context in which terrorist techniques take place.
- Distinguish between clandestine and semi-clandestine operations.

Counterterrorism: Entry Level Certificate

18 Credits

Counterterrorism Required Courses (18)

ENG330	Writing for the Intelligence Professional	4.5
TCT390	Foundations of Terrorism	4.5
TCT396	Terrorist Techniques	4.5
TCT431	Counterterrorism	4.5

INTELLIGENCE

Entry-Level Certificate in Intelligence Analysis

This entry-level certificate is designed to give the professional in the intelligence analysis field or the student who is considering getting in the field, a more comprehensive understanding of how to employ sound critical thinking when examining and assessing the validity of various arguments and the value of diverse sources of information. Students will learn various techniques for analyzing raw intelligence, evaluating source credibility, distinguishing "signal" from "noise," and testing hypotheses. Finally, students will learn to apply principles of sound research and evaluation to a wide spectrum of source materials, to identify and describe their strengths and weaknesses, and to interpret the material obtained from them properly, while keeping potentially large amounts of information organized and accessible.

Outcomes:

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

- Demonstrate a systematic approach to critical thinking and explain its concepts and governing rules with regard to the context in which thinking occurs.
- Distinguish between good and bad arguments.
- Distinguish the differences, and similarities, between intelligence writing and writing in other intellectual professions.
- Describe the various audiences for which intelligence professionals write and orally present, and the special demands and requirements of each.
- Demonstrate a solid understanding of the intelligence analysis process in order to successfully apply it in various intelligence production projects.
- Demonstrate Open Source Intelligence methods via field exercises.
- Demonstrate fluency in navigating Open Source Intelligence resources.
- Discuss the value and importance of Open Source Intelligence as it relates to both Foreign National Intelligence and Domestic Intelligence.

Intelligence Analysis: Entry Level Certificate

18 Credits

Intelligence Analysis Required Courses (18)

ENG330	Writing for the Intelligence Professional	4.5
ENG390	Critical Thinking and Logic	4.5
INT310	Fundamentals of Analysis	4.5
INT315	Open Source Research	4.5

Certificate in Intelligence Collection

This Certificate is designed to give the professional in the intelligence collection field or the student who is considering getting in the field, a more comprehensive knowledge of the overt and covert intelligence requirements and reporting, intelligence-specific vocabulary, and the breadth and complexity of the U.S. Intelligence Community today. This certificate provides the student with an overview of surveillance, including the background and history of contemporary surveillance devices, proper procedures for using surveillance devices for intelligence gathering, and basic use of surveillance. Students will learn to apply principles of sound research and evaluation to a wide spectrum of source materials, to identify and describe their strengths and weaknesses, and to interpret the material obtained from them properly, while keeping potentially large amounts of information organized and accessible. And finally, students will learn to explain the differences between interrogation and elicitation and to conduct effective debriefing, cross examination, and related questioning skills.

Outcomes:

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

- Develop an understanding of the role of intelligence analysis, and intelligence products, customers, etc.
- Differentiate positive intelligence collection from counterintelligence and the security of information.
- Examine the effects of surveillance and its importance to the intelligence community.
- Describe basic uses of surveillance.
- Describe and implement surveillance techniques.
- Demonstrate Open Source Intelligence methods via field exercises.
- Discuss the difference between interview and interrogation and a general overview of the process.
- Discuss the principles of the interpretation of verbal and nonverbal behavior.
- Discuss the significance of choosing the right approach, as well as preparation and strategy.

Intelligence Collection: Certificate

18 credits

Intelligence Collection Required Courses (18)

COM401	Interviewing and Briefing/Debriefing	4.5
INT300	Fundamentals of Intelligence	4.5
INT315	Open Source Research	4.5
INT476	Intelligence Collection	4.5

Certificate in Intelligence Collection and Analysis

This Certificate is designed to give the professional in the intelligence collection field or the student who is considering getting into the corporate, government or law enforcement security field, a fundamental knowledge of the processes for intelligence collection and of the information used for intelligence analysis. This certificate provides the student with an opportunity to practice intelligence collection skills while navigating various collection resources, including Open Source resources. Students will learn to refine their collection and analysis skills and apply them to real-world events. And, most importantly, students will demonstrate their ability to refine information into an intelligence product.

Outcomes:

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

- Identify the sources of the information used for intelligence analysis and evaluate the credibility and reliability of a source of information.
- Describe the factors that define business intelligence, competitive intelligence, criminal intelligence, military intelligence, and national intelligence.
- Define and discuss the intelligence cycle and the intelligence analysis process.
- Demonstrate the ability to refine information into an intelligence product.
- Define Open Source Intelligence as it relates to the Intelligence Cycle and National Intelligence Requirements.
- Demonstrate Open Source Intelligence methods via field exercises.
- Demonstrate fluency in navigating Open Source Intelligence resources.
- Assess which intelligence capabilities should be used in order to support specific mission sets in support to business, law enforcement, and military requirements.
- Evaluate where and how strategic security will evolve.
- Relate real-world collection requirements and events that professionals could be involved in collecting against, while at the same time understanding the legal constraints.
- Develop reports and presentations that demonstrate an ability to differentiate between the intelligence disciplines and their capabilities.

Intelligence Collection and Analysis: Certificate

13.5 credits

Intelligence Collection and Analysis Required Courses (13.5)

INT310	Fundamentals of Analysis	4.5
INT315	Open Source Research	4.5
INT476	Intelligence Collection	4.5

LANGUAGE CERTIFICATES

Language Certificates (in Arabic, Dari, Farsi, French, Hindi, Mandarin Chinese, Portuguese, Russian, or Spanish) are designed to provide knowledge of oral and written communication skills in the language to broaden students' understanding of the culture and study of regions in which the language is spoken. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields.

Outcomes:

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

- Employ applied technological skill and information literacy skills to apply knowledge of current events, cultural issues, and history of the country in which the language is spoken.
- Demonstrate ability to think critically and problem-solve in comprehending main ideas and some details of straightforward, well-organized texts; uncomplicated stories about current, past, and future events; some details in announcements; and main ideas and basic facts from short reports on radio or television.
- Apply knowledge of the language in comprehending and responding to information about straightforward, well-organized, and factual short news reports, biographical information, descriptions, simple technical material, and familiar people, places and events.
- Apply awareness of the cultures and societies associated with the regions in which the language is spoken.
- Communicate to converse about familiar topics, interview an employee, arrange for job-related services (salary, qualifications, hours, specific duties), give and take simple phone messages, leave voicemail, report facts from television, radio, or newspaper, discuss a trip, and converse about an everyday past or upcoming event.

Arabic Certificate

Requirements

Courses (18)

ARA101	Beginning Arabic, Part 1	4.5
ARA102	Beginning Arabic, Part 2	4.5

ARA201	Intermediate Arabic, Part 1	4.5
ARA202	Intermediate Arabic, Part 2	4.5

Dari Certificate

Requirements

Courses (18)

DARI101	Beginning Dari, Part 1	4.5
DARI102	Beginning Dari, Part 2	4.5
DARI201	Intermediate Dari, Part 1	4.5
DARI202	Intermediate Dari, Part 2	4.5

Farsi Certificate

Requirements

Courses (18)

FRSI101	Beginning Farsi, Part 1	4.5
FRSI102	Beginning Farsi, Part 2	4.5
FRSI201	Intermediate Farsi, Part 1	4.5
FRSI202	Intermediate Farsi, Part 2	4.5

French Certificate

Requirements

Courses (18)

FREN101	Beginning French, Part 1	4.5
FREN102	Beginning French, Part 2	4.5
FREN201	Intermediate French, Part 1	4.5
FREN202	Intermediate French, Part 2	4.5

Hindi Certificate

Requirements

Courses (18)

HIND101	Beginning Hindi, Part 1	4.5
HIND102	Beginning Hindi, Part 2	4.5
HIND201	Intermediate Hindi, Part 1	4.5
HIND202	Intermediate Hindi, Part 2	4.5

Mandarin Chinese Certificate

Requirements

Courses (18)

CHN101	Beginning Mandarin Chinese, Part 1	4.5
CHN102	Beginning Mandarin Chinese, Part 2	4.5
CHN201	Intermediate Mandarin Chinese, Part 1	4.5
CHN202	Intermediate Mandarin Chinese, Part 2	4.5

Portuguese Certificate

Requirements

Courses (18)

PORT101	Beginning Portuguese, Part 1	4.5
PORT102	Beginning Portuguese, Part 2	4.5
PORT201	Intermediate Portuguese, Part 1	4.5
PORT202	Intermediate Portuguese, Part 2	4.5

Russian Certificate

Requirements

Courses (18)

RUSS101	Beginning Russian, Part 1	4.5
RUSS102	Beginning Russian, Part 2	4.5
RUSS201	Intermediate Russian, Part 1	4.5
RUSS202	Intermediate Russian, Part 2	4.5

Spanish Certificate

Requirements

Courses (18)

SPAN101	Beginning Spanish, Part 1	4.5
SPAN102	Beginning Spanish, Part 2	4.5
SPAN201	Intermediate Spanish, Part 1	4.5
SPAN202	Intermediate Spanish, Part 2	4.5

Urdu Certificate

Requirements

Courses (18)

URDU101	Beginning Urdu, Part 1	4.5
URDU102	Beginning Urdu, Part 2	4.5
URDU201	Intermediate Urdu, Part 1	4.5
URDU202	Intermediate Urdu, Part 2	4.5

NUCLEAR-RELATED CERTIFICATES

Henley-Putnam School of Strategic Security offers these certificates as evidence of education and professional competence. Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches many of the courses. The DNWS has a unique history as a nuclear weapons training school since 1947 and operates the only radiological training sites within the Department of Defense. These training sites, thorium-seeded fields, provide a realistic environment for students to apply classroom knowledge in a radiological environment. Students wear the proper personal protective gear to use sensitive radioactivity detection and monitoring instruments in complex scenarios with seeded-radioactive sources in the air, soil, railroad cars, shipping containers, and wrecked aircraft. Courses may be subject to particular admissions criteria, including verification of student prerequisite qualifications, professional position and educational requirement, valid security clearance with special access, and military service/organizational quotas.

Certificate in Applied Radiologic Response Techniques

Applied Radiological Response certification is the practical application of the necessary skills for an initial

evaluation of a radiological incident / accident environment. Students will apply the basic theory of radiation sciences and concepts of radiological response focusing on applied radiological problem-solving methods in both classroom and controlled environment actual hands-on radiological experiences and interpretations of survey data.

Outcomes:

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

- Apply radiological problem-solving methods
- Demonstrate the use of writing skills essential to accurate and comprehensive generation of reports for fire, theft, threat, trespass, vandalism, assault, injury and other security-related incidents
- Apply the basic principles of military strategy and tactics and cite examples from the history and evolution of warfare
- Describe the characteristics of CBRN agents, delivery systems, and the psychological aspects of CBRN weapons
- Explain the strategic and tactical utility of each type of CBRN weapon in various kinds of conflict
- Synthesize and reflect upon knowledge gained upon certificate completion

Applied Radiologic Response Techniques

Applied Radiologic Response Techniques Required Courses (21)

DNWS NR401	Applied Radiological Techniques Level 2 (ARRT-2)	4.5
ENG340	Effective Report Writing	4.5
HIST350	Strategy and Tactics	4.5
INT415	Chemical, Biological, Radiological and Nuclear Weapons	4.5
SEC300	Certificate Portfolio	3

Certificate in Consequence Assessment - GEOINT

This certificate provides students with concepts and skills to analyze mass-casualty events using the ESRI ArcMap software in conjunction with DTRA hazard modeling tools. Students will apply learning within the context of model-ing, mapping, visualization, and consequence assessment using DTRA hazard modeling and assessment tools. Students will receive fundamentals to analyze raw data and model it so it can be used by the security industry and consequence managers.

Outcomes:

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

- Apply learning within the context of model¬ing, mapping, visualization, and consequence assessment using DTRA hazard modeling and assessment tools
- Analyze mass-casualty events using the ESRI ArcMap software in conjunction with DTRA hazard modeling tools
- Analyze raw intelligence
- Evaluate source credibility
- Construct consequence and contingency plans to meet both natural and man-made emergencies
- Describe the future of the industry and the role that client protective services will play as threats increase
- Synthesize and reflect upon knowledge gained upon certificate completion

Consequence Assessment - GEOINT

Consequence Assessment - GEOINT Required Courses (21)

DNWS CM101	Geospatial Intelligence for Consequence Assessment (GACA)	4.5
INT310	Fundamentals of Analysis	4.5
MGT405	Consequence Management	4.5
SEC300	Certificate Portfolio	3
SEC320	Foundations of the Security Industry	4.5
	OR	
300+	Strategic Security Elective	4.5

Certificate in Consequence Assessment - WMD

This certificate provides students with concepts and skills of consequence assessments of weapons of mass destruction. Students will achieve an initial level of competency in the modeling of hazard releases using the fundamentals of analysis. Students learn in a collaborative, Net-centric environment by recognizing the IWMDT toolset, understanding and applying graphical user interface operations, and implementing and assessing consequence assessment initiatives to meet the users' mission requirements.

Outcomes:

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

- Understand and apply graphical user interface operations
- Implement and assess consequence assessment initiatives to meet mission requirements
- Analyze raw intelligence
- Evaluate source credibility
- Construct consequence and contingency plans to meet both natural and man-made emergencies

- Describe the future of the industry and the role that client protective services will play as threats increase
- Synthesize and reflect upon knowledge gained upon certificate completion

Consequence Assessment - WMD

Consequence Assessment - WMD Required Courses (21)

DNWS CM260	Integrated Weapons of Mass Destruction Toolset-Consequence Assessment (IWMDT-CA)	4.5
INT310	Fundamentals of Analysis	4.5
MGT405	Consequence Management	4.5
SEC300	Certificate Portfolio	3
SEC320	Foundations of the Security Industry	4.5
	OR	
300+	Strategic Security Elective	4.5

Certificate in Consequence Modeling

This certificate provides students with advanced concepts and features concepts and basic skills of DTRA CBRNE hazard modeling in an integrated function-centric approach. Students will learn the basic concepts of radiation, radio communications, radio frequency, propagation, and optic modeling tools. Students will also get the basics skills to simulate and assess the effects of CBRN weapons strikes and incidents. Students will apply learning within the context of modeling, mapping, visualization, and consequence assessment using DTRA hazard modeling and assessment tools to gain an understanding of using overlay hazard areas on maps or common operations pictures and may receive in a class room environment be exposed to incident commander's CBRN decision-making.

Outcomes:

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

- Apply knowledge of basic concepts of radiation, radio communications, radio frequency (RF), propagation, and optics modeling tools in a hands on training environment (ASSIST); OR apply comprehensive hazard or risk assessment process (GACA); OR simulate and assess the effects of CBRN weapon strikes and incidents (JEM)
- Apply principles of research and evaluation to source materials, to identify, assess, and interpret them accurately
- Construct consequence and contingency plans to meet both natural and man-made emergencies
- Describe the future of the industry and the role that client protective services will play as threats increase
- Synthesize and reflect upon knowledge gained upon certificate completion

Consequence Modeling

Consequence Modeling Required Courses (21)

DNWS CM130	Joint Effects Model Operator Course (JEM)	4.5
	OR	
DNWS CM270	Advanced System Survivability Integrated Simulation Toolkit (ASSIST)	4.5
	OR	
DNWS R021	Geospatial Intelligence for Consequence Assessment -Level 2 (GACA-2)	4.5
INT315	Open Source Research	4.5
MGT405	Consequence Management	4.5
SEC300	Certificate Portfolio	3
SEC320	Foundations of the Security Industry	4.5

Certificate in Hazard Prediction and Assessment Capability (HPAC)-CBR

This certificate provides students with a higher level of proficiency in modeling and analysis of CBR hazard release using HPAC. Students will learn to apply and demonstrate HPAC source term functionality, computation methodologies, translating, and communicating results. The CBR modeling certificate is designed to recognize and document the completion of a comprehensive training program focused on specific hazard protection modeling tools. This certificate emphasizes the chemical, biological, and radiological aspects of this area and is designed to support Weapons of Mass Destruction Civil Support Teams (WMD-CSTs), Consequence Management Advisory Teams (CMAT); Combatant Commands, and DoD, federal, state, and local emergency managers and planners.

Outcomes:

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

- Apply and demonstrate HPAC source term functionality, computation, methodologies, translating, and communicating results
- Analyze raw intelligence
- Evaluate source credibility
- Recognize and analyze different classes, makes, and configurations of contemporary weapons
- Identify the existence and assess the magnitude of a threat is an essential skill in the fields of protection management, intelligence and counterterrorism
- Employ procedures for examining vulnerabilities to attack
- Evaluate the capabilities and motivation of potential attackers
- Synthesize and reflect upon knowledge gained upon certificate completion

Hazard Prediction and Assessment Capability (HPAC)-CBR

Hazard Prediction and Assessment Capability (HPAC)-CBR Required Courses (21)

DNWS	Hazard Prediction and Assessment	4.5
CM150	Capability Level 2-Chemical, Biological, Radiological (HPAC-2-CBR)	
INT310	Fundamentals of Analysis	4.5
INT410	Weapons Systems	4.5
	OR	
300+	Strategic Security Elective	4.5
PRO398	Fundamentals of Threat Assessment	4.5
SEC300	Certificate Portfolio	3

Certificate in Hazard Prediction and Assessment Capability (HPAC)-Nuclear

This certificate provides students with a higher level of proficiency in modeling and analysis of nuclear hazard release using HPAC. Students will learn to apply and demonstrate HPAC source term functionality, computation methodologies, translating, and communicating results. The nuclear modeling certificate is designed to recognize and document the completion of a comprehensive training program focused on specific hazard protection modeling tools. This certificate emphasizes the nuclear aspect of this area and is designed to support Weapons of Mass Destruction Civil Support Teams (WMD-CSTs), Consequence Management Advisory Teams (CMAT); Combatant Commands, and DoD, federal, state, and local emergency managers and planners.

Outcomes:

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

- Apply and demonstrate HPAC source term functionality, computation methodologies, translating, and communicating results
- Analyze raw intelligence
- Evaluate source credibility
- Recognize and analyze different classes, makes, and configurations of contemporary weapons
- Identify the existence and assess the magnitude of a threat is an essential skill in the fields of protection management, intelligence and counterterrorism
- Employ procedures for examining vulnerabilities to attack
- Evaluate the capabilities and motivation of potential attackers
- Synthesize and reflect upon knowledge gained upon certificate completion

Hazard Prediction and Assessment Capability (HPAC)-Nuclear

Hazard Prediction and Assessment Capability (HPAC)-Nuclear Required Courses (21)

DNWS	Hazard Prediction and Assessment	4.5
CM151	Capability Level 2-Nuclear (HPAC-2-N)	
INT310	Fundamentals of Analysis	4.5
INT410	Weapons Systems	4.5
	OR	
300+	Strategic Security Elective	4.5
PRO398	Fundamentals of Threat Assessment	4.5
SEC300	Certificate Portfolio	3

Certificate in Integrated Munitions Effects Assessment - Conventional

This certificate provides students with concepts and skills of integrated munitions effects assessments of a conventional strike. Students will obtain target models, create attack plans, and analyze and interpret results. Students will apply learning within the context of modeling, mapping, visualization, and consequence assessment using DTRA hazard modeling and assessment tools. Students will acquire initial and advanced skills in the application of integrated munitions effects assessments to conventional strike capabilities and limitations and an initial level of competency in modeling of conventional munitions hazard releases. Students will learn in a collaborative, Net-centric environment, understanding and applying graphical interface operations, and implementing and analyzing consequence assessments.

Outcomes:

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

- Import and create target models
- Develop attack plans
- Assess consequence to WMD scenarios
- Analyze weapons' capability influence tactics by comparing and contrasting doctrine from witnessed employment
- Examine and recognize different classes, makes, and configurations of contemporary weapons
- Identify the issues that affect the determination of threat management policy
- Implement threat management policy
- Assess the nature of the threat terrorists pose to global security
- Synthesize and reflect upon knowledge gained upon certificate completion

Integrated Munitions Effects Assessment - Conventional

Integrated Munitions Effects Assessment - Conventional Required Courses (21)

DNWS	Integrated Munitions Effects	4.5
CM180	Assessment- Level 2-Conventional (IMEA-2-C)	
INT410	Weapons Systems	4.5
SEC300	Certificate Portfolio	3
SEC486	Bomb Threat Management	4.5
TCT390	Foundations of Terrorism	4.5
	OR	
300+	Strategic Security Elective	4.5

Certificate in Integrated Munitions Effects Assessment - Nuclear

This certificate provides students with concepts and skills of integrated munitions effects assessments of a nuclear strike. Students will obtain target models, create attack plans, and analyze and interpret results. Students will apply learning within the context of modeling, mapping, visualization, and consequence assessment using DTRA hazard modeling and assessment tools. Students will acquire initial and advanced skills in the application of integrated munitions effects assessments to nuclear strike capabilities and limitations and an initial level of competency in modeling of conventional munitions hazard releases. Students will learn in a collaborative, Net-centric environment, understanding and applying graphical interface operations, and implementing and analyzing consequence assessments.

Outcomes:

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

- Import and create target models
- Develop attack plans
- Assess consequence to WMD scenarios
- Analyze weapons' capability influence tactics by comparing and contrasting doctrine from witnessed employment
- Examine and recognize different classes, makes, and configurations of contemporary weapons
- Identify the issues that affect the determination of threat management policy
- Implement threat management policy
- Assess the nature of the threat terrorists pose to global security
- Synthesize and reflect upon knowledge gained upon certificate completion

Integrated Munitions Effects Assessment - Nuclear

Integrated Munitions Effects Assessment - Nuclear Required Courses (21)

DNWS	Integrated Munitions Effects	4.5
CM181	Assessment- Level 2-Nuclear (IMEA-2-N)	
INT410	Weapons Systems	4.5
SEC300	Certificate Portfolio	3
SEC486	Bomb Threat Management	4.5
TCT390	Foundations of Terrorism	4.5

Certificate in Nuclear Emergency Team Operations

This certificate is an exploration of the biological effects of radiation and concepts of radiological response related to nuclear emergencies. Students will focus on basic nuclear physics, response processes and capabilities, radiation detection equipment, contamination processes and procedures and command and control.

Outcomes:

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

- Understand and discuss weapons of mass destruction threat awareness, interagency policy, national response architecture, nuclear science, radiation detector theory, and crisis communications
- Describe the characteristics of CBRN agents, delivery systems, and the psychological aspects of CBRN weapons
- Explain the strategic and tactical utility of each type of CBRN weapon in various kinds of conflict
- Construct consequence and contingency plans to meet both natural and man-made emergencies
- Utilize knowledge of security organization management both in discussion and in providing protection for specific assets and activities
- Assess core competencies and interest in leading a security organization
- Synthesize and reflect upon knowledge gained upon certificate completion

Nuclear Emergency Team Operations

Nuclear Emergency Team Operations Required Courses (21)

DNWS NR130	Advanced Diagnostic Training 1 (ADT-1)	4.5
INT415	Chemical, Biological, Radiological and Nuclear Weapons	4.5
MGT405	Consequence Management	4.5
SEC300	Certificate Portfolio	3
SEC366	Managing the Security Organization	4.5

Certificate in Nuclear Weapons Operations and Policy

This certificate is an exploration of the biological effects of radiation and concepts of radiological response related to nuclear emergencies. Students will focus on basic nuclear physics, response processes and capabilities, radiation detection equipment, contamination processes and procedures and command and control.

Outcomes:

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

- Explain and discuss nuclear weapon capabilities, and effects as well as U.S. nucle-ar policy, and joint nuclear doctrine (NW 305)
- Explain and discuss evolution of U.S. nuclear weapons policy, nuclear deterrence theory, applications of nuclear weapons within the instruments of national policy, factors influencing policy, foreign nation nuclear weapons drivers, and proliferation concerns (NW 401)
- Apply the basic principles of military strategy and tactics and cite examples from the history and evolution of warfare
- Describe the characteristics of CBRN agents, delivery systems, and the psychological aspects of CBRN weapons
- Explain the strategic and tactical utility of each type of CBRN weapon in various kinds of conflict
- Recognize the primary cause and dynamics of conflict and identify appropriate means of conflict resolution, mediation, negotiation, and basic diplomacy for a given situation
- Synthesize and reflect upon knowledge gained upon certificate completion

Nuclear Weapons Operations and Policy

Nuclear Weapons Operations and Policy Required Courses (21)

DNWS NW305	Theater Nuclear Operations Course (TNOC)	4.5
	OR	
DNWS NW401	Nuclear Policy (NUCPOL)	4.5
HIST350	Strategy and Tactics	4.5
INT415	Chemical, Biological, Radiological and Nuclear Weapons	4.5
MGT380	Conflict Resolution	4.5
	OR	
300+	Strategic Security Elective	4.5
SEC300	Certificate Portfolio	3

SECURITY

Entry-Level Certificate in Executive Protection

This entry-level certificate is designed to give the professional in the executive protection field or the student who is considering getting in the field, a firm understanding of why this career is more than just "body-guarding." Executive protection in today's world involves understanding the techniques necessary to prevent an incident, not just how to respond in time of danger. This certificate defines some of the most important issues that anyone in or considering the executive protection profession must consider in order to perform their job more effectively. Finally, this certificate will help facilitate the executive protection professional to better understand the value of advances as well as how to better recognize potential threats in order to implement effective defense measures.

Outcomes:

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

- Identify essential qualities the security professional, past and present, must possess to better achieve his/her mission.
- Discuss the future of executive/dignitary protection by examining the threat and the relatively inexpensive cost of protection through security contractors.
- Discuss a variety of facts about the means and methods of protecting a person(s).
- Describe various defensive tactics and self defense measures for the protective agent to utilize.
- Recognize the methods used to assess potential threats.
- Illustrate the different complexities associated with advance work.
- Describe the logistical considerations that are included in advance work.
- Discuss and evaluate ethical problem solving.
- Recognize how to apply critical elements of the advance when time is limited.
- Recognize the importance of comprehensive advance work and the role it plays in the overall relationship with the person being protected.

Executive Protection: Entry Level Certificate

18 credits

Executive Protection Required Courses (18)

HIST375	History of Executive/Dignitary Protection	4.5
PHIL400	Ethics of Security and Counterterrorism	4.5
PRO466	Advance Work	4.5

PRO494	Essentials of Executive Protection	4.5

Certificate in Physical Security and Risk Assessment

This Certificate is designed to give the professional in the Security field or the student who is considering getting into the corporate, government or law enforcement security field, a comprehensive knowledge of building, perimeter, and workplace security and skills to assess potential threats to these areas. Students taking this certificate will learn how to differentiate between safety and security. Students will develop understandings about how to detect the behavior traits that lead people to commit workplace violence while also developing understandings of how to prevent workplace violence. And finally, students will practice writing the relevant products related to the field.

Outcomes:

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

- Research, describe and articulate the practice of building security through planning and designing.
- Analyze the primary differences between safety and security, including the appropriate level of protection required and utilization of limited resources.
- Demonstrate understanding and application of the integration of security, safety, surveillance, intelligence and management (S3IM) in building security.
- Research and categorize the dynamics between an aggressor and a victim's personalities.
- Examine the role of security as it pertains to protecting individuals.
- Write and revise written products related to the fields of study.
- Assess any common behavioral traits that might exist in individuals who commit or attempt to commit acts of homicide as a means of revenge.
- Identify and synthesize specific policies and procedures that can help the employer prevent acts of revenge in the workplace.

Physical Security and Risk Assessment: Certificate

13.5 credits

Physical Security and Risk Assessment Required Courses (13.5)

MGT375	Workplace Violence, Workplace Security	4.5
PRO398	Fundamentals of Threat Assessment	4.5
PRO422	Building Security	4.5

Certificate in Security

This Certificate is designed to give the professional in the Security field or the student who is considering getting in the field, a more comprehensive knowledge of the security industry in the last half of the 20th century and an understanding of its scope and growth. Students will learn how to develop safe discipline and termination methods, the management of violent and potentially violent incidents, and the role of security personnel in their efforts to protect employees. Students taking this certificate will be able to identify the dangers and opportunities presented by information warfare. And most importantly, students are given ample hands-on opportunity to learn, develop, and hone practical report-writing skills used throughout the security community.

Outcomes:

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

- Apply the knowledge of the historical development of security to better understand the challenges of today and then be able to show how these historical developments can be utilized to predict the future.
- Discuss the myths and truths about the workplace violence "epidemic."
- Discuss concepts, principles and standards for designing and implementing secure operating systems and networked systems.
- Demonstrate practical report-writing skills used throughout the security community.
- View security as a discipline and thus show how to distinguish the differences between the roles of law enforcement and private security.
- Identify the concepts and methods of risk mitigation and security resources to then organize and manage a security function.
- Summarize where and how to access additional information about security practices, related trade or professional organizations, service and product providers, education, regulations and certifications.
- Identify and respond to internal, as well as external, threats they may encounter in a specific environment.
- List countermeasures for theft or compromise of information assets, terrorism potentials, as well as threats to executive personnel where consideration is given to executive protection.

Security: Certificate

18 credits

Security Required Courses (18)

ENG330	Writing for the Intelligence Professional	4.5
MGT360	Information Security	4.5

MGT375	Workplace Violence, Workplace Security	4.5
SEC320	Foundations of the Security Industry	4.5

Certificate in Security Management

This Certificate is designed to give the professional in the Security field or the student who is considering getting into the corporate, government or law enforcement security field, a more comprehensive knowledge of managing the security organization, including how to resolve issues around consequences and conflict. Students will learn how to identify types of conflict and resolve them safely and professionally. Students taking this certificate will be able to differentiate and understand how federal, state, local, and emergency assets interact so that in the case of a terrorist event, the student can discern the most appropriate and efficient response.

Outcomes:

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

- Conduct research that allows student to differentiate between the styles of communication typical in management settings.
- Differentiate between the causative factors of conflict and explain them.
- Identify, through independent research and discussion, how the effective use of the Department of Homeland Security can be used in pre-identification of a terrorist event or group.
- Identify, through independent research, the various elements of state, federal, and local emergency management systems to be used in the prevention of a terrorist attack.
- Outline how local, state, or emergency assets interact.
- Demonstrate effective written communication by creating an emergency management plan for a local event that details effective rapid deployment to a man-made WMD event.
- Explain how documents on the information age were so influential on security practices and apply that information to security settings.
- Examine workplace violence from a leadership perspective.

Certificate in Security Management

13.5 credits

Security Management Required Courses (13.5)

MGT380	Conflict Resolution	4.5
MGT405	Consequence Management	4.5
SEC366	Managing the Security Organization	4.5

SUSPENDED PROGRAMS

Aviation Management, BS – Sioux Falls location

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	4.5
	OR	
AM4010	Air Transportation System	4.5
AM6010	Aviation and Airport Security	4.5
	OR	
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, AM6015: 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 (18)

3000+	Elective	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 location.

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

(Course-by-course transfer)

General Education

	General Education Elective	4.5

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

Behavioral/Social Science

EC2050	Macroeconomics	4.5
EC2100	Microeconomics	4.5

(Course-by-course transfer)

General Education

CS2080	Career Management	3

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, BS, 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 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.

Student Learning Outcomes

- Apply the principal concepts, theories, practices, and interrelationships in management accounting, financial accounting, marketing, finance, and management.
- Apply concepts and principles related to the international dimensions of business.
- Apply decision-support tools to business decision making.
- Communicate effectively and in a professional manner.
- Analyze typical challenges that managers are likely to face and recommend solutions, using critical thinking skills and ethical decision making models.
- Apply concepts and principles in retail management.
- Apply concepts and principles related to the international dimensions of retail management.

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	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.

Retail Management Emphasis Core (27)

MG2100	Principles of Selling	4.5
MG2200	Principles of Retailing	4.5
MG3400	Visual Merchandising	4.5
MG3410	Store Management	4.5
MG3500/ PS3500	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 location.

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	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 location 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.)

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.

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
CI4121	Installation, Storage, and Compute with Windows Server	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, answers questions or resolves computer issues for clients in person, via telephone, email, or via instant messaging.

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
CI4121	Installation, Storage, and Compute with Windows Server	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 location 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 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 location 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 location 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 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.

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 communication 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 location 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 Business Administration 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, 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.

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.

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	4.5
	OR	
MT3050	Human Resource Management	4.5
MT3300	Supervision	4.5
MT4300	Management Across Cultures	4.5
MT4444	Management 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.

Emergency Medical Services Support Core (43.5)

(Students may transfer ACE credit based on MOS-68-W)

Open Electives (28.5)

MT6000DC+	Elective	
	OR	
	Elective	9
	Open Electives	19.5

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 (49.5)

(Available for block transfer)

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

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	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5
EN3050	Technical Communications	4.5

Mathematics

MA2000	Quantitative Reasoning	4.5
	OR	
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 location 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.)

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.

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/ PL3250	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.

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	4.5
	OR	
MT3000+	Elective	4.5
MT6300	Managing Human Resources	4.5
	OR	
MT3050	Human Resource Management	4.5
MT6570	International Business	4.5
	OR	
MT4300	Management Across Cultures	4.5
MT4723	Advanced Concepts in Sustainability	4.5
MT4818	Energy Management Capstone	1.5

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 location.

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 Electives	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 location 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.)

Information Technology, BS, Emphasis in Applications Development

This bachelor's degree program provides students with a well-rounded knowledge base and skill set in IT. In addition, this program provides more specialized knowledge and skills in the area of applications software development. Students will gain proficiency in the use of programming languages, knowledge of software security, and cloud applications.

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 (60)		
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
CI3070	Human-Computer Interaction - User-Centered Design	4.5
CI3140	Systems Architecture	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 (4.5)

MT1050	Introduction to Business	4.5

Applications Development Emphasis Core (36)

CI2035	Data Structures and Algorithms	4.5
CI2040	C# Programming	4.5
CI3065	Object-Oriented Programming and Design Patterns	4.5
CI3075	Intermediate C# Programming	4.5
CI3680	Java Programming	4.5
CI4340	Software Security	4.5
CI4355	Advanced C# Programming and Testing	4.5
CI4360	Cloud Application Development	4.5

Applications Development Emphasis Core Electives (9)

Choose two 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

Open Electives (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 location.

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	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 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 location 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 and secure data management in nearly every industry has never been greater. This program provides the skills required to develop and maintain secure and 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.

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 (60)

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
CI3070	Human-Computer Interaction - User-Centered Design	4.5
CI3140	Systems Architecture	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 (4.5)

MT1050	Introduction to Business	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	4.5
	OR	
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 location.

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	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 location 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, Game Software Development

This program provides students with a well-rounded knowledge base and skill set in IT. In addition, this program provides more specialized knowledge and skills in the exciting area of game software development. Students will learn software programming,

graphics programming, concepts related to artificial intelligence, and the general skill set needed for game software development and testing.

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 (60)

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
CI3070	Human-Computer Interaction - User-Centered Design	4.5
CI3140	Systems Architecture	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.

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 location.

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	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 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 location 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 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.

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 location.

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 location 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 need to understand computer technology and its impact upon modern business operations has never been greater. This IT bachelor's program with an emphasis in Management Information System will prepare you to be a computer technology manager. As a graduate, you will be qualified for positions such as systems analyst and computer and information systems manager.

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 (60)

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
CI3070	Human-Computer Interaction - User-Centered Design	4.5
CI3140	Systems Architecture	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 (4.5)

MT1050	Introduction to Business	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	4.5
	OR	
CI4000+	Elective	4.5
CI6615	Computer Forensics and Incident Handling	4.5
	OR	
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 location.

Communications		
EN1150	Composition I	4.5
Science		
SC	Science Electives	9
Humanities		
	Humanities Electives	9
Behavioral/Social Science		
	Behavioral/Social Science Electives	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 location 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 MCSA: Windows Server Exams.

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 (60)		
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
CI3070	Human-Computer Interaction - User-Centered Design	4.5
CI3140	Systems Architecture	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 (4.5)

MT1050	Introduction to Business	4.5

Network Management/Microsoft Emphasis Core (31.5)

CI3679	Windows Operating Systems and Server Administration Fundamentals	4.5
CI4121	Installation, Storage, and Compute with Windows Server	4.5
CI4131	Networking with Windows Server	4.5
CI4141	Identity with Windows Server	4.5
CI4291	Interconnecting Cisco Network Devices I	4.5
CI4292	Interconnecting Cisco Network Devices II	4.5
CI6605	Risk Assessment and Analysis	4.5
	OR	
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 location.

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	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 location 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 bachelor degrees, a wide range of job opportunities are available.

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 (60)

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
CI3070	Human-Computer Interaction - User-Centered Design	4.5
CI3140	Systems Architecture	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 (4.5)

MT1050	Introduction to Business	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 with PHP and MySQL	4.5
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 location.

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	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 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 location 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.)

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 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.

The Invasive Cardiovascular Technology Program at the Georgetown location is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Joint Review Committee on Cardiovascular Education (JRCCVT). Contact information for CAAHEP:
Commission on Accreditation of Allied Health Education Programs, 25400 US Highway 19 North, Suite 158 Clearwater, FL 33763. 727-210-2350
http://www.caahep.org

Graduates of the accredited National American University ICVT program are eligible to take the national certification examination for the Invasive Cardiovascular Technology which is administered by the Cardiovascular Credentialing International (CCI). After successful completion of the exam, the graduate will be a Registered Cardiovascular Invasive Specialist (RCIS). In addition, some states require licensure, which is generally based on the results of the RCIS certification exam and graduation from an accredited Cardiovascular Technology Program. A felony conviction may affect a graduate's ability to sit for the RCIS certification examination and obtain state licensure.

In order to graduate, a minimum 2.5 GPA is required overall and in the Cardiovascular Technology Core Curriculum. A minimum grade of "C" or higher is required in all designated professional courses.

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-five percent of the program 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 Assisting: Diploma

The Medical Assisting Diploma 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.

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: Diploma Requirements

59.5 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.

General Education Core (8)

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.

General Education

CS2086	Career Path Planning	2

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 Assisting, AAS

The 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.

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	4.5
	OR	
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	4.5
	OR	
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 Laboratory Technician, AAS

The 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 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. Medical Laboratory Technicians (MLTs) are health professions who work in medical 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 diagnoses, medical treatment, and to assist in advancing scientific knowledge.

NAU's MLT Program in Kansas City 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

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)

CL1000	Foundations of Medical Laboratory	3
CL1021	Specimen Collection and Processing	2
CL1055	Laboratory Operations	3
CL1115	Basic Immunology and Molecular Diagnostics 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
CL1195	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
CL2055	Clinical Chemistry II with Lab	3
CL2093	Clinical Internship I	7
CL2094	Clinical Internship II	7

CL1000, CL1021, CL1055, CL1115, CL1120, CL1130, CL1150, CL1170, CL1195, CL2010, CL2020, CL2030, CL2055: 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
SC1422	Microbiology with Lab	6

SC1232, SC1332, SC1354, SC1422: Professional courses (Minimum "C "grade required)

Mathematics

MA2000	Quantitative Reasoning	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.)

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.

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 (40.5)		
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
CI4121	Installation, Storage, and Compute with Windows Server	4.5
CI4131	Networking with Windows Server	4.5
CI4141	Identity with Windows Server	4.5
CI4291	Interconnecting Cisco Network Devices I	4.5
CI4292	Interconnecting Cisco Network Devices II	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.)

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 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 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 locations.

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 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 location.

*** 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

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
NS3346	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 location 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	4.5
	OR	
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

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 location 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 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
NS3346	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

NS3320D, NS3340D, NS3346D: The course delivery format may vary by location in order to meet the respective Board of Nursing requirements.

NS3321D, NS3325, NS3326D: LPN to RN transition course ONLY for LPNs bridging into BSN clinical core. A total of 19 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	4.5
	OR	
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.)

Online 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.
- 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 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.

Nursing Major Core (48)

(All of the following 48 credits must be earned at NAU.)

NS3026D	Concepts and Challenges in Professional Nursing	3
NS6125	Facilitating Health I: Health Assessment/Pathophysiology	4.5
	OR	
NS3050D	Pathophysiology in Practice	4
NS3225D	Nursing Theory and Healthcare Delivery Models	4
NS6115	Leadership in Health Care: A Collaborative Approach to Theory/Ethics/Health Policy	4.5
	OR	
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
NS6160	Technology Utilization in Advanced Nursing Roles	4.5
	OR	
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

NS6125, NS6115, NS6160: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credits may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses.

Support Core (4)

HA4050D	Healthcare Law	4

Nursing or Open Electives (62 credits)

NS4155D	Public Health and Community Nursing Clinical	2
	OR	
	Nursing Electives	
	OR	
	Open Electives	

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.

Minimum grade of "B" in NS6115, NS6125, & NS6160 for progression in the Online MSN program.

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.)

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-ground, and some in combined online/on-ground 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 locations.

Course availability is subject to minimum class size requirements.

In order to graduate, the student must maintain a 2.5 GPA, completing all courses with a minimum grade of "C" or higher.

The Occupational Therapy Assistant Program at Centennial and Independence 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

Effective April 1, 2017, ACOTE changed the accreditation status of the AAS OTA program offered at Independence to Probationary Accreditation for noncompliance with ACOTE Standard A.5.6. (certification exam pass rates). The program remains accredited and the university has been requested to submit a plan of correction to return to full compliance with the Standard. This change only affects the ACOTE accreditation of AAS OTA program offered at the Independence location.

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 (2015).

- 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

A 2.8 GPA with a grade of "C" or higher in Foundational Core courses is required for admission to the 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 Physiology II with Lab	6

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.)

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.

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

54 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

MA	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, 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. 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.

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.

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	4.5
	OR	
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	4.5
	OR	
EC2100	Microeconomics	4.5
FN3000	Business Finance I	4.5
MT1050	Introduction to Business	4.5
MG6500	Marketing Administration	4.5
	OR	
MG3000	Marketing	4.5
MT2050	Principles of Management	4.5

MT6300	Managing Human Resources	4.5
	OR	
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 location.

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

	Humanities Electives	9

Behavioral/Social Science

	Behavioral/Social Science Electives	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 location 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.)

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.

Course availability is subject to minimum class size requirements.

The programs offered at the Rapid City, Sioux Falls, and Roseville are separately approved by the American Bar Association (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/ SO1100	Introduction to Legal Principles	4.5
PL1150	Legal Research I	4.5
PL1350	Legal Research II	4.5
PL2150	Civil Procedure	4.5
PL2350	Criminal Procedure	4.5
PL2500/ EN2500/ 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
PL4600	CLA Review	4.5
PL	Paralegal Internship	2

PL1100, PL1150, PL1350, PL2150, PL2350, PL2500, PL3000, PL3050, 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.

Course availability is subject to minimum class size requirements.

The programs offered at the Rapid City, Sioux Falls, and Roseville are separately approved by the American Bar Association (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/ SO1100	Introduction to Legal Principles	4.5
PL1150	Legal Research I	4.5
PL1350	Legal Research II	4.5
PL2050	Torts	4.5
PL2100/ SO2120	Domestic Relations	4.5
PL2150	Civil Procedure	4.5
PL2350	Criminal Procedure	4.5
PL2500/ EN2500/ 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	4.5
	OR	
MT3230/ PL3230	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 location.

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 Electives	9
General Education		
	General Education Elective	9

(Course-by-course transfer)

Communications		
EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
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 location 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

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)

LA1150	Legal Research I	4.5
LA3100	Business Law I	4.5
PL1100/ SO 1100	Introduction to Legal Principles	4.5
PL2050	Torts	4.5
PL3500	Introduction to Contracts	4.5
PL2150	Civil Procedure	4.5
PL	Electives	9
PL4150	Practical Legal Investigation	4.5
	OR	
PL2800	Topics in Paralegal Studies	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	4.5
	OR	
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 location 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, BS

The professional legal studies bachelor of 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, 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
- PL4150 Practical Legal Investigation
- PL4200 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

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)

LA1150	Legal Research I	4.5
LA3100	Business Law I	4.5
LA4900	Professional Legal Studies Capstone	6
PL1100/ SO 1100	Introduction to Legal Principles	4.5
PL2050	Torts	4.5
PL2150	Civil Procedure	4.5
PL3400	Evidence/Exclusionary Rule	4.5
	OR	
CJ3400	Constitutional Law	4.5
PL3500	Introduction to Contracts	4.5
PL4250	Administrative Law	4.5
PL4350	Adversary System	4.5
PL	Electives	9
PL3000+	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 Electives	9

General Education

	General Education 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

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 location 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)

LA1150	Legal Research I	4.5
LA3100	Business Law I	4.5
LA4900	Professional Legal Studies Capstone	6
PL1100/ SO 1100	Introduction to Legal Principles	4.5
PL2050	Torts	4.5
PL2150	Civil Procedure	4.5
PL3400	Evidence/Exclusionary Rule	4.5
	OR	
CJ3400	Constitutional Law	4.5
PL3500	Introduction to Contracts	4.5
PL4250	Administrative Law	4.5
PL4350	Adversary System	4.5
PL	Elective	4.5
PL3000+	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 Electives	9

General Education

	General Education 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

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.)

Retail Management, AAS

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.

Course availability is subject to minimum class size requirements.

Student Learning Outcomes

Graduates of the program will:

- Apply the introductory concepts, basic theories, and fundamental practices in accounting, economics, marketing, and management.
- Use current technology and computer applications in support of business.
- Demonstrate effective communication skills.
- Apply basic theories and fundamental practices in retail management.

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
MG3410	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 location 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.)

Surgical Technology, AAS

The Associate of Applied Science 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.

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)

ST1000	Introduction to Surgical Technology	4.5
ST1050	Microbiology for the Surgical Technologist	2
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
ST2350	Surgical Technology Review Lab	1
ST2500	Surgical Technology Externship I	9
ST2510	Surgical Technology Externship II	9

ST1000, ST1050, ST1100, ST1200, ST2000, ST2100, ST2200, ST2350, ST2500, ST2510: Professional course (minimum "C" grade required) ***Professional courses may only be retaken once.***

General Education Core (42)

Communications

EN1150	Composition I	4.5

Science

NOTE: 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

SC1232, SC1332: 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 Surgical Technology Major Core. See the "Graduation Requirements" section of the catalog for additional requirements.

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

COURSE DESCRIPTIONS

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.

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.

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.

Prerequisite: AC1160.

AC1900-4990 - Special Topics in Accounting (1-4.5)

Topics will vary depending on the interests of the instructor and students.

AC2050 - Accounting Software Applications (4.5)

This course provides experience in establishing and using computer-based accounting systems for service and merchandising businesses.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Prerequisite: Senior status.

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.

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.

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.

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.

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.

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.

AM4010 - Air Transportation System (4.5)

The course will cover organization, inventory, warehousing, distributions, transportation methods, computerized problem solving and logistical economics.

Prerequisite: MT2050.

AM4015 - Airport Security (4.5)

The purpose of this course is to provide a basis for understanding airport security and safety operations, including risk management from a systems management approach. Students will learn to locate and document peer-reviewed research sources, utilizing electronic and print materials. Students will develop a written safety and security plan.

Prerequisite: EN1300 and MT2050.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

CI2180 - Veterinary Software Applications (2)

This course is designed to provide hands-on experience in veterinary software applications.

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 associated 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Prerequisite: CI2011.

CI3140 - Systems Architecture (4.5)

This course provides students with an introduction to the computer architecture and the factors influencing the design of software and hardware components. Topics include computer abstraction, instruction set, processor architecture, pipelining, memory hierarchy and parallel processors.

Prerequisite: CI1320.

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.

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.

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.

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.

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.

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.

Prerequisite: CI1420 or CI1423 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.

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."

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.

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.

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.

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 and responding to information security threats.

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.

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.

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.

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.

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.

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.

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.

Prerequisite: CI2211.

CI4121 - Installation, Storage, and Compute with Windows Server (4.5)

This course provides students with the knowledge and skills necessary to install and configure Microsoft Windows Server 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: 70-740 Installation, Storage, and Compute with Windows Server 2016.

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

Prerequisite: CI4119.

CI4131 - Networking with Windows Server (4.5)

This course is focused primarily on the networking features and their functionality that are available within Windows Server 2016. Skills covered include high-performance network features and functionality, DNS, DHCP, and IPAM implementations, remote access solutions such as VPN and Direct Access as well as DFS and BranchCache solutions and implementation of software-defined networking (SDN) solutions, such as Hyper-V Network Virtualization (HNV) and Network Controller. This course will help the student prepare for the following Microsoft exam: 70-741 Networking with Windows Server 2016.

Prerequisite: CI4121.

CI4141 - Identity with Windows Server (4.5)

This course addresses identity functionality in Windows Server 2016. Topics include the configuration of Active Directory Domain Services (AD DS), Active Directory Certificate Services (AD CS) functionality, and Active Directory Federations Services (AD FS). This course will help the student prepare for the following Microsoft exam: 70-742 Identity with Windows Server 2016.

Prerequisite: CI4131.

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.

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.

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.

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.

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.

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

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Prerequisite: CJ1000.

CJ1900-4900 - Special Topics in Criminal Justice (1-4.5)

Topics will vary depending on the interests of the instructor and students.

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.

Prerequisite: CJ1500.

CJ2140 - Crime Analysis (4.5)

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.

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.

Prerequisite: CJ1500.

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.

Prerequisite: CJ2200.

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 in the law enforcement and criminal justice professions.

CJ2280 - Communication for the Criminal Justice Professional (4.5)

This course will introduce the student to the specific writing and communication 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. Specific verbal communications covered include interviewing, preparation for and delivery of courtroom testimony, as well as other types of verbal statements which may be required in a criminal justice setting.

Prerequisite: EN1150 & EN1300.

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.

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.

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.

Prerequisite: CS1150 or placement recommendation.

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.

Prerequisite: CJ2100.

CJ3005 - Gangs in America (4.5)

Are you familiar with gang hand signs? What graffiti indicates the presence of gang activity? What gangs are likely to be involved in the distribution of narcotics? What are prison gangs and do they interact with street gangs? This course introduces the criminal justice student to the history and sociology of American street and prison gangs. The course explores the development of the first street gangs, prison gangs, and the growing phenomena of gang globalization. Students will learn the history and culture of these gangs and be better prepared to identify gang signs and behaviors.

Prerequisite: EN1300.

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: EN1000 or placement recommendation. .
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

Cross-Listed as: PL3020.

CJ3030 - Societal Influences: Hate Crimes and the Law (4.5)

This course explores the development of what has been categorized as “Hate Crimes” in our criminal justice system, often resulting in enhanced consequences to perpetrators upon conviction. Societal issues which foster Hate Crimes, and the lasting impact on victims and communities are explored. A discussion of proposed measures to end “Hate Crimes” and the effectiveness of

those measures are addressed. Caution: While a professional structure is provided, topics discussed in this course may include graphic details of crimes, as well as religious and political issues.

Prerequisite: CJ1000 and EN1150. Cross-Listed as: PL3030 .

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.

Prerequisite: CJ2100.

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.

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.

Prerequisite: CJ2100 and EN1300.

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.

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: EN1300 and 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.

Prerequisite: CJ1000.

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 usage, 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.

Prerequisite: CJ2100.

CJ4400 - Investigation of Sex Crimes (4.5)

This is an in-depth look at sex crimes. The content in the course may 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.

Prerequisite: CJ2250 or CJ3100.

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, in order 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.

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.

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.

Prerequisite: Sophomore status for AAS and Senior status for BS.

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 skills, and the enhancement of communications in criminal justice work.

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

CL1000 - Foundations of Medical Laboratory (3)

Students will explore basic concepts in the medical laboratory. Students will learn to use general laboratory equipment including: centrifuges, microscopes, pipettes, balance scales, spectrophotometers, and glassware. Safety regulations and procedures will be practiced during laboratory exercises. Each discipline of the medical laboratory will be introduced including; hematology, coagulation, immunology, immunohematology, urinalysis, chemistry, and microbiology.

CL1021 - Specimen Collection and Processing (2)

The collection of blood specimens by venipuncture, skin puncture, and arterial puncture is addressed in this course. Students will learn about pre-analytic 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 explain proper collection procedures to simulated patients. (1 hour lecture and 2 hours lab)

Prerequisite: CL1010 and SC1332.

CL1055 - Laboratory Operations (3)

Students will be introduced to federal regulations, government organizations, and laboratory professional organizations. The organization of the medical laboratory, educational requirements and duties are covered. General management theory, basic financial management, laboratory information systems, and patient safety will be discussed. Students will focus on quality control, quality assurance, and continuous quality improvement procedures and practices.

CL1115 - Basic Immunology and Molecular Diagnostics with Lab (3)

Students will examine the innate and adaptive branches of the immune system. Characteristics of antigens and immunoglobulins are emphasized, as well as cytokines and the complement system. Clinical findings, diagnosis, and monitoring of diseases and disorders involving the immune system and malignant tumors are discussed. Immunological and molecular test principles are explored. Serological procedures, including point-of-care testing, and serial dilutions with the associated calculations are performed in the laboratory.

Prerequisite: CL1000, CL1021, CL1055, and SC1332.

CL1120 - Hematology I with Lab (4)

Students will learn about the production, physiology, and function of red and white blood cells, platelets and hemoglobin. Anemias and other disease states are introduced, focusing on their classifications based on morphology and indices. Students will learn about blood coagulation and fibrinolysis. Students will perform basic hematology and coagulation laboratory procedures. (3 hours lecture, 2 hours lab per week)

Prerequisite: CL1000, CL1021, CL1055, 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)

Prerequisite: CL1000, CL1021, CL1055, 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)

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)

Prerequisite: CL1000, CL1055, SC1332, and SC1422.

CL1195 - Clinical Chemistry I with Lab (3)

Students will examine the role of the clinical laboratory in the diagnosis and treatment of diseases and disorders. The concepts of molarity and molality, principles of laboratory instrumentation, and automation in the medical laboratory will be covered. Enzyme and protein functions, diseases, disorders, and analyses will be discussed. Students will study the function and regulation of electrolytes and acid-base balance in the body. Clinical signs and symptoms of significant diseases and disorders are identified and linked to laboratory tests employed in the diagnosis of specific organ or system dysfunction.

Prerequisite: CL1000, CL1021, CL1055, SC1332, SC1356.

CL2010 - Hematology II with Lab (4)

Students will explore white blood cell, platelet, clotting, hemoglobin, and genetic RBC membrane disorders. Emphasis is placed on abnormal hematological conditions, such as leukemias, lymphomas, myeloproliferative, and myelodysplastic disorders. Students will examine normal and abnormal peripheral blood smears and differentials. The findings will be related to common hematological disease states. (3 hours lecture, 2 hours lab per week)

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)

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)

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)

Prerequisite: CL1190.

CL2055 - Clinical Chemistry II with Lab (3)

In the second course in the Clinical Chemistry series, students will continue to explore function, diseases, and disorders of chemistry analytes. Lipid and carbohydrate metabolism and function, related diseases and disorders will be discussed. Endocrine, digestive, cardiovascular, liver, renal, reproductive, musculoskeletal, and nervous system diseases and disorders and their related laboratory tests are covered.

Prerequisite: CL1195.

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)

Prerequisite: CL1000, CL1021, CL1055, CL1115, CL1120, CL1130, CL1150, CL1170, CL1195, CL2010, CL2020, CL2030, CL2055.

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)

Prerequisite: CL1000, CL1021, CL1055, CL1115, CL1120, CL1130, CL1150, CL1170, CL1195, CL2010, CL2020, CL2030, CL2055.

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.

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.

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.

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.

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.

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.

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.

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.

CM3200 - Construction Laws and Contracts (4.5)

This course surveys the legal system as it pertains to the field of construction. Topics include an introduction to the legal system; legalities surrounding construction specifications and plans; how contract changes are handled; warranties, torts, contract termination, and contract damages; liability and indemnity; and conflict and dispute resolution. Upon successful completion of this course, students will be able to administer the construction contracting process, identify basic contract-related legal risks associated with a construction project, and support the management of a construction project within the legal framework of construction law.

Prerequisite: CM2300, MT1050.

CM3300 - Mechanical and Electrical Systems (4.5)

This course provides an overview of mechanical and electrical systems related to construction. Topics include: heating, ventilation and air condition (HVAC), plumbing, lighting, electrical power distribution, building telecommunications and security in residential and commercial construction, along with the advantages and disadvantages of the various systems. Upon successful completion of this course, students will be able to describe

the principles of mechanical and electrical systems, explain how these principles affect design and installation considerations, and apply this knowledge when selecting and communicating with contractors.

Prerequisite: CM2300.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Cross-Listed as: CI1150.

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!

CS1900-2990 - Special Topics in Career Management (1-4.5)

Topics will vary depending on the interests of the instructor and students.

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.

Prerequisite: Sophomore status for diploma and associate's degree students. Senior status for bachelor's degree students..

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Prerequisite: EN1150.

EN1900-4990 - Special Topics in English (1-4.5)

Topics will vary depending on the interests of the instructor and students.

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.

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.

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.

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.

EN2500 - Legal Writing (4.5)

See PL2500

Cross-Listed as: EN1300 & PL1350.

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.

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.

FN - FINANCE

FN1900-4990 - Special Topics in Finance (1-4.5)

Topics will vary depending on the interests of the instructor and students.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Prerequisite: HA3010D.

HA3220D - Health Information Systems (4)

This course provides healthcare management students with knowledge and skills related to core health informatics principles. These principles include the ethical and legal aspects of health informatics, the use of electronic health record systems, electronic security, and informatics tools that improve patient safety, patient engagement, and quality outcomes.

Prerequisite: CS1201 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.

Prerequisite: EN1300 and HA3010D.

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.

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.

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.

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.

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: EN1300 and HA3010D. Distribution: Canada.

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. Professional liability insurance, risk reduction, and tort reform are also addressed.

Prerequisite: BS Students EN1300 and HA3010D; Online RN to BSN Students EN1300.

HA4070D - Regulatory Environment in Health Care (4)

This course emphasizes healthcare funding, reimbursement processes, and related compliance and regulatory mechanisms in healthcare organizations. Selected aspects of federal and state survey requirements are included.

Prerequisite: EN1300 and HA3010D.

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.

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.

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.

Prerequisite: AC2760 and HA3010D.

HA4300D - Healthcare Management and Supervision (4)

Students will apply the managerial functions of planning, organizing, leading, and controlling to the healthcare environment.

Prerequisite: HA3010D, 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: EN1300 and HA3010D. Distribution: Canada.

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: EN1300 and HA3010D. Distribution: Canada.

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: EN1300 and HA3010D. Distribution: Canada.

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: EN1300 and HA3010D. Distribution: Canada.

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: EN1300 and HA3010D. Distribution: Canada.

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: EN1300 and HA3010D. Distribution: Canada.

HA4501D - Healthcare Management Action Research Project (5)

This course combines experience working on a health services project, writing a senior-level research paper, and presenting the project. Learners will demonstrate critical, analytical, and interpretive skills in their project and thesis.

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 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).

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: EN1300 and HA3010D. Distribution: Canada.

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: EN1300 and HA3010D. Distribution: Canada.

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.

HI - History

HI1900-4990 - Special Topics in History (1-4.5)

Topics will vary depending on the interests of the instructor and students.

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.

HI2155 - World Religions (4.5)

See HU2150

Cross-Listed as: HU2150.

HI3500 - 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.

HIM - Health Information Management

HIM3000D - Health Informatics (3)

This course provides an overview of the field of health informatics and its use to support clinical decision making. Students will be provided with fundamental knowledge of health informatics concepts and use of information systems and technologies to deliver quality health care. Topics covered include health information exchange, health data analytics, clinical and administrative information systems, interoperability, standardization, safety, and risks associated with health care systems.

Prerequisite: HT2200D.

HIM3010D - Health Systems Analysis and Design (4)

This course will expand on the knowledge of health information management systems by focusing on system design and analysis. Various aspects of data including standardization, structure, collection, organization and storage related to designing a system will be covered. Students will have an opportunity to evaluate system integration and incorporation of mobile technologies, devices, media, interoperability, information governance, and cloud computing. Students will also learn about communication technologies, internet applications, hardware, networking architecture, data modeling, data dictionaries, data warehousing, data storage design, and software requirements necessary to achieve comprehensive system design and analysis capabilities.

Prerequisite: HT2200D.

HIM3020D - Healthcare Data Security and Compliance (3)

The purpose of this course is to provide students with an opportunity to apply privacy and security policies and procedures for internal and external use. Health information exchange is covered, as well as audits, controls, disaster recover, e-security, and identity management. Students will explore data protection solutions and security options to support enterprise data management and compliance measures.

Prerequisite: HT220D and HT2250D.

HIM3030D - Health Statistics and Research (4)

This course examines the use of statistics for research protocols and techniques. Topics include basic statistical principles, vital statistics, databases, registries, and protocol monitoring and descriptive statistics. The Institutional Review Board process is covered, as well as knowledge-based and evidence-based research. Students will be able to apply, interpret, and present statistics in support of health care processes, challenges, and issues.

Prerequisite: HT2210D and MA3010.

HIM3040D - Clinical Documentation and Decision Support (4)

This course addresses the fundamentals of clinical documentation which involves assessing current quality of health record documentation, development of a CDI program and process. This course will also focus on how clinical documentation improvement impacts the revenue cycle of a healthcare organization.

Prerequisite: HT2135D and NT2210D.

HIM4010D - Information Governance (3)

This course examines the issues, opportunities, and challenges of governing information assets. Students will evaluate elements of data standardization to meet organizational needs and assess an integrated approach to data and information governance. A governance framework will be introduced as a support mechanism for organizational goals, strategic alignment, and proper utilization of assets and resources.

Prerequisite: HIM3010D and HT2200D.

HIM4020D - Project Management for Health Information Management Professionals (4)

This course covers the fundamentals of project management. Students will be provided the skills and key strategies used to successfully lead teams. Students will be introduced to project topics specific to health information management professionals. Reengineering, workflow, work processes and process redesign will be discussed. Techniques for evaluating and managing projects will be presented, in addition to resources used to effectively communicate with stakeholders.

Prerequisite: HIM4010D.

HIM4030D - Revenue Cycle Management and Reimbursement Systems (3)

This course focuses on revenue cycle and its impact on various departments within a healthcare facility. The importance of revenue cycle management is discussed, in addition to the use of clinical data for reimbursement systems. Students will have review strategies to enhance the performance of the revenue cycle, querying for techniques to resolve coding discrepancies, and utilization and resource management.

Prerequisite: HT2135D and HT2230D.

HIM4040D - Current Issues in Health Information Management (3)

This course is designed to cover key topics and current issues in the field of health information management. Emerging developments, industry trends, and national initiatives are evaluated. Students will have an opportunity to assess modern challenges and issues in health care. Prerequisite: Completion of all other major core courses, except HIM4050D, HIM4100D and specialty electives

HIM4050D - Health Information Management Leadership (3)

This course is designed to assist in developing leadership skills and understand how people function in the workplace. Students will be able to demonstrate self-assessment, establish personal leadership goals, and integrate system-based leadership behaviors. The course will also cover change management, leadership strategies, and communication skills. Prerequisite: Completion of all other major core courses, except HIM4040D, HIM4100D and specialty electives

HIM4100D - Health Information Management Practicum (6)

The practicum is designed to allow students to participate in supervised settings to gain practical experience in health information management. Through the application of concepts and theories, students will demonstrate skills in management, leadership, systems and project management, data management and analysis, release of information, computer applications, health records management, and professional interaction with health care professionals. Students will also prepare a written report of their practical learning experience and complete exam preparation activities to help students prepare for the national certification exam. Prerequisite: Completion of all other courses.

HIM4200D - Data Standards and Structure (4)

The purpose of this course is to provide the students with solid foundations in the basic concepts of data standards and structures. Students will learn how to select and design data structures and models that are that are appropriate for organizational problems and apply knowledge of database architecture and design.

Prerequisite: HT2210D.

HIM4201D - Quantitative and Qualitative Analysis (4)

This course will explore the principles, techniques and instrumentation involved in quantitative and qualitative analysis. The course will present statistics from the management perspective which will allow students to develop skills in using data for decision-making. Various methods will be covered, including collecting and retrieving data, observations, focus groups, action research, queries, and statistics.

Prerequisite: HIM3030D.

HIM4202D - Data Reporting (4)

This course examines and analytic methods, data processing and techniques to report data. Students will apply tools for analyzing healthcare data with statistics, data mining, visualization, data and generating reports. Students will have an opportunity to continue building knowledge and skills in data analysis. Topics covered include data modeling, reporting, automation, reporting templates, importing and manipulating data, business intelligence, and auditing tools.

Prerequisite: HIM4201D.

HIM4203D - Strategic Management and Best Practices (4)

This course addresses principles of strategic management with emphasis on business functions, procedures, and organizational structure as applied to various health care settings including private and institutional practice. General principles of strategic management are covered, including organizational structures and theory, policy-making, interrelationships across the health care delivery system, enterprise-wide information assets, and strategic planning.

Prerequisite: HT2240D.

HIM4204D - Health Data Analytics Capstone (3)

The capstone course is designed to cover the collection of skills and knowledge obtained in the health data analytics specialty. Students will apply techniques for data collection, analysis, and reporting and knowledge management in a capstone project. The capstone project will be applicable to the field of health information management. Students will learn about related certifications and prepare a professional career plan. Prerequisite: Completion of all other specialty courses; HIM4200D, HIM4201D, HIM4202D, and HIM4203D

HIM4300D - Project Planning (4)

This course covers key components of project management including project scope, project time, resource considerations, project lifecycle, and communications. Students develop a more in-depth understanding of concepts and solutions that supports the project management process. Students will have an opportunity to utilize case studies to build knowledge of project management principles and elements of the planning process.

Prerequisite: HIM4020D.

HIM4301D - Project Procurement (4)

This course further examines the techniques and processes used to acquire or evaluate project management services, systems, software, or goods. Course topics include contract and negotiation, procurement strategies, and legal issues. Students will develop a request for proposal, as well as source selection template, and risk assessment and analysis.

Prerequisite: HIM4020D.

HIM4302D - Project Implementation (4)

Students will apply a framework to effectively implement and manage a project. The course will focus on implementation strategies, challenges, and barriers; as well as solutions and management methods. Organizational change and customer acceptance will be introduced. Students will demonstrate practical project management knowledge using case scenarios and simulations.

Prerequisite: HIM4301D.

HIM4303D - Project Communications and Monitoring (4)

The purpose of this course is to provide students with an opportunity to evaluate guidelines for leading and

communicating projects. Principles of effective planning, communication, measurement, and motivation are discussed, as well as other monitoring activities. The course presents elements of project control from initiation, to execution and closure. Students will utilize case studies to develop communication and monitoring plans.

Prerequisite: EN3050 and HT2240D.

HIM4304D - Project Management Capstone (3)

The focus of this course is on the concepts and skills involved in project management, utilizing guidelines from the Project Management Body of Knowledge (PMBOK). The course will give the student an opportunity to put together a well-defined project based on real-world specifications or case. Students will use best practices involved in managing a project and complete a team assignment. The capstone project will be applicable to the field of health information management. Students will also learn about related certifications and prepare a professional career plan. Prerequisite: Completion of all other specialty courses; HIM4300D, HIM4301D, HIM4302D, and HIM4303D

HIM4400D - User Requirements and Analysis (4)

This course will explore the factors required for users of health information systems. Students will apply usability assessments for the development and use of health information technology by clinicians and administrators. The course topics will consider interactions in user-centered design.

Prerequisite: HIM3010D.

HIM4401D - Workflow Design (4)

This course explores various methods and tools used to facilitate workflow design. Students will integrate user requirements for technology functions into workflow design. Students will learn how administrative and clinical processes are designed and integrated for the flow of information. They will also evaluate workflows to validate or improve organization processes. Additional topics to be addressed include process improvement, workflow modeling techniques, process reengineering, and document exchange.

HIM4402D - System Integration (4)

This course will focus on the management, analysis and workflow design of processes in health information systems and integration. The student will use workflow principals to outline, design, document, analyze and redesign clinical and system processes in healthcare. Techniques to facilitate decisions and critically analyze workflow for process improvements, gaps, redundancies, delays, and inefficiencies will be addressed. In addition to system and clinical processes, the student will design process and information flows to improve quality, reporting and optimize meaningful use initiatives of information technology. The student will learn how to develop a quality improvement implementation plan to present solutions for system and integration process changes.

HIM4403D - Process Management, Usability, and Human Factors (4)

This course covers systems approach, methods, design, models and principals of usability and human factors applied to health information technology. The course will expand on the concept of cognition and human performance models relating to system evaluation. Exercises will allow students to explore the application of usability evidence, requirements engineering methods, and user-centered principals to formulate decisions relating to system and technical selection, design and evaluation. The student will apply principals of usability evaluation and design to diagnose problems and create solutions.

HIM4404D - Healthcare Technology Capstone (3)

This course builds on the concepts of all courses students have taken within the program of study. At the end of the program, the student will complete a capstone project which integrates the knowledge and skills acquired throughout the specialty in an original comprehensive project. The capstone project will be applicable to the field of health information management. Students will also learn about related certifications and prepare a professional career plan. Prerequisite: Completion of all other specialty courses; HIM4400D, HIM4401D, HIM4402D, and HIM4403D

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.

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.

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.

Prerequisite: HT1000D or co-requisite, ME1140, and SC1221.

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.

Prerequisite: HT2117D and SC1224D.

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)

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.

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.

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.

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.

Prerequisite: HT2127D.

HT2240D - Health Information 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.

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.

Prerequisite: EN1300 and HA3010D or HT1000D.

HT2300D - Healthcare Coding Practicum (3)

The practicum is designed to allow students to participate in a supervised setting to gain practical experience in healthcare coding. Through the application of principles and concepts, students will demonstrate skills focused on healthcare coding, billing, and reimbursement, compliance, and data quality. Students will prepare a written report of their practical learning experience. (15 hours lecture, 45 hours practicum)

Prerequisite: Director approval; and completion of all other Major Core courses. (HT1000D, HT2117D, HT2127D, HT2130D, HT2200D, HT2210D, HT2230D, ME1140 except HT2135D).

HT2500D - Health Information Technology Practicum (6)

The practicum is designed to allow students to participate in a supervised setting to gain practical experience in health information management. 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. Students will prepare a written report of their practical learning experience and complete exam preparation activities to help students prepare for the national certification exam. (30 hours lecture, 90 hours practicum)

Prerequisite: Director approval; completion of all other Major Core courses. (HT1000D, HT2117D, HT2127D, HT2130D, HT2200D, HT2210D, HT2230D, HT2300D, ME1140, except HT2135D).

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.

HU190-4990 - Special Topics in the Humanities (1-4.5)

Topics will vary depending on the interests of the instructor and students.

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.

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.

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

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.

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.

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.

Prerequisite: EN1150.

LA - LAW

LA1150 - Legal Research I (4.5)

This course is a study of the methods and procedures used in legal research. The student will learn the basics of legal writing, citations, and a variety of research techniques over a variety of platforms. Students will learn how to distinguish both primary sources of the law (statutes, regulations, and case law) and secondary sources (legal encyclopedias). Students will be understand the importance of validating research and have basic research analysis skills. Students will be prepared to enhance their research and writing skills in LA1350: Legal Research II and ultimately polish them in LA2500: Legal Writing.

Prerequisite: EN1150.

LA1900-4990 - Special Topics in Law (1-4.5)

Topics will vary depending on the interests of the instructor and students.

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.

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.

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.

Prerequisite: LA3100 and MT3000.

LA4900 - Professional Legal Studies Capstone (6)

This course provides legal studies students approaching graduation an opportunity to review and enhance legal competency prior to leaving the current academic setting for the workplace or law school. This course will be the culmination of the legal academic achievements in the program. Students will review major areas of law and assess their learning.

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.

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.

Prerequisite: MA1000.

MA1900-4990 - Special Topics in Mathematics (1-4.5)

Topics will vary depending on the interests of the instructor and students.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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)

Prerequisite: 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)

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 and AED), and Heartsavers® First Aid. (1 hour lecture, 4 hours lab per week)

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. 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.

Prerequisite: ME1184D.

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.

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.

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.

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.

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.

Prerequisite: 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.

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.

Prerequisite: ME1140 and SC1221.

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.

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.

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.

Prerequisite: EN1000, ME1100, ME1140, SC1221.

ME2630 - Medical Billing & Coding Capstone (3)

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.

ME2993 - Special Topics in Medical Practice Management (0.5)

Students will examine more advanced topics in management of a medical practice. Students will discuss principles of office management and explain how office policies and procedures lead to more efficient and effective management.

Corequisite: ME2620.

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.

Prerequisite: ME1100, ME1140, ME2130, ME2140, ME2155, ME2211, ME2250, ME2260, ME2401, ME2402, ME2515, ME2611, 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.

Prerequisite: ME1100, ME1140, 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.

Prerequisite: ME1100, ME1140, ME2130, ME2140, ME2155, ME2211, ME2250, ME2260, ME2401, ME2402, ME2515, , ME2611, ME2620.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

MG3410 - 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.

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.

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.

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.

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.

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.

Prerequisite: Program coordinator or chair approval and Senior status.

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.

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.

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.

MT1900-4990 - Special Topics in Management (1-4.5)

Topics will vary depending on the interests of the instructor and students.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.

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.

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.

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.

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.

Prerequisite: MT2050 and EN1300.

MT3051 - HRM and 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.

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.

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.

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.

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

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

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.

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.

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.

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

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.

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.

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.

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.

Prerequisite: Completion of all other Major Core courses.

MT3653 - Business Administration 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 finance, accounting, economics, marketing, and management.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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)

Prerequisite: AC1160 or AC2760, and EC2050, EC2100, FN3000, LA3100, MA3000, MG3000, MT2050, MT4200 and Senior status.

MT4444 - Management Review Lab (1.5)

This course provides a comprehensive review of business related topics to include management, marketing, business ethics and social responsibility, financial 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)

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.

Prerequisite: MT4441, MT4444, 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.

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.

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.

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.

MT4818 - Energy Management Capstone (1.5)

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.

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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.

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.

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.

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.

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.

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).

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.

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).

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.

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.

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).

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.

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.

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).

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.

NS3346 - 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. The course delivery format may vary by location 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).

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.

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.

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.

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.

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.

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

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.

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.

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.

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.

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.

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.

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.

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).

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).

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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)

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)

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)

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)

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)

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)

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)

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)

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.

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)

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

PL2500/EN2500 - 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.

Prerequisite: EN1300 & PL1350. Cross-Listed as: EN2500.

PL2800 - Topics in Paralegal Studies (2)

Topics will vary depending on the interests of the instructor and students.

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.

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.

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.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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Prerequisite: PL2500 and program coordinator or chair approval.

PL4501 - Internship (2)

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. The student earns either a "Satisfactory" or "Unsatisfactory" grade. (60 internship hours)

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.

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.

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.

PS1900-4990 - Special Topics in Psychology (1-4.5)

Topics will vary depending on the interests of the instructor and students.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.

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.

PS3250 - Organizational Behavior (4.5)

See MT3250

Cross-Listed as: MT3250.

PS3251 - Organizational Behavior Principles (4.5)

See MT3251

Cross-Listed as: MT3251.

PS3500 - Consumer Behavior (4.5)

See MG3500

Cross-Listed as: MG3500.

SC - SCIENCE

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.

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.

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.

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.

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.

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.

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)

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.

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.

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)

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.

Prerequisite: MA1500.

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)

Prerequisite: SC1232.

SC1356 - Introduction to General, Organic, and Biological Chemistry (4.5)

Students in health related programs will be introduced to basic general chemistry, organic, and biological chemistry concepts. Students will gain critical thinking skills through application of scientific concepts and problem solving strategies. Laboratory exercises reinforce concepts covered in the lecture portion of the course. No prior knowledge of chemistry is required. (3.5 hours lecture, 2 hours lab per week)

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.

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.

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)

SC1900-4990 - Special Topics in Science (1-4.5)

Topics will vary depending on the interests of the instructor and students.

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.

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.

SO1060 - Foundations of Cultural Competence (2)

This course provides the opportunity for students to examine cultures other than their own in order to better understand the customs and perspectives of others. Through topics such as culturally competent communication, decision-making, problem solving, ethics, and social responsibility, students will learn how they can improve their effectiveness in multicultural settings.

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.

SO1900-4990 - Special Topics in Sociology (1-4.5)

Topics will vary depending on the interests of the instructor and students.

SO2120 - Domestic Relations (4.5)

See PL2100

Cross-Listed as: PL2100.

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.

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.

ST1050 - Microbiology for the Surgical Technologist (2)

This course addresses the essential knowledge of microbiology that surgical technology students need to prevent infection and control risk within the surgical environment of care. Students will practice the surgical case management processes that must be followed to prevent or mitigate harm and protect surgical patients and employees from exposure to infectious and pathogenic microorganisms.

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. (9 hours of lab per week)

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. (9 hours of lab per week)

Prerequisite: 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. (9 hours per week)

Prerequisite: SC1332 and ST1200.

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. (9 hours per week)

Prerequisite: ST2000.

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.

ST2350 - Surgical Technology Review Lab (1)

This course is designed to provide surgical technology students with a comprehensive review of knowledge and skills in the operating room setting, which helps them prepare for the national certification examination.

Corequisite: ST2500.

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.

Prerequisite: ST1000, ST1050, ST1100, ST1200, ST2000, ST2100, ST2200.

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.

Prerequisite: ST1000, ST1050, ST1100, ST1200, ST2000, ST2100, ST2200, ST2350, ST2500.

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.

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.

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.

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.

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.

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.

Prerequisite: Completion of all other Emphasis Core courses and Senior status..

Henley-Putnam School of Strategic Security Course Descriptions

(All courses are 4.5 quarter units, unless otherwise specified)

Course Numbering

100-200 Level. This course level assumes a high school diploma or equivalent. They are generally taken by college students in their freshman and sophomore year.

300-400 Level. These courses assume some previous undergraduate coursework, as well as a foundation in General Education curricula.

500-600 Level. Graduate level courses for the master’s degree programs. They assume that the student has already completed an undergraduate degree or equivalent, or has the experience, knowledge, and ability to work at the graduate level.

700-800 Level. Graduate level courses for the doctoral program. They assume that the student has already completed a master’s degree.

ANT - Anthropology

ANT205 - Introduction to Anthropology (4.5)

This foundational course examines the core perspectives, concepts, and methods of cultural anthropology. It presents the uniqueness of the anthropological approach to the study of humans as well as practical applications of anthropology to our lives. The course incorporates the holistic nature of anthropology and emphasizes the scientific approach. (Meets General Education History/Social Science Requirement)

ART - Art

ART105 - Introduction to Art History (4.5)

This course is designed to help students understand the evolution of art history. Art works can be representative of history and culture. Students will transition through time, analyzing the forms of art across the world. They will be given the ability to develop an understanding through a series of options, allowing them to find their area of interest in art history. Throughout the course, students will learn how art relates to geography, religion, politics, economics, philosophy, and social life. Students will also learn the basics of art, including materials, methods, and techniques used by the artists. (Meets General Education Arts & Humanities Requirement)

COM - Communications

COM401 - Interviewing and Briefing/Debriefing (4.5)

This course deals with extracting information one-on-one in both friendly and non-friendly contexts. Students will learn to explain the differences between interrogation and elicitation and to conduct effective debriefing and cross examination, and use related questioning skills. The course will also explain effective methods of using the telephone and how to recognize when your subject is not telling you the truth. Students will also apply proper procedures for recording, transcribing, and analyzing the results of an interview.

ECN - Economics

ECN400 - Underground Economies (4.5)

This course relates the various means by which terrorists, drug-dealers, arms traders, and others conduct commerce and transfer financial resources without being detected by governments. Students will learn to describe and identify various elements of clandestine and informal economies, including money laundering, offshore banking, front companies, smuggling, and hawala. The course also explains basic principles of how to conduct financial investigations on an international scale. (Meets General Education History/Social Science Requirement)

Prerequisite: ECN 125 or ECN 135.

ENG - English

ENG205 - Introduction to Literature I (4.5)

This course introduces the basic elements that create literature. The focus of the course examines the literary elements that compose fiction. This course covers a wide range of literary elements such as plot and setting, character, theme, irony, and symbolism through extensive reading material while thematically exploring duty, honor

and heroism. (Meets GE Arts and Humanities requirement)

Prerequisite: ENG 125.

ENG330 - Writing for the Intelligence Professional (4.5)

Students completing this course will be able to demonstrate how to write with clarity, specificity, and brevity, all the while applying basic rules of grammar, spelling, and syntax. The course also explains basic secrecy protocols and how they differ between agencies. Students will develop and apply writing skills essential to accurate and comprehensive generation of reports.

ENG340 - Effective Report Writing (4.5)

Students will demonstrate the use of writing skills essential to accurate and comprehensive generation of reports for fire, theft, threat, trespass, vandalism, assault, injury and other security-related incidents, while refining their abilities to apply proper rules of grammar, syntax, style, and usage.

Prerequisite: ENG105 or equivalent.

ENG390 - Critical Thinking and Logic (4.5)

This course teaches the student to employ sound critical thinking, both in the general sense of the term and in narrower contexts related to this school's programs of study. Students will learn to apply formal but non quantitative logic, analytical reasoning, and logical reasoning, and above all to appreciate the importance of maintaining an open mind when examining and assessing the validity of various arguments and the value of diverse sources of information.

FLM - Film

FLM105 - World Culture and Film History (4.5)

FLM 105 introduces the history of film and world cultures in the context (the changing cultural and political landscape, and its sociological impacts, in Europe during the early 1900s) of themes relating to the study of strategic security. It addresses the history of film and world cultures as they are presently conceived, written, and taught by its most accomplished scholars. This course requires students to view assigned films. Students are responsible for any fees associated with acquiring access to these films. Some of the required films are public domain and have direct links within the course shell; they may be viewed free of charge online through YouTube. The remaining required films may be purchased, rented, checked out from a public library, streamed online, or purchased in the bookstore. (Meets GE Arts and Humanities requirement).

GEO - Geography

GEO205 - Introduction to Geography (4.5)

This course provides an introduction to the human and physical attributes that give uniqueness and diversity to world and regional patterns on the Earth's surface. It provides a solid background for understanding contemporary world events. (Meets GE Physical/ Natural Science requirement)

HIST - History

HIST350 - Strategy and Tactics (4.5)

This course provides a general introduction to military affairs. Students will learn to apply the basic principles of military strategy and tactics and cite examples from the history and evolution of warfare. The class will also discuss the ideas of prominent strategic and tactical thinkers and the rapidly-changing nature of combat in the modern technological era. Case studies of particular campaigns and battles are used to illustrate strategic and tactical principles.

HIST375 - History of Executive/Dignitary Protection (4.5)

This course describes the history of the personal bodyguard; the individual who has provided protective services through recorded history. The course will identify and explain the motivations, methods used, and status of the protectors of antiquity through the early modern era, and compare them with the protective personnel and services available today. Emphasis is on protection in the private sector. Students will learn to compare and contrast the status of the protective services provided to dignitaries in Western countries.

HIST379 - History of Intelligence, Part 1 (4.5)

This course surveys the historical development of intelligence organizations in various parts of the world. Students will be able to describe and explain the historical development of intelligence tradecraft for the periods and geographical areas studied, from antiquity through medieval times and be able to bring these "lessons learned" to bear on present-day intelligence issues.

HIST380 - History of Intelligence, Part 2 (4.5)

This course surveys the historical development of intelligence organizations in various parts of the world. Students will be able to describe and explain the historical development of intelligence tradecraft for the periods studied, from the time of the Renaissance to the present day, and be able to bring these "lessons learned" to bear on present-day intelligence issues.

HIST430 - Religious Extremism (4.5)

This course provides a general introduction to the main varieties of religious extremism at the present time, as well

as their historical antecedents. It is not focused narrowly on terrorist or violence-prone groups, but rather on the broader milieus from which those violent fringe elements emerge, and it provides an understanding of schisms and the formation of sects. Since almost every religious tradition has extremist elements, the types surveyed include Christian, Muslim, Jewish, and Hindu variants, as well as the most important subcategories that fall within these religious traditions.

INT - Intelligence

INT300 - Fundamentals of Intelligence (4.5)

This course provides an overview of intelligence and the intelligence cycle. Students taking this class will be able to list and describe the role of three of the four principal elements of intelligence: collection (HUMINT and SIGINT), analysis, and counterintelligence. (The fourth principle element, covert operations, is covered in much detail in INT 390.) The course also lays a groundwork for understanding overt and covert intelligence requirements and reporting, intelligence-specific vocabulary, and the breadth and complexity of the U.S. Intelligence Community today.

INT310 - Fundamentals of Analysis (4.5)

The process of taking raw data and obtaining from it intelligence that can be acted upon involves careful analysis and is an integral part of intelligence work. Students will learn various techniques for analyzing raw intelligence, evaluating source credibility, distinguishing "signal" from "noise," and testing hypotheses.

Prerequisite: ENG 39, PHIL 400, or equivalent.

INT315 - Open Source Research (4.5)

This course provides an introduction to accessing and analyzing open sources. Open sources include all sources of information that are not subject to secret classification, including newspapers, websites, academic journals, scholarly and journalistic books, pamphlets, and broadcasts. Students will learn to apply principles of sound research and evaluation to a wide spectrum of source materials, to identify and describe their strengths and weaknesses, and to interpret the material obtained from them properly, while keeping potentially large amounts of information organized and accessible.

INT320 - Propaganda and Disinformation (4.5)

This course offers an introduction to propaganda where students will learn about propaganda and disinformation as well as related topics such as public relations and advertising. By reviewing selected case studies, and applying a specific methodology to analyze a recent propaganda effort of any person, group, or state considered a national security threat to the United States (US), students will develop their quantitative reasoning and critical thinking skills with respect to the use of propaganda in both the public and private sectors.

INT360 - World Intelligence Agencies (4.5)

This course describes the principal intelligence organizations operating in the world today, including their organizational structures and select operational successes and failures. Students will learn to explain and describe the history, working philosophies, and specialties of the CIA and DIA in the US, MI6 in Britain, the BND in Germany, the DGSE in France, SISMI and SISDE in Italy, MOSSAD in Israel, the KGB and its successors in Russia, and their counterparts in China, Japan, and various Middle Eastern countries.

INT390 - Covert Action (4.5)

This course provides an introduction to covert operations, one of the four principal elements of intelligence. These operations encompass most of the clandestine activities carried out by intelligence agencies that do not fall into the categories of collection, analysis, and counterintelligence. Students will learn to explain and evaluate operations such as political subversion i.e., agents of influence, support to coup plots, Presidential findings for paramilitary activities, and "black" psychological operations. Students will discuss case studies used to illustrate different types of covert action, both successful and unsuccessful, and learn to write a research paper on a current topic or debate involving U.S. policy or use of covert action.

INT400 - Counterintelligence (4.5)

This course provides an introduction to counterintelligence, one of the four principal elements of intelligence. The purpose of counterintelligence is to prevent foreign intelligence operatives from penetrating one's own security services, an extraordinarily complex task that requires exceptional analytical and human skills. Students will learn to distinguish the conceptual distinctions between traditional law enforcement approaches to counterintelligence, which focus more narrowly on the surveillance and arrest of foreign intelligence operatives, and the subtler and Machiavellian approach geared toward "turning" such operatives into "double agents" who can then be used covertly to manipulate their host agencies.

INT410 - Weapons Systems (4.5)

This course surveys the history and development of different categories of weapons and weapons systems. It introduces the global arms market and provides identification strategies to determine origin of manufacture on the basis of markings and other indicators. Students will learn to examine and recognize different classes, makes, and configurations of contemporary weapons. Emphasis is on armament utilized by criminal, terrorist, and light infantry military and paramilitary

forces. Students will analyze how weapons capabilities influence tactics by comparing and contrasting doctrine from witnessed employment. Identification strategies for military vehicles, naval assets, and aircraft are also included but to a lesser degree.

INT415 - Chemical, Biological, Radiological and Nuclear Weapons (4.5)

The course covers a variety of topics related to chemical, biological, radiological and nuclear (CBRN) weapons. Upon completion of this course students will be able to list and describe the characteristics of CBRN agents (basic identification, symptoms, treatment), delivery systems (from individual to weapons of mass destruction), and the psychological aspects of CBRN weapons. Students will also be able to explain the strategic and tactical utility of each type of CBRN weapon in various kinds of conflict and summarize non-proliferation efforts from the Geneva Convention onwards.

INT440 - Technical Surveillance (4.5)

Electronic listening devices, surreptitious video cameras, and surveillance carried out via the Internet can provide a wealth of information as well as create potentially dangerous security breaches. Students in this course will learn to describe different methods of technical surveillance and explain their capabilities. They will learn to identify signs of their use against a target, and to determine the appropriate countermeasures to apply. The class will also discuss the major legal issues involved in technical surveillance and describe current policy issues related to this subject.

INT445 - Operational Security (4.5)

Operational Security (OPSEC) is a set of practices, protocols, processes, and routines designed to restrict or eliminate the flow of information from a project or organization to the outside world. Students will become familiar with standard practices by which intelligence gathering is conducted by adversaries and learn to select the appropriate countermeasures and preventive steps to take. They will also be able to list and identify indicators that their operation is being targeted for intelligence collection by an adversary.

INT460 - Clandestine and Secure Communications (4.5)

The course introduces the student to the basics of encryption and decryption. Topics include the history of cryptology, the evolution of encryption and decryption methods, key management and security, message handling discipline, signals analysis and traffic analysis. The course also covers how to use currently available software to encrypt messages, create digital signatures, verify identities, etc. Steganography, microdots, covert inks and other techniques of hiding messages are also included.

INT476 - Intelligence Collection (4.5)

This course teaches various categories of intelligence gathering and surveillance, including the background and history of contemporary surveillance devices, proper procedures for using surveillance devices for intelligence gathering, and basic use of surveillance for purposes other than intrigue and spying. Students will gain an understanding of how to formulate and implement surveillance techniques legally and effectively in order to gather information within various categories of intelligence.

INT477 - Collection Management (4.5)

This course examines the Intelligence Collection Management process from the establishment of National and other Intelligence Requirements to the assigning of collection priorities to various agencies within the United States Intelligence Community. Students will be able to describe and explain the functions of the Intelligence Requirements process, Operational Directives, the management of intelligence collection resources, and the role of the collection manager in coordinating intelligence collection with intelligence consumers.

INT511DC - Advanced Analytical Methods (4.5)

Advanced forms of analysis require the analyst to adroitly handle information from a variety of sources and disciplines, weighing each according to its inherent strengths and weaknesses. Analysts must also know how to generate alternate scenarios for analytical and preparation purposes. Advanced analysis is the distillation of the intelligence product into information that can prepare leaders and policy makers for otherwise unexpected contingencies. This course teaches the finer points of advanced analysis, including how to present briefings geared to the context of the intelligence customer.

INT525DC - Advanced Counterterrorism Analysis (4.5)

The task of counterterrorism is one that is particularly analysis-intensive. It requires its practitioners to employ a melded set of analytical tools and interoperable capabilities. This objective can be complicated by the fact that many counterterrorism operations might involve several entities, including both the Intelligence Community and unclassified counterterrorism efforts. This course will explore how to create a unified, integrated, and multi-disciplinary counterterrorism analysis program that makes the best use of all available resources.

Prerequisite: SEC522DC.

INT535DC - Cover (4.5)

This course defines "Cover" as it is used in the arena of clandestine activity. It explores the different types of cover and their relative strengths and weaknesses. The

course examines Cover for Action, Cover for Status, Official Cover, and Non-official Cover (including proprietary and front companies). The course will discuss use of aliases during operations, and problems that may be encountered with aliases. Students will examine the federal law and limits in protecting cover, as well as cover used in actual espionage cases.

Prerequisite: SEC522DC.

INT551DC - Double Agents, Denial and Deception (4.5)

This course defines double agents and illustrates their importance in counterintelligence operations. It examines historically significant double agent cases and deception operations, as well as, the underlying precepts and principles for deceptions to be effective. The course examines strategic Denial and Deception (D & D) as used by various countries. The student will participate in an interactive exercise to apply deception concepts and principles to a real world problem.

Prerequisite: INT535DC.

INT584DC - Area Studies Analysis (4.5)

This course presents the primary role of the political analyst and the tools used in analysis. Students will conduct research on intelligence related political issues and learn how to weigh a variety of factors influencing how a political situation is likely to develop. The student also considers how the analyst evaluates information and determines probabilities for various situations. Finally, the student investigates how to handle low-probability, high-impact situations from an analytical standpoint.

Prerequisite: SEC522DC.

Language

ARB - Arabic

ARA101 - Beginning Arabic, Part 1 (4.5)

ARA 101 is intended for students with no previous Arabic study or students with previous study who choose to start at the beginning. Students learn the alphabet, vocabulary, and grammar. This course aims to build foundational speaking, listening, reading, and writing abilities, as well as knowledge of Arabic culture. Students will have access to cutting-edge language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing students with added vocabulary and practice in using the language in current or future career fields. This course teaches Modern Standard Arabic using the written script.

ARA102 - Beginning Arabic, Part 2 (4.5)

ARA 102 is intended for students who have completed Arabic 101 or who test at the 0+/1 level of Arabic. This course aims to enhance speaking, listening, reading, and writing abilities, as well as knowledge of Arabic culture, learned in ARA 101. Students will have access to cutting-edge language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with added vocabulary and practice in using the language in current or future career fields. This course teaches Modern Standard Arabic using the written script.

ARA201 - Intermediate Arabic, Part 1 (4.5)

ARA 201 is intended for students who have completed Arabic 102 or who test at the 1/1+ level of Arabic. This course aims to expand the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of Arabic-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Modern Standard Arabic using the written script.

ARA202 - Intermediate Arabic, Part 2 (4.5)

ARA 202 is intended for students who have completed Arabic 201 or who test at the 1+/2 level of Arabic. This course aims to further develop the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of Arabic-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Modern Standard Arabic using the written script.

CHN - Chinese

CHN101 - Beginning Mandarin Chinese, Part 1 (4.5)

CHN 101 is intended for students with no previous Mandarin Chinese study or students with previous study who choose to start at the beginning. Students learn the alphabet, vocabulary, and grammar. This course aims to build foundational speaking, listening, reading, and writing abilities, as well as knowledge of Chinese culture. Students will have access to cutting-edge language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing students with added vocabulary and practice in using the language in current or future career fields. This course teaches Mandarin Chinese (China).

CHN102 - Beginning Mandarin Chinese, Part 2 (4.5)

CHN 102 is intended for students who have completed CHN 101 or who test at the 0+/1 level of Mandarin Chinese. This course aims to enhance speaking, listening, reading, and writing abilities, as well as knowledge of Chinese culture, learned in CHN 101. Students will have access to cutting- edge language resources (including

vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with added vocabulary and practice in using the language in current or future career fields. This course teaches Mandarin Chinese (China).

CHN201 - Intermediate Mandarin Chinese, Part 1 (4.5)

CHN 201 is intended for students who have completed CHN 102 or who test at the 1/1+ level of Mandarin Chinese. This course aims to expand the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of Mandarin Chinese-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Mandarin Chinese (China).

CHN202 - Intermediate Mandarin Chinese, Part 2 (4.5)

CHN 202 is intended for students who have completed CHN 201 or who test at the 1+/2 level of Mandarin Chinese. This course aims to further develop the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of Mandarin Chinese-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Mandarin Chinese (China).

DARI - Dari

DARI101 - Beginning Dari, Part 1 (4.5)

DARI 101 is intended for students with no previous Dari study or students with previous study who choose to start at the beginning. Students learn the alphabet, vocabulary, and grammar. This course aims to build foundational speaking, listening, reading, and writing abilities, as well as knowledge of culture of the region. Students will have access to cutting-edge language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing students with added vocabulary and practice in using the language in current or future career fields. This course teaches Dari (all regions).

DARI102 - Beginning Dari, Part 2 (4.5)

DARI 102 is intended for students who have completed DARI 101 or who test at the 0+/1 level of Dari. This course aims to enhance speaking, listening, reading, and writing abilities, as well as knowledge of region's culture, learned in DARI 101. Students will have access to cutting-edge language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with added vocabulary and practice in using the language in current or future career fields. This course teaches Dari (all regions).

DARI201 - Intermediate Dari, Part 1 (4.5)

DARI 201 is intended for students who have completed Arabic 102 or who test at the 1/1+ level of Dari. This course aims to expand the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of Dari-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Dari (all regions).

DARI202 - Intermediate Dari, Part 2 (4.5)

DARI 202 is intended for students who have completed DARI 201 or who test at the 1+/2 level of Dari. This course aims to further develop the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of Dari-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Dari (all regions).

FREN - French

FREN101 - Beginning French, Part 1 (4.5)

FREN 101 is intended for students with no previous French study or students with previous study who choose to start at the beginning. Students learn the alphabet, vocabulary, and grammar. This course aims to build foundational speaking, listening, reading, and writing abilities, as well as knowledge of culture of the region. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches French (all regions).

FREN102 - Beginning French, Part 2 (4.5)

FREN 102 is intended for students who have completed FREN 101 or who test at the 0+/1 level of French. This course aims to enhance speaking, listening, reading, and writing abilities, as well as knowledge of region's culture, learned in FREN 101. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches French (all regions).

FREN201 - Intermediate French, Part 1 (4.5)

FREN 201 is intended for students who have completed French 102 or who test at the 1/1+ level of French. This course aims to expand the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of French-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches French (all regions).

FREN202 - Intermediate French, Part 2 (4.5)

FREN 202 is intended for students who have completed French 201 or who test at the 1+/2 level of French. This course aims to further develop the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of French-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches French (all regions).

FRSI - Farsi

FRSI101 - Beginning Farsi, Part 1 (4.5)

FRSI 101 is intended for students with no previous Farsi study or students with previous study who choose to start at the beginning. Students learn the alphabet, vocabulary, and grammar. This course aims to build foundational speaking, listening, reading, and writing abilities, as well as knowledge of culture of the region. Students will have access to cutting-edge language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing students with added vocabulary and practice in using the language in current or future career fields. This course teaches Farsi (all regions).

FRSI102 - Beginning Farsi, Part 2 (4.5)

FRSI 102 is intended for students who have completed FRSI 101 or who test at the 0+/1 level of Farsi. This course aims to enhance speaking, listening, reading, and writing abilities, as well as knowledge of region's culture, learned in FRSI 101. Students will have access to cutting-edge language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with added vocabulary and practice in using the language in current or future career fields. This course teaches Farsi (all regions).

FRSI201 - Intermediate Farsi, Part 1 (4.5)

FRSI 201 is intended for students who have completed Farsi 102 or who test at the 1/1+ level of Farsi. This course aims to expand the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of Farsi-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Farsi (all regions).

FRSI202 - Intermediate Farsi, Part 2 (4.5)

FRSI 202 is intended for students who have completed FRSI 201 or who test at the 1+/2 level of Farsi. This course aims to further develop the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of Farsi-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Farsi (all regions).

HIND - Hindi

HIND101 - Beginning Hindi, Part 1 (4.5)

HIND 101 is intended for students with no previous Hindi study or students with previous study who choose to start at the beginning. Students learn the alphabet, vocabulary, and grammar. This course aims to build foundational speaking, listening, reading, and writing abilities, as well as knowledge of culture of the region. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Hindi (simplified).

HIND102 - Beginning Hindi, Part 2 (4.5)

HIND 102 is intended for students who have completed HIND 101 or who test at the 0+/1 level of Hindi. This course aims to enhance speaking, listening, reading, and writing abilities, as well as knowledge of region's culture, learned in HIND 101. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Hindi (simplified).

HIND201 - Intermediate Hindi, Part 1 (4.5)

HIND 201 is intended for students who have completed HIND 102 or who test at the 1/1+ level of Hindi. This course aims to expand the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of Hindi-speaking regions. Students will have access to language resources

(including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Hindi (simplified).

HIND202 - Intermediate Hindi, Part 2 (4.5)

HIND 202 is intended for students who have completed HIND 201 or who test at the 1+/2 level of Hindi. This course aims to further develop the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of Hindi-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Hindi (simplified).

PORT - Portuguese

PORT101 - Beginning Portuguese, Part 1 (4.5)

PORT 101 is intended for students with no previous Portuguese study or students with previous study who choose to start at the beginning. Students learn the alphabet, vocabulary, and grammar. This course aims to build foundational speaking, listening, reading, and writing abilities, as well as knowledge of culture of the region. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Portuguese (Brazilian).

PORT102 - Beginning Portuguese, Part 2 (4.5)

PORT 102 is intended for students who have completed PORT 101 or who test at the 0+/1 level of Portuguese. This course aims to enhance speaking, listening, reading, and writing abilities, as well as knowledge of region's culture, learned in PORT 101. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Portuguese (Brazilian).

PORT201 - Intermediate Portuguese, Part 1 (4.5)

PORT 201 is intended for students who have completed Portuguese 102 or who test at the 1/1+ level of Portuguese. This course aims to expand the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of Portuguese- speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Portuguese (Brazilian).

PORT202 - Intermediate Portuguese, Part 2 (4.5)

PORT 202 is intended for students who have completed Portuguese 201 or who test at the 1+/2 level of Portuguese. This course aims to further develop the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of Portuguese-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Portuguese (Brazilian).

RUSS - Russian

RUSS101 - Beginning Russian, Part 1 (4.5)

RUSS 101 is intended for students with no previous Russian study or students with previous study who choose to start at the beginning. Students learn the alphabet, vocabulary, and grammar. This course aims to build foundational speaking, listening, reading, and writing abilities, as well as knowledge of culture of the region. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Russian (all regions).

RUSS102 - Beginning Russian, Part 2 (4.5)

RUSS 102 is intended for students who have completed RUSS 101 or who test at the 0+/1 level of Russian. This course aims to enhance speaking, listening, reading, and writing abilities, as well as knowledge of region's culture, learned in RUSS 101. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Russian (all regions).

RUSS201 - Intermediate Russian, Part 1 (4.5)

RUSS 201 is intended for students who have completed Russian 102 or who test at the 1/1+ level of Russian. This course aims to expand the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of Russian-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in

current or future career fields. This course teaches Russian (all regions).

RUSS202 - Intermediate Russian, Part 2 (4.5)

RUSS 202 is intended for students who have completed Russian 201 or who test at the 1+/2 level of Russian. This course aims to further develop the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of Russian- speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Russian (all regions).

SPAN - Spanish

SPAN101 - Beginning Spanish, Part 1 (4.5)

SPAN 101 is intended for students with no previous Spanish study or students with previous study who choose to start at the beginning. Students learn the alphabet, vocabulary, and grammar. This course aims to build foundational speaking, listening, reading, and writing abilities, as well as knowledge of culture of the region. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Spanish (Latin American).

SPAN102 - Beginning Spanish, Part 2 (4.5)

SPAN 102 is intended for students who have completed SPAN 101 or who test at the 0+/1 level of Spanish. This course aims to enhance speaking, listening, reading, and writing abilities, as well as knowledge of region's culture, learned in SPAN 101. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Spanish (Latin American).

SPAN201 - Intermediate Spanish, Part 1 (4.5)

SPAN 201 is intended for students who have completed SPAN 102 or who test at the 1/1+ level of Spanish. This course aims to expand the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of Spanish-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Spanish (Latin American).

SPAN202 - Intermediate Spanish, Part 2 (4.5)

SPAN 202 is intended for students who have completed Spanish 201 or who test at the 1+/2 level of Spanish. This course aims to further develop the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of Spanish- speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Spanish (Latin American).

URDU - Urdu

URDU101 - Beginning Urdu, Part 1 (4.5)

UDRU 101 is intended for students with no previous language study or students with previous study who choose to start at the beginning. Students learn the alphabet, vocabulary, and grammar. This course aims to build foundational speaking, listening, reading, and writing abilities, as well as knowledge of culture of the region. Students will have access to cutting-edge language resources (including vocabulary and scenarios) relevant to strategic security professions, providing students with added vocabulary and practice in using the language in current or future career fields.

URDU102 - Beginning Urdu, Part 2 (4.5)

URDU 102 is intended for students who have completed URDU 101 or who test at the 0+/1 level of Urdu. This course aims to enhance speaking, listening, reading, and writing abilities, as well as knowledge of region's culture, learned in URDU 101. Students will have access to cutting-edge language resources (including vocabulary and scenarios) relevant to strategic security professions, providing them with added vocabulary and practice in using the language in current or future career fields. This course teaches Urdu.

URDU201 - Intermediate Urdu, Part 1 (4.5)

URDU 201 is intended for students who have completed URDU 102 or who test at the 1/1+ level of Urdu. This course aims to expand the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of Urdu-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields.

URDU202 - Intermediate Urdu, Part 2 (4.5)

URDU 202 is intended for students who have completed Urdu 201 or who test at the 1+/2 level of Urdu. This course aims to further develop the oral and written communication skills acquired in earlier classes and to

broaden students' understanding of the culture and study of Urdu-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields.

MATH - Math

MATH130 - Beginning Statistics (4.5)

The primary aim of this course is a basic understanding and use of statistical concepts and methods to facilitate study and research in other disciplines. It includes measure of central tendency, measures of variability, grouped data, the normal distribution, central limit theorem, hypotheses testing, and estimation. *(Meets GE Math/ Technology requirement)*

MATH370 - Intermediate Statistics (4.5)

Statistics are an important tool for making sense of large amounts of data, but they can also be misleading if not understood properly. The course focuses on statistical use for data analysis. Topics covered include identifying the null and alternative hypotheses, testing claims about population means, variance, and standard deviation. Additional topics include finding the equation for the line of best fit and comparing means utilizing the analysis of variance (ANOVA).

HIST - History

MGT344 - Protective Security Law (4.5)

This course provides an examination of the legal standing of civilian security personnel, with emphasis placed on the responsibilities of security personnel. Students will learn to act within the law pertaining to protection of life and property, self-defense, search and seizure, privacy, powers of arrest, avoiding civil liabilities, etc.

MGT360 - Information Security (4.5)

The information age has brought with it added vulnerabilities, especially regarding electronic information and computer networks, but also added opportunities for intelligence gathering. Students taking this course will be able to identify the dangers and opportunities presented by information warfare. They will be able to describe and explain basic cyber warfare strategies and tactics. Students will be able to secure a computer network through such measures as proactive vulnerability analysis, firewalls, and secure remote access. This entails addressing computer hacking techniques (viruses, worms, password sniffers) and security holes in popular platforms like UNIX and Windows.

MGT375 - Workplace Violence, Workplace Security (4.5)

Students will learn how to develop safe hiring methods, safe discipline and termination methods, the management of violent and potentially violent incidents, and the role of security directors and security personnel in their efforts to protect employees. They will also learn how to use basic concepts of threat assessment in the workplace.

MGT380 - Conflict Resolution (4.5)

A fundamental tool of creating a secure situation is to remove sources of conflict. In this course, students will learn to recognize the primary cause and dynamics of conflict and identify appropriate means of conflict resolution, mediation, negotiation, and basic diplomacy for a given situation. The course will focus on both theory and application of acquired skills and techniques. Conflict and crises are about perceived imbalances. Often these difficulties reflect struggles that have gone on for years and perhaps even for generations. One of the challenges in understanding any conflict or crisis is learning the facts involved in the difficulties. Many of these perceptions are the result of conflict this course will shed light on by examining conflict on the individual and organizational levels.

MGT405 - Consequence Management (4.5)

This course reviews response to disasters – both natural and man-made, and addresses issues related to consequence management of natural disasters or acts of terrorism, including weapons of mass destruction (WMD) events. Students will be able to explain how local, state, and federal emergency agencies interact. Students will learn how to plan and construct consequence and contingency plans to meet both natural and man-made emergencies. The course also provides an introduction to the Incident Command System.

PHIL - Philosophy

PHIL105 - Introduction to Ethics (4.5)

This course is an introduction to Ethics and analyzes and discusses issues of morality and moral knowledge such as the concepts of right and wrong, good and evil, and virtue in connection to well- known philosophers. Students focus on the overall discussion of ethics and study its subdivisions of moral philosophy: normative ethics, meta-ethics, and applied ethics. (Meets GE Critical Thinking or Arts and Humanities requirement.)

PHIL400 - Ethics of Security and Counterterrorism (4.5)

This course will examine the broad concepts of ethics, morality and integrity, as well as, the relevance of those concepts in the specific professions of protection, intelligence and counterterrorism. The course will analyze current ongoing debates pertaining to terror detainees,

renditions, espionage, covert actions and loyalty. Also covered are duties and responsibilities of other professional ethical codes of conduct. Additionally, students will explore various legal aspects of intelligence work and the different laws and regulation that guide the intelligence community and other professions.

Prerequisite: PHIL105 or equivalent.

PRO - Protection

PRO398 - Fundamentals of Threat Assessment (4.5)

One cannot provide protection or prevent attacks unless one knows who the opponents are, the likelihood of them engaging in violence, and the nature of a potential attack. Being able to identify the existence and assess the magnitude of a threat is an essential skill in the fields of protection management, intelligence and counterterrorism. Students will learn how to select and apply the correct methods of threat assessment in a variety of contexts, such as the workplace, public safety, and infrastructure protection. They will also learn to employ procedures for examining vulnerabilities to attack, as well as evaluating the capabilities and motivation of potential attackers.

PRO422 - Building Security (4.5)

This is a principles course on the proactive means of securing and protecting facilities and countering threats. Students will learn the basic aspects of building protection: security, safety, surveillance, intelligence, and management. Upon completion of this course, students will be able to apply sound principles of asset protection management through private enforcement and will be able to use proper strategies in order to be prepared for any contingency. Emphasis is on how to protect the fixed asset, the persons in the facility, and sensitive information.

PRO430 - Travel and Hospitals (4.5)

An important component in advance work for any protective operation is the consideration of travel plans - where the principle is going. This class primarily deals with the actual travel of principals, in essence, getting them from one point to another in the safest manner possible. Another vital factor that must be taken into consideration in advancing any travel plans is the advance of the hospitals along the travel routes in preparation of having the need for these facilities. This course will cover the basics of a proper advance for travel plans and emergency medical preparations.

Prerequisite: PRO466.

PRO432 - Principal's Office and Residence (4.5)

This course examines the importance of insulating principals within the two primary places they spend most of their time - the office and the residence. This class will address how the secure work environment begins at the entrance to the business property, often the parking facility, as well as concerns about natural and man-made disasters. The residence, often believed by principles to be their "safe-harbor" will also be discussed, beginning with estate security, physical and psychological barriers, technical systems, and the residential building itself. This course will cover the basics of a proper advance for determining the needs of a safe and secure office and residence, and discuss emergency preparations for these areas to anticipate and mitigate threats in a proactive manner.

Prerequisite: PRO466.

PRO433 - Off-site Visits (4.5)

This course covers the concerns and issues of preparation for principals to visit sites where he/she may never have been before. Considered the most vulnerable time--traveling to and from unknown destinations-- this course will discuss what to look for to insure personal safety, as well as logistical considerations. It will address the necessary planning, preparation, route surveys, and threat assessment protocols possible for these types of visits. It will also cover specific site security measures and arrangements for different locations to which the principle might travel. This course will cover the basics of a proper advance, including emergency preparations for these visits.

Prerequisite: PRO466.

PRO466 - Advance Work (4.5)

This course explores the various aspects of advance work, which is required for preparation for, and avoidance of, conflict. After obtaining the required theoretical basis, students will replicate the work done as a member of an advance team by gathering intelligence, identifying potential hazards inherent in a given assignment, and writing a complete advance report detailing all the information a protective agent needs for a successful assignment.

PRO494 - Essentials of Executive Protection (4.5)

This course work pertains to the central concerns of the executive protection specialist - the protection of human life. Students will learn how to apply fundamental concepts of executive protection including agent-client relations, vehicle security, threat assessment, office and residential security, basic team management and communications, and advance work. Students will also be able to explain and apply ethical and legal principles that govern the business of executive protection.

PRO500DC - Advanced Executive Protection (4.5)

The modern personal security specialist has evolved far beyond the dull, stereotypical "bodyguard" or "muscle men" whose primary approach is intimidation. Today's executive protection specialist is highly trained and sophisticated and protects clients by preventing trouble

rather than relying on ad hoc responses during a crisis. Students who complete this course will learn more advanced methods and techniques for ensuring the safety of a client in more unstable and rapidly evolving situations. They will also learn to plan, conduct, and maintain protection operations as a team leader or manager.

PSY - Psychology

PSY285 - Abnormal Psychology (4.5)

This course will provide a broad survey of what is considered to be abnormal behavior. This course explains the scientific bases of contemporary theories of major psychological disorders such as schizophrenia, depression, and anxiety. Emphasis will be placed on a scientific, empirical view. The primary focus of the course is the description of various symptoms, syndromes and illnesses, but research and theories concerning etiology will also be covered. (Meets GE History/ Social Science requirement)

Prerequisite: PSY105 or equivalent.

PSY310 - Psychology of Violence (4.5)

Certain psychological pathologies have implications for security, and by looking into an opponent's mind we can gain a better understanding of his behavior and how to control or prevent it. This course provides an understanding of different psychological theories of criminality and violence, cognitive and behavioral characteristics of violent individuals, and specific criminal psychopathologies of offenders such as serial killers and stalkers. Students also learn to distinguish those psychological approaches that are best for addressing violence and criminal behavior in a given situation. There is a heavy reliance on case studies, and practical skills taught include how to read and create a psychological profile.

Prerequisite: PSY105 or equivalent.

PSY420 - Psychology of Fear (4.5)

This course will examine the mechanisms that instill fear in both individuals and groups, both socio- political and biological with special emphasis on the behavioral results of extended periods of fear. It will examine classic case studies of fear used by criminals, military organizations, and oppressive governments; how these different groups used fear to achieve their aims, and finally examine the various measures that can be used to dispel fear or at least help societies and individuals cope with fear.

Prerequisite: PSY105 or equivalent.

SEC - Security

SEC105 - The Foundation, Functions, and Future of Strategic Security (4.5)

This course begins with an overview of the strategic security profession and its three primary components: protection management, counterterrorism, and intelligence. Students will preview the academic, historical, and technological evolutions that gave rise to the field of strategic security, and go in-depth to examine the main areas in which strategic security practitioner's work. The course is designed for students who have long specialized in one area of strategic security and want to quickly put their work in the broader context of the field; for students new to the strategic security field; and for those who want a more historical and academic perspective on strategic security work.

SEC205 - Offensive v. Defensive Security: Understanding the Broader Security Field (4.5)

In the rapidly changing world of security studies, it is important to understand the critical differences between concepts like strategic security, counterterrorism, protection, intelligence, homeland security, criminal justice, conflict studies, emergency management, threat assessment, counterintelligence, and related terms. To achieve this clarity, this course begins by briefly reviewing the history of the field of strategic security and its three component parts - protection, intelligence, and counterterrorism - as well as its two distinguishing characteristics: offensive tactics and operations combined with technological innovation. This course also takes an in-depth survey of related security areas that focus on defensive tactics and operations and delineates the differences between offensive and defensive - both academic and professional distinctions - and the relative strengths and weaknesses of each. Students will enhance their understanding of the broader security field. SEC 205 is useful to practitioners and non-practitioners alike.

SEC300 - Certificate Portfolio (3)

This course is a structured reflection course designed to help students analyze their learning experiences to describe their progress and cite specific evidence of learning within their experiences or work. The student should understand the value of the certificate, be able to explain how practice and learning fit together and what gaps in their learning might still exist. Students will build a section of an electronic portfolio on an aspect of the nuclear-related certificate and add a personal reflection on the meaning of the certificate in his or her professional practice. The course is unclassified.

SEC320 - Foundations of the Security Industry (4.5)

This is an introductory course exploring public and private security. Students will obtain knowledge of the security industry in the last half of the 20th century and an understanding of its scope and growth. This knowledge will provide the basis for exploring the future of the industry and the role that client protective services will play as threats to executives, dignitaries, celebrities and their families increase.

SEC326 - Foundations of Vehicular Security (4.5)

This course teaches the basics of professional protective driving. Included are essentials of vehicle and motorcade security, the mechanics of protective driving and the management of threats that may be encountered. Students will learn how to combine knowledge with observation, imagination, common sense and critical thinking in the handling of unusual traffic situations, uncontrollable circumstances and varying levels of threats. The course will also introduce students to the psychological stress and physical demands of completing a successful protective driving mission.

SEC366 - Managing the Security Organization (4.5)

This course addresses the diverse issues affecting today's security professional and provides a guide to the improvement of leadership, supervisory and training skills. The course will provide knowledge regarding the core and specialized activities within the security organization, their interrelationships, as well as how and why various security functions are organized. Students will learn to use their knowledge of security organization management both in discussion and in providing protection for specific assets and activities. They will also be able to assess their own core competencies and interest in leading a security organization.

SEC452 - Infiltration Techniques (4.5)

This course teaches the techniques used to infiltrate targeted organizations, covering such topics as agent preparation, working undercover, insertion methods, the handling of communications, the development of contingency plans, and exfiltration or extraction techniques. Students will learn to effectively recruit and utilize informants; identify safety considerations and unique problems associated with undercover work; determine psychological challenges of undercover work and contact appropriate resources for counseling; identify difficult undercover scenarios and demonstrate methods to get out of them; list prosecutorial guidelines, regulations and entrapment issues; practice risk management principles; understand and practice key issues in the supervision of undercover personnel; demonstrate techniques for infiltration of certain kinds of criminals; identify and demonstrate briefing and debriefing techniques; and explain unique issues associated with women in undercover work.

SEC486 - Bomb Threat Management (4.5)

This course teaches bomb threat management as an essential component of the overall management of normal business operations, with special emphasis being placed on proactive measures to control such threats and the procedures to be followed in response to a threat incident. Students learn the issues that affect the determination of which threat management policy should be chosen for an organization or a facility, and how to implement that policy in terms of corporate personnel participation and financial support. Students will also learn to recognize bomb threatening situations and behavior of a prospective bomber.

SEC 522DC - Advanced Surveillance and Countersurveillance (4.5)

Surveillance is the process by which intelligence information is acquired in the field for a public or private purpose. This acquisition can take many forms including human surveillance, which must be conducted in such a manner so that there is not violation of privacy rights of those under scrutiny. Such surveillance requires a careful technique and a dedicated patience necessary to gather essential information. This course is intended to provide an intelligently aggressive manner in which different types of surveillance will be discussed along with analysis of how equipment complements observation activities. The material presented in this course is applicable to professionals in the fields of intelligence, protection and counterterrorism.

Prerequisite: INT511, PRO500, or TCT517.

SOC - Sociology

SOC 385 - Etiquette and Rapport (4.5)

This course provides a comprehensive study of etiquette for the business professional, with insights into the different customs followed in countries outside the United States. This course will equip students to apply the basic rules of etiquette for conversation, greetings, introductions, handling of business cards, diplomatic methods, manners, issues related to proximity, telephone manners, professional appearance, gift giving, taboos, and social events.

Prerequisite: SOC105 or equivalent.

SPCH - Speech

SPCH450 - Communication Theory (4.5)

This course emphasizes interpersonal communication from a personal and professional perspective with attention to familiar relationships as well as those affected by differences in age, race, gender, culture, religion, politics, and personal philosophy. After providing students with a foundation of interpersonal communication theory, the course deals with topics that include verbal and non-verbal

behaviors, the relevance of communication theory to the development of communication skills, and the application of communication theory to the improvement of both personal and workplace relationships--including workplace communication that occurs through electronic media. Students will be encouraged to think critically about the course concepts and approach all topics within a framework of ethical consideration.

TCT - Terrorism and Counterterrorism

TCT306 - Media and Terrorism (4.5)

This course explores the relationship between terrorism and the media. Since the 1972 hostage incident at the Munich Olympics had much of the world riveted to their television screens, the mass media and terrorists have endured and enjoyed an often symbiotic relationship. Yet the links between terrorists and the press go back even further to the advent of modern terrorism and "propaganda by the deed." In today's media-saturated global society, it is essential for any student of terrorism to understand how terrorists employ the media as a vehicle to frame their concerns, how governments influence the filtering of terrorist events, and how terrorists and the media use each other to expand their audiences.

TCT390 - Foundations of Terrorism (4.5)

This course is an introduction to the subject of international and domestic terrorism. It explains and clarifies key definitional and conceptual issues, describes terrorists (including the sociological and psychological characteristics of leaders and members) and identifies their methods, including organizational structures, target selection criteria, operational tradecraft, weaponry, etc. This course surveys a wide range of existing terrorist groups, examines certain high-profile themes (e.g., WMD terrorism, “narco-terrorism”), and assesses the nature of the threat terrorists pose to global security.

TCT396 - Terrorist Techniques (4.5)

This course deals with the strategies, tactics, and methods used by terrorists. Students will learn to distinguish between clandestine and semi-clandestine operations. They will learn to recognize and describe the securing of financing and weaponry, the criteria used for target selection (symbolic or representative nature, functional importance, and vulnerability), the roles played by the group’s operational nucleus and its logistical support base, the preliminary surveillance of targets, the transfer of weapons to the operational area, the insertion of the assault team, the extraction of the assault team (except in the case of “martyrdom operations”), the role played by the group’s active and passive supporters (front groups, etc.), the exploitation of the media and post-facto claiming of responsibility, the avoidance of security force dragnets, and how terrorists react to and prosper from the action’s fallout. Case studies of successful and unsuccessful terrorist operations are used to illustrate the types of techniques employed in different phases of terrorist operations.

TCT410 - Lone Wolf Terrorism (4.5)

This course provides an overview of one of the principal categories of terrorism from the Cold War through the current era. Despite its prevalence and importance, right-wing terrorism has all too often been ignored. Students in this course will be able to list the different types and various subcategories of right-wing terrorists and their supporting organizations, including neo- fascists and neo-Nazis in Europe, paramilitary Patriot militias in the US, state-sponsored vigilante groups (“death squads”) in Latin America and the Philippines, and assorted white supremacists. Students will be able to explain the differences in politics, ideology, religion, operational objectives and vulnerabilities of different terrorist and supporting organizations.

TCT430 - Ethno/Nationalist Terrorism (4.5)

This course provides an overview of one of the principal categories of terrorism. Despite the extraordinary amount of attention that governments have paid to ideological left and right-wing terrorists, nationalist and separatist terrorist groups generally carried out the most sustained, most popular, and most costly terrorist campaigns between the 1960s and 1980. Students will learn to explain and recount the history of terrorist groups surveyed, include factions within the PLO, the IRA, the Basque ETA in Spain, the Tamil Tigers in Sri Lanka, the Kurdish PKK in Turkey, Armenian terrorist groups, and separatist groups in Quebec, Corsica, and Chechnya.

TCT431 - Counterterrorism (4.5)

This course begins by examining the historical aspects of terrorism, its roots, causes, motives and aims, as well as, some exemplary cases of terrorism throughout human history. The course further investigates the different types of terrorism, moving from the distinction between state-sponsored and non-state sponsored terrorism, “new” versus “old” terrorism, through the differentiation between ideological, nationalistic, political, religious and hybrid terrorism, and further distinguishes between insurgency and terrorism. This course then moves into the understanding of counterterrorism, the legal, ethical, tactical and strategic challenges of counterterrorism, its tools, measures and challenges. Here the course takes the student through case studies of terrorist attacks and their respective counterterrorism measures applied and lessons learned – within the US and in other countries. By the successful completion of this course, the students will have an intermediate understanding of both the theoretical and the more pragmatic, practical aspects of terrorism nd counterrorism.

TCT435 - Terrorist Support Networks (4.5)

Terrorists and terrorist organizations cannot exist without support. This support may be financial, logistical, operational, and/or psychological. This support may come from nations, religious groups, organized criminal enterprises, or even a network of wealthy individuals. This course explores the various support networks available to terrorists, how they function, and the policy implications they present to counterterrorists.

TCT440 - Islamism and Terrorism (4.5)

This course provides an overview of one type of religious terrorism that currently constitutes one of the principal national security threats to the US and its allies. Students taking this class will be able to explain the doctrinal characteristics of Islamism – a radical anti-Western political ideology – and compare it both to Islam in general and to broader currents of Muslim traditionalism (including pious quietist movements) and fundamentalism (such as the official Saudi Wahhabi doctrine). They will be able to identify the historical factors leading to the development and rise of Islamism and list the ideas advocated by leading Islamist theorists. Students will also be able to describe the structure of Sunni and Shia Islamist groups.

TCT517DC - WMD Terrorism (4.5)

This course reviews key elements of Weapons of Mass Destruction technology and introduces characteristics and motivations of terrorist groups that might acquire and use WMD. It will familiarize the students with critical issues being debated about the WMD terrorist threat and place that threat into a broader political and strategic context. The course will also discuss various measures for coping with (preventing or responding to) terrorist attacks using WMD. In addition, it will cover how to collect information about this topic, how to analyze it and how to prepare reports about this topic for government decision makers.

TCT600DC - Advanced Counterterrorism (4.5)

This course will focus on U.S. Domestic based terrorist organizations including those subscribed to by convicted Oklahoma City Bomber, Timothy McVeigh. The course will identify known organizations, their perceived structure, goals and degree of operational capacity. Further, this course will present historical perspectives on international terrorism, which through legal and illegal immigration and infiltration can now be considered “domestic” in nature.

Prerequisite: INT525DC or INT584DC.

DNWS - Defense Threat Reduction Agency's Defense Nuclear Weapons School

Henley-Putnam School of Strategic Security offers these certificates as evidence of education and professional competence. ***Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.*** *The DNWS has a unique history as a nuclear weapons training school since 1947 and operates the only radiological training sites within the Department of Defense. These training sites, thorium-seeded fields, provide a realistic environment for students to apply classroom knowledge in a radiological environment. Students wear the proper personal protective gear to use sensitive radioactivity detection and monitoring instruments in complex scenarios with seeded-radioactive sources in the air, soil, railroad cars, shipping containers, and wrecked aircraft.* ***Courses may be subject to particular admissions criteria, including verification of student prerequisite qualifications, professional position and educational requirement, valid security clearance with special access, and military service/organizational quotas.***

DNWS CM101 - Geospatial Intelligence for Consequence Assessment (GACA) (4.5)

GACA provides students with concepts and skills to analyze mass-casualty events using the ESRI ArcMap software in conjunction with DTRA hazard modeling tools. Students will apply learning within the context of modeling, mapping, visualization, and consequence assessment using DTRA hazard modeling and assessment tools.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses .

DNWS CM120 - Hazard Prediction and Assessment Capability Level 1 (HPAC-1) (4.5)

HPAC-1 provides students with a basic level of competency in the modeling of hazardous material releases using the DTRA HPAC software package. Upon completion of the course, students will understand the capabilities and limitations of the program and be able to perform basic hazard predictions and assessments.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS CM130 - Joint Effects Model Operator Course (JEM) (4.5)

The Joint Effects Model (JEM) Operator Course gives users basic skills with the JEM to simulate and assess the effects of CBRN weapon strikes and incidents. JEM is a

DoD Program of Record for CBRN modeling and represents the integration of selected current capabilities from existing models into a common operating architecture, interoperable system, and user interface. JEM will provide a capability to overlay hazard areas on a map or Common Operational Picture (COP).

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS CM150 - Hazard Prediction and Assessment Capability Level 2-Chemical, Biological, Radiological (HPAC-2-CBR) (4.5)

HPAC-2-CBR provides students with a higher level of proficiency in modeling and analysis of CBR hazard release using HPAC. Students will learn to apply and demonstrate HPAC source term functionality, computation methodologies, translating, and communicating results.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS CM151 - Hazard Prediction and Assessment Capability Level 2-Nuclear (HPAC-2-N) (4.5)

Classified course of instruction, HPAC-2-N provides students with a higher level of proficiency in modeling and analysis of nuclear hazard release using HPAC. Students will learn to apply and demonstrate HPAC source term functionality, computation methodologies, translating, and communicating results. Course is conducted at the SECRET/RD/CNWDI level of classification.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS CM160 - Integrated Munitions Effects Assessment- Level 1 (IMEA-1) (4.5)

This course that provides students with an initial level of competency in IMEA. Students will experience the capabilities and limitations of IMEA by obtaining target models, creating attack plans, and analyzing and interpreting results.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS CM170 - Vulnerability Assessment Protection Options Level 1 (VAPO-1) (4.5)

Students within the VAPO-1 will receive instruction in the full functionality of VAPO to include its capabilities, limitations, and assumptions. Using VAPO functionality, students will assess and analyze a spectrum of threats against assets and develop mitigating strategies with respect to vulnerability assessment and force protection.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS CM180 - Integrated Munitions Effects Assessment- Level 2-Conventional (IMEA-2-C) (4.5)

Classified course of instruction, IMEA-2-C provides students with advanced skills in the application of IMEA conventional strike capabilities and limitations. Students will achieve greater pro¬ficiency with importing and creating target models, developing attack plans, performing consequence assessment to WMD scenarios, and communicating results. Course is conducted at the SECRET level of classification.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS CM181 - Integrated Munitions Effects Assessment- Level 2-Nuclear (IMEA-2-N) (4.5)

Classified course of instruction, IMEA-2-N is a five-day course that provides students with ad¬vanced skills in the application of IMEA nuclear strike capabilities and limitations. Students will achieve greater proficiency with importing and creating target models, developing attack plans, performing consequence assessment to WMD scenarios, and communicating results. Course is conducted at the SECRET/FRD level of classification.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS CM190 - Vulnerability Assessment Protection Options Level 2 (VAPO-2) (4.5)

Students within the VAPO-2 will receive additional instruction in the full functionality of VAPO to gain a higher level of understanding of the software. Students will use a physics based blast effects models to enhance the application of VAPO for force protection, anti-terrorism, and vulnerability assessment modeling against a wide spectrum of real world threats.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS CM260 - Integrated Weapons of Mass Destruction Toolset-Consequence Assessment (IWMDT-CA) (4.5)

IWMDT-CA is a course in which the student achieves an initial level of competency in the modeling of hazard releases. Students learn in a collaborative, Net-centric environment by recognizing the IWMDT toolset, understanding and applying graphical user interface operations, and implementing and assessing consequence

assessment initiatives to meet the users mission requirements.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS CM270 - Advanced System Survivability Integrated Simulation Toolkit (ASSIST) (4.5)

Classified course of instruction provides students the basic concepts of radiation, radio communications, radio frequency (RF), propagation, and optics modeling tools. Students trained on the ASSIST tools model the environments of nuclear detonations in and above the earth's atmosphere. The course includes demonstrations, hands-on familiarization and practice using the ASSIST graphical user interface to apply a suite of models to estimate radiation environments and their effects.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS CM04 - Joint Countering Weapons of Mass Destruction Planning Course (JCPC) (4.5)

Classified course of instruction, JCPC introduces students to U.S. Government and Department of Defense policy, strategy, doctrine, and planning related to CWMD; teaches students to recognize CWMD equities in and operational context; and demonstrates how to incorporate them into the Joint Operation Planning Process. The first half of the course focuses on the three lines of effort (prevent acquisition, contain and reduce threats, and respond to crises) and the four CWMD Activities and their supporting tasks identified in the DoD Strategy for Countering WMD and joint doctrine. The second half of the course takes students through select areas of the JOPP and merges CWMD and JOPP concepts through a series of facilitator-led, small-group planning exercises. Course is conducted at the SECRET level of classification.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS NR101 - Nuclear Emergency Team Operations (NETOPS) (9)

A hands-on course for members of a nuclear emergency response team. Subject matter includes modules on basic nuclear physics, biological effects of radiation, response processes and capabilities, radiation detection equipment, contamination control stations, surveys, and command and control. The course culminates with three daily field training exercises during which students fully dress out in anti-contam¬ination clothing, use RADIAC equipment, and perform realistic nuclear emergency team functions at DNWS live radioactive training sites. We welcome all military personnel and Federal employees occupying EOD, CBRN defense specialties and career fields, or other emergency response force positions.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS NR130 - Advanced Diagnostic Training 1 (ADT-1) (4.5)

This course focuses on weapons of Mass Destruction threat awareness, interagency policy, national response architecture, nuclear science, radiation detector theory, and crisis communications. This course meets interagency training standards for national crisis response.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS NR200 - Applied Radiological Techniques Level 1 (ARRT-1) (3)

A distance learning course exploring the basic theory of radiation sciences and concepts of radiological response field application. Course material covers radioactivity, detection principles, applied calculations, control measures, and survey planning.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS NR201 - Advanced Diagnostic Training (ADT-2) (4.5)

Classified course of instruction for explosive ordinance technicians which focuses on steady-state operations threat assessment of Nuclear Materials of Concern. This course also focuses on interagency policy, threat design concepts, nuclear science, tactics, techniques, procedures and crisis communications. This course meets interagency training standards for national crisis response. This course is conducted at the CNWDI/SECRET level of classification.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS NR250 - Joint Nuclear Explosive Ordnance Disposal (JNEODC) (4.5)

Classified evolution for explosive ordinance technicians when responding to nuclear weapons accidents as part of the initial response force. The program focuses on nuclear weapons hazards, stockpile safety features and safeguards, weapons development, and response to a nuclear weapon accident/incident.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS NR401 - Applied Radiological Techniques Level 2 (ARRT-2) (4.5)

ARRT-2 is an applications follow-on course to ARRT-1 theory focusing on applied radiological problem-solving methods. Approximately 20 percent of the course is based in detector laboratories while the remaining course time is used to experience actual hands-on radiological experiences and interpretation of survey data. The course includes outdoor field exercises and activities.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS NW110 - Nuclear Weapons Orientation Course (NWOC) (4.5)

Classified course of instruction, NWOC is an overview of the history and development of nuclear weapons, management of the U.S. nuclear stockpile, and the issues and challenges facing the program. The modules focus on four functional areas: nuclear weapon fundamentals, nuclear weapon effects, nuclear weapons stockpile, and nuclear weapons issues. The course is conducted at the SECRET//RESTRICTED DATA level of classification.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS NW120 - Nuclear Weapons Technical Inspectors Course (NWTIC) (4.5)

Classified course of instruction, NWTIC is a 5-day in-residence course at DNWS in which students are taught common inspection methodology to better baseline and educate Service Inspectors for the nuclear enter¬prise. The course uses lectures, facilitated group discussions, and realistic inspection scenarios to ensure strict and consistent application of nuclear weapons technical inspection guidance. Course is conducted at the SECRET//RESTRICTED DATA-CNWDI level of classification.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS NW305 - Theater Nuclear Operations Course (TNOC) (4.5)

Classified course of instruction, TNOC provides planners, support staff, targeteers, and staff nuclear planners for joint operations and targeting. The course provides an overview of nuclear weapon capabilities, and effects as well as U.S. nucle¬ar policy, and joint nuclear doctrine. Course is conducted at the TOP SECRET//RESTRICTED DATA-CNWDI level of classification.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS NW401 - Nuclear Policy (NUCPOL) (4.5)

Classified course of instruction, NucPol is an overview of U.S. nuclear weapons policy develop¬ment including issues and challenges facing politicians today. It specifically covers the evolution of U.S. nuclear weapons policy, nuclear deterrence theory, applications of nuclear weapons within the instruments of national policy, factors influencing policy, foreign nation nuclear weapons drivers, and proliferation concerns. A policy-focused tour of the classified Nuclear Weapons Instructional Museum (NWIM) and the course are conducted at the SECRET//RESTRICTED DATA level of classification.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

DNWS R021 - Geospatial Intelligence for Consequence Assessment -Level 2 (GACA-2) (4.5)

This course enables students to apply advanced concepts and features of DTRA’s CBRNE modeling in an integrated function-centric approach. This course will build upon previous tool-centric training with demonstrations and hands-on applications using a comprehensive hazard or risk assessment process. The classroom experience will expose students to Incident Commander CBRN decision making.

Offered: Defense Threat Reduction Agency's Defense Nuclear Weapons School (DNWS), Kirtland Air Force Base in Albuquerque, New Mexico, teaches these courses.

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Barbara Burke, Ph.D., Capella University, Public Safety (Emergency Management)

Associate Dean for General Education and Instructional Design
Brigit McGuire, BA, English/Medieval Studies, St. Olaf College (2005); MA, English/Comparative Literature, Columbia University (2006); MPHIL, English/Comparative Literature, Columbia University (2009); PhD, English/Comparative Literature, Columbia University (2015).

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

Senior Accreditation Officer and Academic Regulatory Counsel
Michael Trump, BS, Black Hills State University (1990); MA, University of Wyoming (1994); JD, University of South Dakota (1999).

Executive Vice President of Academic Operations and Registrar
Ann Larson, BS, North Dakota State (2000); MBA; MM, University of St. Mary (2003); EdD, University of South Dakota (2008).

System Vice President of Human Resources and Employee Development
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 Dean of Faculty and Student Success
Terri Beauregard, BA, Marymount College (1980); MS, Fort Hays State University (1996).

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

University Librarian and Associate Dean of Faculty and Student Support Services
John Oyler, BA, University of Maryland-University College (1984); MTS, Saint Paul School of Theology (2002); MA, University of Missouri (2005).

Executive Director of Student Success
Nicole Hedrick, BSE, English, Dakota State University (2006); MA, English Second Language, Hamline University (2011).

Director of Affiliate Relations
Amanda Oppel, BA, William Jewell College (2008); MM, National American University (2012)

Executive Director of Enrollment
Marcus Smith, BA Arizona State University (1987)

Controller
Stacie Haley, BS, National American University (2001).

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.

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

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

Information Technology Program

Daren R Anderson, MSIS, President, Big D Technology Solutions, Inc., Sioux Falls, SD.

Ed Egbert, Programmer/Analyst, Black Hills Corp., Rapid City, SD.

Mike LeMay, DBA/Lotus Notes Administrator, Black Hills Corp., Rapid City, SD.

Jesse Robinson, Cyber Security Engineer II, Raytheon, Aurora, CO.

Lois Schmoll, HCIS Coordinator, Rapid City Regional Hospital, Rapid City, SD.

Jeff Sloan, Software Engineer - Firmware, Schweitzer Engineering Labs, Pullman, WA.

Laurie Wagner, IT Director, Pennington County Information Technology, Rapid City, SD.

Medical Laboratory Technician Program

Barbara Akers, MT(ASCP), SH(ASCP), Faculty, NAU, Kansas City, MO

Terri Beauregard, Associate Dean, NAU, Kansas City, MO

Melody Boudreaux, MLS(ASCP) Laboratory Manager-Encompass Medical Laboratory, Faculty, NAU, Kansas City, MO

Damon Cluts, MT(ASCP), Director of Laboratory Liberty Hospital

Brian Easley, MHA, MLS (ASCP) Transfusion Service Supervisor, Pathology Department, Truman Medical Centers

Jean Fiorello, MT(ASCP) NAU MLT Associate Program Coordinator

Kathleen Hessel, MT(ASCP), SM(ASCP), Faculty, NAU, Kansas City, MO

W. Michael Hughes MHA, MT(ASCP)CM Technical Manager- Quest Diagnostics

Loletha Jordan, Student-National American University. Schyler Kirby, Student-National American University

Teresa Mange, MT(ASCP) St. Luke's Hospital Laboratory, Faculty, NAU, Kansas City, MO

Cathleen Ogdie, MS, MT(ASCP), DLM(ASCP) NAU MLT Program Coordinator

Jennifer Sapp, MT (ASCP) - Team Leader, Heartland Regional Medical Center

Lynne Stallbaumer, RN, Basehor Linwood High School-Health Sciences Pathway

Valerie Stone, MBA, MLS(ASCP) MB Technical Laboratory Manager- Quest Diagnostics

Surgical Technology Program - Bellevue

Mindy Bosanek, NP, OR Director, Children's Hospital and Medical Center

Mary Elster, RN, Operating Room, Creighton University Medical Center-Bergan Mercy

Janel Myers, BSN RN, OR Manager, Creighton University Medical Center-Bergan Mercy

Jodi Petersen, Surgical Technologist, Creighton University Medical Center-Bergan Mercy

Margo Pruis, MBA, Online Educator

Jennifer Speth, BSN RN, Operating Room Educator, Creighton University Medical Center- Bergan Mercy

Erin Tiedgen, RN, Nurse Supervisor, Creighton University Medical Center-Bergan Mercy

Amy Vinton, Program Coordinator, National American University

Cathleen Ogdie, MS, MT(ASCP)DLM, Associate Dean, National American University

Surgical Technology Program - Overland Park

Racheal Fell, Graduate, Saint Luke's Health Systems

Patty Kelsey, Registered Nurse, Truman Medical Center

Doug Martin, Manager of Sterile Processing, Menorah Hospital

Kelly Martin, CST, Saint Luke's Health Systems

Becky Quesenberry, Owner of Surgical Staffing

Jessica Steckel, student, National American University

Glenn Talboy, Surgeon, Truman Medical Center

Dr. Leslie Watkins, Chiropractor, Online Professor and Adjunct Professor for Johnson County Community College

Andrea Winslow, Program Coordinator, National American University

Cathleen Ogdie, MS, MT(ASCP)DLM, Associate Dean, National American University

Surgical Technology Program - Wichita

Jamie Baxter, Member at Large, Udall, KS

Arielle Christansen, student, Wichita, KS

Teresa Cole, NAU Executive Success Coach, Wichita, KS

Nancy Corwin, Employer, Summit Surgical, Hutchinson, KS

Elizabeth Hess, Member at Large, Wichita, KS

Jamie Hollon, Distance Education, Derby, KS

Manuela Moyer, CST, Via Christi Founder's Circle, Derby, KS

Topanga Stanton, graduate, Wichita, KS

Melissa Wilson, CST, Via Christi St. Teresa, Wichita, KS

Jennifer Wolken, Employer, Center for Same Day Surgery, Wichita, KS

Sherry Aguirre, Program Coordinator, National American University

Cathleen Ogdie, MS, MT(ASCP)DLM, Associate Dean, National American University

Surgical Technology Program - Tulsa

Jodi Barnes, CST, Bartlesville, OK

Shirley Carlyon, RN, Surgery Director, Wagoner Community Hospital

Katherine Combs, Tulsa, OK

Bobbie Decker, CST, CSFA, Breast Health Specialists of Oklahoma, Tulsa, OK

Jennifer Denton, SST, Kellyville, OK

Madelyn Freeman, RN, Wagoner Community Hospital

Michael Freeman, DO, General Surgeon, Wagoner, OK

Wendy Fox, CST, Bartlesville, OK

Linda Toftee, CST, Ochelata, OK

Beckie Yarger, RN, Tulsa, OK

Pam Buff, Program Coordinator, National American University

Cathleen Ogdie, MS, MT(ASCP)DLM, Associate Dean, National American University

Criminal Justice Program

Jennifer B. Utter, J.D., National American University Associate Dean Criminal Justice Program

Dr. Tracy D Diefenbach, Security Program Developer Supervisor at Sanford Health

Charlene Henry, M.A., J.D., Attorney at Law

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 - Roseville

Mary Eichorn-Hicks, Attorney at Law, Eichorn-Hicks & Associates, Minneapolis, MN

Tracy Eichorn-Hicks, Attorney at Law, Eichorn-Hicks & Associates, Minneapolis, MN

Muriel Gubasta, Ombudsman, State of Minnesota, St. Paul, MN

Sawyer Lyn Imrie, Patent Prosecution Paralegal, Patterson Thuente Pedersen, P.A., Minneapolis, MN

Martha Jacobson, Teacher, FACS Secondary Education, Maplewood Middle School, Tartan High School, Oakdale, MN

Jerome D. Katchmark, Paralegal Specialist, U.S. Fish and Wildlife Service Division of Realty, Bloomington, MN

Stephanie Lee, Attorney at Law

Kofi Montzka, Legal Licensing Attorney, Minnesota Department of Human Services, St Paul, MN

Amanda Rice, Legal Assistant II, City of Saint Paul, City Attorney's Office, Criminal Division, Saint Paul, MN

Samantha J. Rupert, Practice Manager (IP, Patent Prosecutions), Shumaker & Sieffert, P.A., Woodbury, MN

Amanda Swanberg, Family Law Attorney, Martin Law, Bloomington, MN

Stephanie Valeri, Attorney at Law, St. Paul, MN

Paralegal Studies Program - Rapid City

Brian Andersen, Attorney, Pennington County Public Defender's Office, Rapid City, SD.

Katy Kokesh, Student Representative, Rapid City, SD.

Peggy Lay, Faculty Representative, Rapid City, SD.

Paul Lewis, Attorney, Lewis Law Office, Rapid City, SD.

Meg Manke, Human Resources, Wharf Resources, Lead, SD

Michelle Schmidt, Paralegal, Richard Pluimer, Prof. LLC, Spearfish, SD.

Coli Spencer, Paralegal, Johnson Eiesland Law Offices, P.C., Rapid City, SD.

Michael Trump, Attorney, Paralegal Studies Coordinator, National American University, Rapid City, SD.

Jamie Turnbow, Ditech, Rapid City, SD.

Tina Wildberger, Paralegal, Scovel Law Office, Rapid City, SD

Paralegal Studies Program - Sioux Falls

Karen L. Crew, Attorney, Crew and Crew, P.C.

Steve Engh, Paralegal, Lynn, Jackson, Shultz & Lebrun, P.C.

Katrina Huage, Paralegal, Crew and Crew, P.C.

Rhonda Johnson, Paralegal Program Coordinator, National American University

Sarah Kerkvliet, Paralegal, Minnehaha County Public Defender's Office

Christine Lillo, Paralegal, Woods, Fuller, Schultz, & Smith

R. Alan Peterson, Attorney, Lynn, Jackson Schultz and Lebrun

Cindy E. Schmit, ACP, Peterson Law Office, P.C.

Renae Kruse Thornton, Attorney, Eich Law Office

Wade Warntjes, Attorney, Minnehaha County Public Defender, Minnehaha County Public Defenders

Bachelor of Science in Nursing Program - Albuquerque

Vicki Brantley, MSN, RN-Administrator, Dialysis Clinic, Inc. Albuquerque, NM

Amy M. Dimas, Administrator-The Rio at Cabezon, Rio Rancho, NM

Vincent Gatlin, Owner, The Vincent Gatlin Agency, Albuquerque, NM.

Cassandra Gillis, RN-Clinical Program Director, ONPOINTE, Albuquerque, NM

Lisa Hawthorne, PhD, RN, PHN, CNE, Dean of the School of Nursing and Graduate Nursing Studies, National American University, Arlington, TX.

Cynthia A. Kincheloe, MSN, BSN, RN-Nursing Faculty-National American University Faculty, 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

Rebecca G. Robinson, AAS, BS, MBA Adjunct Nursing Faculty-National American University, Albuquerque, NM

Steven Ross-Unit Director 6-South, UNMH, Albuquerque, NM

Cheryl Y. Underwood, RN, BSN, M.Div. Nurse Executive-Women's Health Clinic, Gallup, NM

Christina Vigil, RN, BSN-Clinical Nurse-Lovelace Hospital, Albuquerque, NM

Bachelor of Science in Nursing Program - Austin

Lisa Hawthorne, PhD, RN, PHN, CNE, Dean of the School of Nursing and Graduate Nursing Studies, National American University, Arlington, 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.

Nancy Walters, RN, Associate Degree Nursing Department Chair, Austin Community College, Austin, TX.

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.

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

Jada Anderson, MS, RN, Nursing Faculty, 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.

Bridget Fechner, RN, Director of Nursing, Good Samaritan Village, Sioux Falls, SD.

Jackie Gilbertson, RN, Director of Nursing, Human Services Center, Yankton, 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.

Dawn Hurney, RN, DOCS, AseraCare Hospice, 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.

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.

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.

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.

BSN and LPN Bridge to BSN Program - Wichita West

Melanie Burnett, RN, Director of Nursing, William Newton Medical Center, Winfield, KS.

Diane Bitting, RN, Child Head Start, Wichita, KS.

Teresa Cole, Success Coach, National American University, Wichita, KS.

Darlene Cooney, RN, Director of Nursing, Sumner County Medical Center, Wellington, KS.

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.

Mike Shepherd, Operations Manager, Mid-Continent Regional Center for Health Care Simulation, Wichita, KS.

Darla Stonehouse, RN, Director, Harvey County Health Dept., Newton, KS.

Sue Swender, RN, Child Head Start, Wichita, KS.

Glenda Wilcox, LCMFT, Early Program Childhood Director, Child Start, Wichita, KS.

Online RN to BSN Program

Benita Buck, BSN, RN, National American University, Online RN to BSN Program Alumni, Brookville, IN.

Burneta Burley, MSN, RN, Director of Clinical Operations, Gentiva Health Services, Mount Holly, NC.

Carrie Churchill, BSN, RN, Bright Start Home Visitation Program Manager, SD DOH, Rapid City, SD.

Stacey Forte', MSN, RN, National American University, Online MSN Program Alumni, Registered Nurse, Corixon Health Services, Lansing, KS.

Kimberly Hammonds, MSN, RN, National American University, Online MSN Program Alumni, Charge Nurse, Mercy Hospital, Neosho, MO.

Lisa Hawthorne, PhD, MSN, RN, PHN, CNE, National American University, Dean of School of Nursing & Graduate Nursing Studies, North Richland Hills, TX.

Kimberly McKinley, MSN, RN, JD, National American University Online MSN Program Adjunct Faculty, Toledo, OH.

Haley Olerich, MSN, RN, National American University, Online MSN Program Alumni, Registered Nurse, Mayo Clinic, Stewartville, MN.

Anita Perkins, MSN, RN, National American University, Online MSN Program Alumni, Lakewood Truman Medical Centers, Kansas City, MO.

Heather Roberts, MSN, RN, National American University Online RN to BSN Program Adjunct Faculty, Kansas City, MO.

Diane Schiffer, MSN, RN, National American University Online RN to BSN Program Adjunct Faculty, Westerville, OH.

Faye Silverman, MSN, RN, PHN, WOCN, National American University Online RN to BSN Program Adjunct Faculty, Lancaster, CA.

Leslie Welch, PhD, MSN, BSN, BS, RN, SON Chair for Online Learning, National American University, Raleigh, NC.

Doris Williams, MSN, RN-BC, RAC-CT, National American University Online RN to BSN Program Adjunct Faculty, West Hartford, CT

Chad Zandi, MSN, RN, CRRN, Quality Risk Coordinator, Health South, Duncanville, TX.

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.

Ella Ackermann, BS, Organizational Administration, Northwestern College (1991); MBA, Cardinal Stritch University (2003).

Steve Adams, BA, Wichita State University (1995); MBA, Wichita State University (1996); MSA, Accounting, University Missouri Kansas City (2006); Certified Public Accountant (2007).

Azin Agah, BS, Molecular Biology, Purdue University (1991); MBA, Baker University; PhD, Biochemistry, Kansas State University (1996).

Sherry Aguirre, CST, Diploma, Surgical Technology, Wichita Area Technical College (2007); BGS, Wichita State University (2014).

Ahmed Al-Asfour, BS, Business Administration, New York Institute of Technology (2004); MS, Administrative Studies, University of South Dakota (2006).

Mark Anderson, AS, Construction Technologies, Community College of the Air Force (1993); MS, Organizational Management, University of LaVerne (1996); EdD, Nova Southeastern University (2008).

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).

Erica Arends, BS Health Management, Globe University, BA Sports Management University of MN-Morris, AAS Medical Assisting, Globe University.

David Atkins, BA, Media Arts, Colorado Institute of Art (2006).

Sharif Azad, BS, Accounting, Winona State University (1996); MBA, Business Administration, University of Wisconsin (2006).

Constance Baines, BS, Bachelor of Science Indiana Wesleyan University (2009); MSM, Master of Science & Health Care Management Indiana Wesleyan University (2011).

Phillip Baines, BA, Business Marketing, Wright State University (2007); MBA, Indiana Wesleyan University (2011).

Shelly Baker, BS, Management, Colorado Technical University (2003); MSM, Business Management,

Colorado Technical University (2005); PhD, Business Administration, Northcentral University (2009).

Steven Balke, BBA, Business Computer Systems, Eastern Michigan University (1983); MBA, E-Business, University of Phoenix (2002).

Heather Berry, BS, Business Administration, National American University (2014); MBA, National American University (2017).

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).

Robin Bolton, AS, Business, Indiana Wesleyan University (2001); BS, Management, Indiana Wesleyan University (2007); MBA, Healthcare Management, American Intercontinental University (2008).

Carolann Books, BA, Geography/Environment Studies, University of Colorado (2002).

Jeanne Boone, BA, Political Science, Rockhurst University (1986); COTA, Associate in Applied Science, Penn Valley Community College (1997).

Bipin Bora, BT, Mechanical Engineering, Indiana Institute of Technology (1983); MS, Mechanical Engineering, Case Western Reserve University (1985).

Nathan Braun, MBA, Computer and Information Security, Northcentral University (2010); BBA, Applied Computer Science, Northcentral University (2009).

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).

Ladrian Brown, BS, Chemistry and Biology, University of St. Mary (1996); MD, University of Kansas School of Medicine (2002).

Tina Brown, BS, Business Administration, California State University (1986); MS, Marketing, Louisiana State University, (1989); Doctorate, Management and Organizational Leadership (2009).

Mike Buckingham, BS, Social Science with emphasis in Criminal Justice, University of South Dakota (1981); MBA, Emphasis Management National American University (2009).

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).

Rebecca Burke, BS, Management/Human Resources, Park University (2009); MBA, Park University (2011).

Jessica Carr, BS, Business Administration, National American University (2007); MM, Management, National American University (2009).

Natasha Celestin, BS, Mathematics, Spelman College (2000); BS, Industrial and Systems Engineering, Georgia Institute of Technology (2000); MS, Health Systems, Georgia Institute of Technology (2001).

Seth Chaikin, BSB, Business Administration, University of Kansas (1997); MAIS, Accounting and Information System, University of Kansas (1998).

Cheryl Chance, 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).

Suzanne Chavez, AAS, Medical Assisting, Remington College (2005); BS, Healthcare Management, National American University (2010); MM, Human Resource Management, National American University (2012).

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).

Gwyn Collier, BS, Healthcare Services, Avila University (2005); Certificate, Business, Avila University (2007); MBA, Avila University (2009).

Patricia Cornille, OTD, OTR/L, BS Occupational Therapy, Eastern Michigan University (1985); Doctorate of Occupational Therapy, Creighton University (2016).

Sarah Covington, MBA, Healthcare Administration, Harding University, (2008).

Sarah Cronin, BA, Business Management, University of South Dakota (2001); MBA, National American University (2017).

Marcie Cudmore, BS, Sociology, Black Hills State University (2003); MBA, Management Emphasis, National American University (2007).

Jennifer Cunningham, JD, Washburn University School of Law (2010); Colorado State University, Business Concentration: Finance and Real Estate, (2006).

Quentin Dane, BS, Accounting, Missouri Western State University (1996); MBA, Rockhurst University (2005).

Carol Dantzler-Harris, BS, Medical Records Administration, University of Central Florida (1985); MS, Education, Capella University (2007).

Ashlynn Davis, BA, Criminology, The Ohio State University (2003); MS, Criminal Justice, University of Cincinnati (2009).

Janis Davis, BS, Occupational Therapy, University of Kansas, Lawrence, KS (1974); MA, Counseling and

Guidance, University of Missouri, School of Education, Kansas City, Missouri (1995); PHD, Philosophy in Education, University of Kansas, School of Education, Lawrence, KS (2004).

Michelle Davis, BS, Physician Assistant Studies, University of Nebraska (1998); MPAS, University of Nebraska (2000).

Brandi DeHart, RMA(AMT), BS, Health Services Management, DrVry University (2015); Diploma, Medical Assistant, Brightwood College (2001).

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).

Lesley DeSantis, AB, Business, St. Clair Community College (2000); BBA, Marketing, University of Michigan (2002).

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).

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).

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INDEX

AC - Accounting 180
Academic and Administrative Policies 115
Academic Calendars 10
Academic Honors 41, 115
Academic Information 41
Academic Integrity 41
Academic Programs 59, 117
Academic Relief for U.S. Military Service/Absence 22
Academic Success Appraisal 18
Academics 112
Accounting Program 259
Accounting, AAS 59
Accounting, BS 60
Accreditation – Approvals - Affiliations 7
Add/Drop Period - Undergraduate 37
Administrative Fee 38
Admission Requirements - Undergraduate 17
Admissions 17, 101
Advanced Placement Program (AP) 42
Alumni 22
AM - Aviation Management 182
Americans with Disabilities Act Policy 23
ANT - Anthropology 239
Application Process 102
Arabic Certificate 132
ARB - Arabic 243
ART - Art 239
Assessment Philosophy - Undergraduate 42
Associate of Applied Science/Associate of Science Degree Graduation Requirements 50
Attendance Philosophy 43
Attendance Policy 43
Auditing 44
AV - Aviation 183
Aviation Management 141
Aviation Management, BS 62
Award of Credit 102
Bachelor of Science Degree Graduation Requirements 50
Bachelor of Science in Nursing Program - Albuquerque 261
Bachelor of Science in Nursing Program - Austin 262
Bachelor of Science in Nursing Program - Rapid City 262
Bachelor of Science in Nursing Program - Sioux Falls 262
Bachelor's Degree Program Admission Requirements 108
Background Clearance 19
Block Transfer Policy 45
Board of Governors 257
BSN and LPN Bridge to BSN Program - Overland Park 262
BSN and LPN Bridge to BSN Program - Wichita West 263
Business 61
Business Administration, AAS 63
Business Administration, BS 64
Business Administration, BS, Emphasis in Accounting 65
Business Administration, BS, Emphasis in Entrepreneurship 66
Business Administration, BS, Emphasis in Financial Management 67
Business Administration, BS, Emphasis in Human Resource Management 69
Business Administration, BS, Emphasis in Management 70
Business Administration, BS, Emphasis in Management Information Systems 71
Business Administration, BS, Emphasis in Marketing 74
Business Administration, BS, Emphasis in Retail Management 142
Business Administration, BS, Emphasis in Supply Chain Management 75
Business Administration, BS, Emphasis in Tourism and Hospitality Management 76
Business Logistics, AAS 78
Business Programs 259
California Student Tuition Recovery Fund 38
Cancellation of Courses 45
Career Services 24
Central Administration 258
Certificate in Applied Radiologic Response Techniques 133
Certificate in Consequence Assessment - GEOINT 134
Certificate in Consequence Assessment - WMD 134
Certificate in Consequence Modeling 135
Certificate in Hazard Prediction and Assessment Capability (HPAC)-CBR 135
Certificate in Hazard Prediction and Assessment Capability (HPAC)-Nuclear 136
Certificate in Integrated Munitions Effects Assessment - Conventional 136
Certificate in Integrated Munitions Effects Assessment - Nuclear 137
Certificate in Nuclear Emergency Team Operations 137
Certificate in Nuclear Weapons Operations and Policy 138
Certificate Program Graduation Requirements 49
Certificate Program Requirements 107
Certificate Programs 130
Change of Grades 45
Change of Personal Data 11a2
Change of Program 45
Change of Program with Grade Deletion 45
CHN - Chinese 243
CI - Information Technology 184
CJ - Criminal Justice 192
CL - Clinical Laboratory 195
Classification of Students 46
Clubs and Organizations 111
CM - Construction Management 197
College of Business and Health Management 5, 59
COM - Communications 239
Commencement 46
Computer Support Specialist Diploma 143
Computer Support Specialist, AAS 143
Conduct 25
Construction Management AAS 144
Construction Management BS 79
Core Values 7, 100
Counterterrorism 130
Course Descriptions 180
Course Load Policy - Undergraduate 46
Course Registration 46
Credit Hour Policy 46
Criminal Justice Program 260
Criminal Justice, AAS 119
Criminal Justice, BS 120
CS - College Studies 198
CV - Cardiovascular Technology 199
DARI - Dari 244

Dari Certificate....133
Degree Programs....117
Diploma Program Graduation Requirements....49
Direct Parent Loan for Undergraduate Students (PLUS)....39
Direct Stafford Loans....39
DNWS - Defense Threat Reduction Agency's Defense Nuclear Weapons School....253
Drug and Alcohol Policy....27
Dual Majors....115
Dual Use of Credit....112
Dual Use of Credit - High School....48
EC - Economics....200
ECN - Economics....239
EG - Energy Management....201
Emergency Medical Services Management, BAS....146
Emergency Medical Services, AAS....145
EN - English....201
Energy and Manufacturing Management, BS....147
Energy Management, BS....148
ENG - English....240
Enrollment Dates and Quarter System....48
Entry-Level Certificate in Counterterrorism....130
Entry-Level Certificate in Executive Protection....138
Entry-Level Certificate in Intelligence Analysis....131
Equal Educational Opportunity Policy....9
Externships and Internships....48
Fall 2019 - Summer 2020....11
Fall 2020 - Summer 2021....12
Fall 2021 - Summer 2022....13, 14, 15
Falsification of Educational Records....19, 44
Farsi Certificate....133
Federal Direct Loan Programs....39
Federal Pell Grants....39
Federal Supplemental Education Opportunity Grants (FSEOG) 39
Federal Work-Study Program....39
Fees....37, 113
Finances....19
Financial Aid Programs....39
FLM - Film....240
FN - Finance....202
FREN - French....244
French Certificate....133
Fresh Start Policy....48
FRSI - Farsi....245
General Education....113, 118, 275
General Education Core Curriculum....117, 118
General Information....7
GEO - Geography....240
Grade Appeal Policy....48
Grading Standards....49
Graduation Requirements....49
HA - Health Care....203
Harassment and Non-discriminatory Policy....27
HB - Health and Beauty....205
Health and Beauty Management, AAS....84
Health Information Management, BS....86
Health Information Technology, AAS....85
Healthcare Coding Diploma....80
Healthcare Management, BS....81
Henley-Putnam School of Strategic Security....5, 99
Henley-Putnam School of Strategic Security Course Descriptions....239
Henley-Putnam School of Strategic Security Faculty....273
HI - History....205
HIM - Health Information Management....206
HIND - Hindi....245
Hindi Certificate....133
HIST - History....240, 248
HT - Health Information Technology Health Care Coding....208
HU - Humanities....210
Immunization Requirements....19
Incomplete Policy - Undergraduate....51
Independent Study - Undergraduate....51
Information Technology Program....259
Information Technology, AAS....87
Information Technology, B.S., Emphasis in Management Information Systems....154
Information Technology, BS....88
Information Technology, BS, Emphasis in Applications Development....149
Information Technology, BS, Emphasis in Cybersecurity and Forensics....90
Information Technology, BS, Emphasis in Database Administration/Microsoft....150
Information Technology, BS, Emphasis in Internet Systems Development....153
Information Technology, BS, Emphasis in Network Management/Microsoft....155
Information Technology, BS, Emphasis in Web Development 156
Information Technology, BS, Game Software Development....151
INT - Intelligence....241
Intelligence....131
Intelligence Collection....131
Intelligence Collection and Analysis....132
Intelligence Management, BS....123
International Admissions....101
International Students....20
Internet Policy....44
Interruptions of Instruction....115
Invasive Cardiovascular Technology, AAS....158
LA - Law....211
Language....243
Language Certificates....132
Learner Services....22, 29
Learning Outcomes....100
Listing of NAU Academic Programs....5
MA - Mathematics....212
Make Up Work....115
Management, AAS....91
Management, BS....93
Mandarin Chinese Certificate....133
MATH - Math....248
ME - Medical....212
Medical Administrative Assistant, AAS....92
Medical Assisting Diploma....159
Medical Assisting, AAS....160
Medical Billing and Coding Diploma....95
Medical Laboratory Technician Program....259
Medical Laboratory Technician, AAS....162
Medical Office Management - Clinical Specialist, AAS....95
Medical Staff Services Management, AAS....97
MG - Marketing....215
Military....54
Military Training Credit....52
Minors....116
Mission Statement....7, 99
MT - Management....217
National American University Directory....257
National American University Faculty....264

National American University Locations 4
National Testing 52
NAU Foundation Academic Excellence Award Scholarship 29
Network and Server Administrator
Diploma 163
NS - Nursing 221
Nuclear Enterprise Studies, BS 125
Nuclear-Related Certificates 133
Nursing Program, BS (BSN) 163
Occupational Therapy Assistant, AAS 169
Office Applications and Software Support
Diploma 170
OL - Organizational Leadership 228
OM - Operations Management 229
Online Library 35
Online RN to BSN Program 167, 264
Order of the Sword and Shield (OSS) 111
Organizational Leadership, BS 171
Orientation 36
Orientation (ORIEN101) 110
OT - Occupational Therapy 231
Ownership 257
Paralegal Studies Program - Kansas City Region 260
Paralegal Studies Program - Rapid City 261
Paralegal Studies Program - Roseville 261
Paralegal Studies Program - Sioux Falls 261
Paralegal Studies, AAS 172
Paralegal Studies, BS 173
PHIL - Philosophy 248
Philosophy and Process 101
Physical Security and Risk Assessment 139
PL - Paralegal 232
PO - Political Science 235
PORT - Portuguese 246
Portuguese Certificate 133
Prerequisites 52
Prior Learning Credit 51
Prior to Application 101
PRO - Protection 249
Professional Legal Studies, AAS 174
Professional Legal Studies, BS 175
Program Admission Requirements 107
Program Advisory Committees 259
Program Delivery and Technology 107
PS - Psychology 235
PSY - Psychology 250
Purpose 100
Purposes 7
Reentry Policy - Undergraduate 52
Refund Policy 37
Regular and Substantive Interaction Learner Statement 53
Repeating Courses - Undergraduate 53
Resolution of Transfer Disputes - Texas 53
Retail Management, AAS 178
Right to Privacy - FERPA 29
RUSS - Russian 246
Russian Certificate 133
Satisfactory Academic Progress Policy 56
Satisfactory Academic Progress Policy - Undergraduate 56
Satisfactory Academic Progress Tables - Undergraduate 58
SC - Science 235
Scholarships 40
School of Nursing 274
SEC - Security 250
Security 138, 139
Security Management 140
Small Business Management, AAS 98
SO - Sociology 237
SOC - Sociology 251
SPAN - Spanish 247
Spanish Certificate 133
SPCH - Speech 251
Special Student Status 49
ST - Surgical Technology 237
Strategic Security and Protection Management, BS 126
Student Authentication 106
Student Concerns 31
Student Concerns - Minnesota Students 35
Student Concerns - Missouri Students 35
Student Services Team 110
Student Veterans Association 111
Substitution of Instructors 116
Suggestions from Students 114
Surgical Technology Program - Bellevue 259
Surgical Technology Program - Overland Park 260
Surgical Technology Program - Tulsa 260
Surgical Technology Program - Wichita 260
Surgical Technology, AAS 179
Suspended Programs 6, 141
TCT - Terrorism and Counterterrorism 252
Technology Requirement 107
Terrorism and Counterterrorism Studies, BS 128
The Catalog 9
The NAU Story 16
Title IX
Sex Discrimination and Sexual Misconduct 36
TM - Tourism and Hospitality Management 238
Transcripts of Records 54
Transfer of Credit 53
Transferability of Credit Disclosure 54
Tuition 37
Tuition, Fees and Refund Policy 37
Undergraduate Student Core Abilities 59
Undergraduate/Master's Dual Credit Courses 55
University Student Services 110
URDU - Urdu 247
Urdu Certificate 133
Violence and Weapons Policy 36
Vision Statement 100
Winter 2018-19 - Summer 2019 10
Withdrawal Policy 55
Withdrawals and Refunds 37