University Catalog
2021-2022

Quality higher education in a caring and supportive learning environment

TABLE OF CONTENTS

TABLE OF CONTENTS 1
NATIONAL AMERICAN UNIVERSITY LOCATIONS 4
LISTING OF ACADEMIC PROGRAMS 5
- COLLEGE OF UNDERGRADUATE STUDIES 5
- COLLEGE OF LEGAL STUDIES 5
- HENLEY-PUTNAM SCHOOL OF STRATEGIC SECURITY (HPSSS) 5
- HAROLD D. BUCKINGHAM GRADUATE SCHOOL (HDB) 6
- STAND-ALONE CERTIFICATE GUIDELINES 6
- SUSPENDED PROGRAMS 6

GENERAL INFORMATION 7
- MISSION STATEMENT 7
- PURPOSE 7
- VISION 7
- ACCREDITATIONS - AUTHORIZATIONS - APPROVALS 7
- THE CATALOG 8

ACADEMIC CALENDARS 9
- UNDERGRADUATE (ABC), MASTER'S (AB), DOCTOR OF STRATEGIC SECURITY (B) 9
- DOCTOR OF EDUCATION (EDD) - ACADEMIC CALENDAR 13

THE NAU STORY 18
ADMISSIONS 19
- ADMISSIONS REQUIREMENTS - MASTER'S 19
- ADMISSIONS REQUIREMENTS - DOCTORAL 20
- INTERNATIONAL STUDENT ADMISSION REQUIREMENTS 20
- BACKGROUND CLEARANCE 22
- FALSIFICATION OF EDUCATIONAL RECORDS 22
- FINANCES 22
- IMMUNIZATION REQUIREMENTS 22

ACADEMIC INFORMATION 23
- ACADEMIC INTEGRITY 23
- ADVANCED PLACEMENT PROGRAM (AP) - UNDERGRADUATE 24
- ATTENDANCE AND PARTICIPATION POLICY 24
- AUDITING 24
- AUTHENTICATION 25
- BLOCK TRANSFER POLICY - BACHELOR'S DEGREES 25
- CANCELLATION OF COURSES 25
- CHANGE OF GRADES 25
- CHANGE OF PERSONAL DATA 25
- CHANGE OF PROGRAM 25
- CHANGE OF PROGRAM WITH GRADE DELETION 25
- CLASSIFICATION OF STUDENTS – UNDERGRADUATE 26
- COHORTS – EDD 26
- COMMENCEMENT 26
- COURSE LOAD POLICY 26
- COURSE REGISTRATION 26
- CREDIT HOUR POLICY 26
- DUAL DEGREES - HPSSS PROGRAMS 27
- DUAL USE OF CREDIT - HIGH SCHOOL 28
- DUAL USE OF CREDIT POLICY 28
- ENROLLMENT DATES AND TERM SYSTEM 29
- ENROLLMENT STATUS 29
- FALSIFICATION OF EDUCATIONAL RECORDS 30
- GRADE APPEAL POLICY 30
- GRADING GUIDELINES AND STANDARDS 30
- GRADUATION REQUIREMENTS 32
- MBA AND AN MM DUAL DEGREE 33
- HONORS 34
- INCOMPLETE GRADE POLICY 34
- INDEPENDENT STUDY 35
- INSTITUTIONAL REVIEW BOARD POLICY 35
- INTERNET POLICY 36
- NATURAL DISASTER ACADEMIC ACCOMMODATION 37
- OUTCOMES ASSESSMENT PHILOSOPHY 37
- PREREQUISITES 38
- PRIOR LEARNING CREDIT POLICY 38
- REENTRY POLICY 39
- REGULAR AND SUBSTANTIVE INTERACTION LEARNER STATEMENT 39
- REPEATING COURSES 39
- RESOLUTION OF TRANSFER DISPUTES - TEXAS 40
- SPECIAL STUDENT STATUS 40
- SUBSTITUTION OF INSTRUCTORS 40
- SUGGESTIONS FROM STUDENTS 40
- THESIS – MASTER'S PROGRAM 41
- TIME COMMITMENT AND STUDENT EXPECTATIONS 41
- TIME LIMITATIONS AND PROGRAM TERMINATIONS - GRADUATE PROGRAMS 41
- TRANSCRIPTS OF RECORDS 42
- TRANSFER OF CREDIT 42
- TRANSFERABILITY OF CREDIT DISCLOSURE 43
- VIRTUAL EXTERNSHIPS AND INTERNSHIPS 43
- WITHDRAWAL POLICY 43

STUDENT AND LEARNER SERVICES 44
- ACADEMIC ADVISING SERVICES 44
- ACADEMIC RELIEF FOR U.S. MILITARY SERVICE/ABSENCE 44
- ALCOHOL AND DRUG USE POLICY 45
- ALUMNI 45
- AMERICANS WITH DISABILITIES ACT POLICY 46
- BOOKSTORE 47
- CAREER RESOURCES 47
- CLUBS AND ORGANIZATIONS 47
- CONDUCT 47
- HARASSMENT, NON-DISCRIMINATION, AND NON-RETALIATION POLICY 49
- JOURNAL OF STRATEGIC SECURITY 51
- LEARNER SERVICES 51
- ONESTOP 51
- ONLINE LIBRARY 51
- ORIENTATION 51

Right to Privacy - FERPA 51
Student Concerns 53
Student Concerns - Missouri Students 57
Title IX: Sex Discrimination and Sexual Misconduct 57
Violence and Weapons Policy 58

Tuition, Fees, Withdrawals, and Refunds 59

Tuition 59
Fees 59
Withdrawal and Refund Policy 59
California Student Tuition Recovery Fund 60
Iowa Refund Policy 61
Refund Distribution Policy 61

Financial Aid Programs 62

Federal Pell Grants 62
Federal Supplemental Education Opportunity Grants (FSEOG) 62
Federal Student Loan Programs 62
Direct Student Loans 62
Direct Parent Loan for Undergraduate Students (PLUS) 62
Scholarships 62
NAU Foundation Scholarship Opportunities 63
Veteran Financial Assistance 63

Satisfactory Academic Progress Policy 64

Cumulative Grade Point Average 64
Completion Rate 64
Undergraduate 64
Master's 64
Doctoral 64
Maximum Time Frame 64
Satisfactory Academic Progress Status 64
Good Standing Status 64
Warning Status 65
Suspension Status 65
Probation Status 65
Notification of Change in SAP Status 65
Re-Establishing Federal Financial Aid Eligibility 65
References 66
Satisfactory Academic Progress Tables 66

Undergraduate Academic Programs 67

GENERAL EDUCATION 67
COLLEGE OF 68
UNDERGRADUATE STUDIES 68
College of Legal Studies 97
Henley-Putnam 106
School of Strategic Security 106

Master's Academic Programs 116

Harold D. Buckingham 116
Graduate School - Business and Management Programs 116
Henley-Putnam School of Strategic Security 122

Doctoral Academic Programs 129

Education 129
Strategic Security 131

Undergraduate Course Descriptions 133

AC - Accounting 133
AM - Aviation Management 135
ARB - Arabic 136
CHN - Chinese 136
CI - Information Technology 137
CJ - Criminal Justice 141
CM - Construction Management 144
CS - College Studies 146
DARI - Dari 147
EC - Economics 147
EN - English 147
FN - Finance 148
FREN - French 149
FRSI - Farsi 149
HA - Health Care 150
HB - Health and Beauty 152
HI - History 153
HIND - Hindi 153
HT - Health Information Technology Health Care Coding 153
HU - Humanities 155
INT - Intelligence 155
LA - Law 157
MA - Mathematics 158
ME - Medical 158
MG - Marketing 160
MT - Management 162
NUC - Nuclear 166
OL - Organizational Leadership 166
OM - Operations Management 167
PHIL - Philosophy 168
PL - Paralegal 168
PO - Political Science 170
PORT - Portuguese 170
PRO - Protection 171
PS - Psychology 173
RUSS - Russian 173
SC - Science 173
SEC - Security 174
SO - Sociology 176
SPAN - Spanish 176
TCT - Terrorism and Counterterrorism 176
URDU - Urdu 178

Master's Course Descriptions 180

AC - Accounting 180
CI - Information Technology 180
CJ - Criminal Justice 181
DSS - Doctor of Strategic Security 182
EC - Economics 182
FN - Finance 183
FRP - Final Research Project 183
HA - Health Care 183
HE - Higher Education 183

INT - Intelligence 184
LA - Law 186
MA - Mathematics 186
MG - Marketing 186
MT - Management 187
PRO - Protection 190
RES - Research 192
SEC - Security 192
TCT - Terrorism and Counterterrorism 192
Doctoral Course Descriptions 194
DSS - Doctor of Strategic Security 194
ED - Doctor of Education 196
National American University Directory 200
Board of Governors 200
Ownership 200
Central Administration 201
Program Advisory Committees 201
National American University Faculty 203
Undergraduate Faculty 203
Master's Faculty 209
DSS Faculty and Dissertation Members 212
EdD Faculty and Dissertation Members 212
Index 214

Published September 2021

Revised 9/29/21
Updated Incomplete Grade Policy

NATIONAL AMERICAN UNIVERSITY LOCATIONS

CENTRAL ADMINISTRATION
5301 Mount Rushmore Rd.
PO Box 677
Rapid City, SD 57701
(605) 721-5200
(605) 721-5241 (FAX)

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

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

LISTING OF ACADEMIC PROGRAMS

Programs with a * are not eligible for Title IV funding.

College of Undergraduate Studies

Accounting, AAS (p. 68)
Accounting, BS (p. 69)
Aviation Management, BS (p. 70)
Business Administration, AAS (p. 71)
Business Administration, BS (p. 72)
Business Logistics, AAS (p. 74)
Construction Management, AAS (p. 75)
Construction Management, BS (p. 75)
Energy Management, BS (p. 77)
Health and Beauty Management, AAS (p. 81)
Healthcare Coding Diploma (p. 77)
Healthcare Management, BS (p. 79)
Human Resource Management, BS (p. 82)
Information Technology, AAS (p. 83)
Information Technology, BS (p. 84)
Information Technology, BS, Emphasis in Cybersecurity and Forensics (p. 85)
Interdisciplinary Studies, AA (p. 86)*
Interdisciplinary Studies, BA (p. 87)*
Management, AAS (p. 85)
Management, BS (p. 89)
Medical Administrative Assistant, AAS (p. 90)
Medical Billing and Coding Diploma (p. 91)
Medical Staff Services Management, AAS (p. 92)
Small Business Management, AAS (p. 93)

Undergraduate Stand-Alone Certificates**

Certificate in Accounting, Bookkeeping, and Auditing (p. 94)
Certificate in Business Administration (p. 94)*
Certificate in Computer Support Specialist (p. 94)
Certificate in Human Resource Management (p. 95)
Certificate in Management (p. 95)*
Certificate in Marketing (p. 95)*
Certificate in Network and Server Administrator (p. 95)
Certificate in Office Applications and Software Support (p. 96)
Certificate in Web Development (p. 96)

Foreign Language Certificates**

Arabic Certificate (p. 96)*
Dari Certificate (p. 97)*
Farsi Certificate (p. 97)*
French Certificate (p. 97)*
Hindi Certificate (p. 97)*
Mandarin Chinese Certificate (p. 97)*
Portuguese Certificate (p. 97)*
Russian Certificate (p. 97)*
Spanish Certificate (p. 97)*
Urdu Certificate (p. 97)*

College of Legal Studies

Criminal Justice, AAS (p. 97)
Criminal Justice, BS (p. 98)
Paralegal Studies, AAS (p. 101)
Paralegal Studies, BS (p. 102)
Professional Legal Studies, AAS (p. 103)
Professional Legal Studies, BS (p. 104)

Henley-Putnam School of Strategic Security (HPSSS)

Intelligence Management, BS (p. 107)
Intelligence Management, MS (p. 122)
Nuclear Enterprise Security Studies, BS (p. 108)
Strategic Security, DSS (p. 131)
Strategic Security and Protection Management, BS (p. 110)
Strategic Security and Protection Management, MS (p. 123)
Terrorism and Counterterrorism Studies BS (p. 111)
Terrorism and Counterterrorism, MS (p. 124)

HPSSS Stand-Alone Undergraduate Certificates**

Counterterrorism

Entry-Level Certificate in Counterterrorism (p. 113)*

Intelligence

Entry-Level Certificate in Intelligence Analysis (p. 114)*

Strategic Security and Protection Management

Entry-Level Certificate in Executive Protection (p. 114)*
Certificate in Physical Security and Risk Assessment (p. 114)*

HPSSS Stand-Alone Graduate Certificates**

Intelligence Management

Mid-Level Certificate in Intelligence Analysis (p. 126)

Strategic Security and Protection Management

Mid-Level Certificate in Executive Protection (p. 127)
Certificate in Homeland Security (p. 127)

Terrorism and Counterterrorism

Mid-Level Certificate in Counterterrorism (p. 127)

Harold D. Buckingham Graduate School (HDB)

Doctor of Education (p. 129)
Master of Business Administration (p. 116)
Accelerated Master of Business Administration (p. 118)
Master of Management (p. 118)
Accelerated Master of Management (p. 120)

HDB Stand-Alone Graduate Certificates**

Certificate in Accounting (p. 121)
Certificate in E-Marketing (p. 121)
Certificate in Human Resource Management (p. 121)

Stand-Alone Certificate Guidelines

Students can apply to a certificate program as a **separate program.**

Stand-Alone Certificates Guidelines

1. Stand-alone certificates appear on the student's academic record (transcript).
2. **Not all stand-alone certificates are Title IV eligible.**
3. Courses completed for a certificate may be applied to satisfy requirements in a degree program, unless otherwise designated by the academic unit(s) offering the certificates.
4. Students must meet residency requirements to receive each certificate or complete a minimum number of courses to receive each certificate.
5. All courses counting toward the certificate must be taken on a letter-grade basis and be completed with a grade of C or higher with a minimum GPA of 2.7 for the certificate.
6. Students may be a degree-seeking or non-degree seeking student when enrolling in a certificate.
7. Admission requirements for certificate-seeking students are listed in the description of the certificates.
8. Certificates will be granted only to students who have satisfied the requirements as listed in the catalog.
9. Award of the certificate will be posted by the registrar to the academic record (transcript), and the registrar's office will issue a certificate of completion.

Suspended Programs

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

Former students who wish to complete a degree that has been suspended may contact nauadmissions@national.edu for information.

Business Administration, BS, Emphasis in Accounting
Business Administration, BS, Emphasis in Human Resource Management
Business Administration, BS, Emphasis in Management
Business Administration, BS, Emphasis in Retail Management
Business Administration, BS, Emphasis in Supply Chain Management
Health Information Technology, AAS
MBA emphasis in Accounting
MBA emphasis in Information Technology Management
MBA emphasis in Management
MM emphasis in Health Care Administration
MM emphasis in Higher Education
MM emphasis in Human Resource Management
MM emphasis in Information Technology Management

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.

** Certificates – Because not all certificates are recognized by private employers and government agencies, students are encouraged to first contact their private employer or government agency in the state in which they reside or plan to work to determine whether the certificate is recognized as a credential.

Professional Licensure – Students considering enrolling in an academic program that customarily leads to professional license should first contact the appropriate licensing agency in the state in which they reside or plan to work to determine whether the academic program satisfies the requirements for licensure in that state. Because of varying requirements, National American University cannot assure that its programs satisfy the criteria of professional licensing authorities in all states or territories.

GENERAL INFORMATION

Mission Statement

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

Purpose

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

Vision

An innovative university transforming your future.

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

Accreditations - Authorizations - Approvals

Regional Accreditation

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

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

State Authorization

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

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

National American University is exempt from authorization in the state of Alaska under AS 14.48 and 20 AAC 17.015, because its programs are offered online and it does not have a physical presence in the state.

National American University may offer online higher education programs to students residing in Alabama, Alaska, Arizona, California, Colorado, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, and Wyoming.

National American University is authorized by the Kansas Board of Regents, 1000 SW Jackson, Suite 520, Topeka, KS 66612-1368; 785-430-4240.

National American University does not offer online higher education programs to students residing in Arkansas, Connecticut, Michigan, Minnesota, New York, North Dakota, Oregon, Rhode Island, Wisconsin, and the District of Columbia.

Specialized Accreditation

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

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

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

The paralegal studies program is approved by the American Bar Association (ABA).

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

Equal Educational Opportunity Policy

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

Questions and comments concerning the university's EEO Policy may be directed to Mr. Gordon Brooks, executive director of HR, PO Box 677, Rapid City, SD 57709, email: gbrooks@national.edu, or phone: (605) 394-4947.

The Catalog

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

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

ACADEMIC CALENDARS

Undergraduate (ABC), Master's (AB), Doctor of Strategic Security (B)

See Next Section for the Doctor of Education Calendar

Summer 2021

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

Fall 2021 - Summer 2022

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

Academic and Financial Deadlines	Summer A 2022	Summer B 2022	Summer C 2022
Quarter begins	Jun 6	Jul 5	Aug 1
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Jun 12	Jul 11	Aug 7
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Jul 21	Aug 19	Sep 15
Final exams	Aug 15-21	Sep 13-19	Oct 10-16
Quarter ends	Aug 21	Sep 19	Oct 16
Quarter break	Aug 22-Sep 5	Sep 20-Oct 2	Oct 17-Nov 6

Fall 2022 - Summer 2023

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

Fall 2023 - Summer 2024

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

Fall 2024 - Summer 2025

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

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

Fall 2025 - Summer 2026

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

Quarter break	Feb 16-Mar 1	Mar 23-Apr 5	Apr 20-May 3
Academic and Financial Deadlines	**Spring A 2026**	**Spring B 2026**	**Spring C 2026**
Quarter begins	Mar 2	Apr 6	May 4
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Mar 8	Apr 12	May 10
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Apr 16	May 21	Jun 18
Final exams	May 11-17	Jun 15-21	Jul 13-19
Quarter ends	May 17	Jun 21	Jul 19
Quarter break	May 18-31	Jun 22-Jul 5	Jul 20-Aug 2
Academic and Financial Deadlines	**Summer A 2026**	**Summer B 2026**	**Summer C 2026**
Quarter begins	Jun 1	Jul 6	Aug 3
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Jun 7	Jul 12	Aug 9
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Jul 16	Aug 20	Sep 17
Final exams	Aug 10-16	Sep 14-20	Oct 12-18
Quarter ends	Aug 16	Sep 20	Oct 18
Quarter break	Aug 17-31	Sep 21-Oct 4	Oct 19-Nov 1

Doctor of Education (EdD) - Academic Calendar

EdD Academic Calendar 2021-2022

Fall Trimester 2021	
August 30	Fall Course A begins
September 5	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
October 19-24	Fall Course A final exams/assessments
October 24	Fall Course A ends/Fall Course B begins
November 3	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
December 13-17	Fall Course B final exams/assessments
December 17	Fall Trimester ends
December 18-Jan 2	Winter Break

Spring Trimester 2022	
January 3	Spring Course A begins
January 9	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
February 22-27	Spring Course A Final Exams.
February 27	Spring Course A ends/Spring Course B begins
March 9	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
April 16-22	Spring Course B Final Exams
April 22	Spring Trimester ends
April 22-May 1	Spring Break

Summer Trimester 2022	
May 2	Summer Course A begins
May 8	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
June 19-24	Summer Course A Final Exams
June 24	Summer Course A ends/Summer Course B begins
July 2	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
August 15-19	Summer Course B Final Exams
August 19	Summer Trimester ends
August 20-28	Summer Break

EdD Academic Calendar 2022-2023

Fall Trimester 2022	
August 29	Fall Course A begins
September 4	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
October 17-22	Fall Course A final exams/assessments
October 22	Fall Course A ends/Fall Course B begins
November 2	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
December 12-16	Fall Course B final exams/assessments
December 16	Fall Trimester ends
December 17-Jan 1	Winter Break

Spring Trimester 2023	
January 2	Spring Course A begins
January 8	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
February 21-27	Spring Course A Final Exams.
February 27	Spring Course A ends/Spring Course B begins
March 8	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
April 17-21	Spring Course B Final Exams
April 21	Spring Trimester ends
April 22-30	Spring Break

Summer Trimester 2023	
May 1	Summer Course A begins
May 7	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
June 18-23	Summer Course A Final Exams
June 23	Summer Course A ends/Summer Course B begins
July 5	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
August 14-18	Summer Course B Final Exams
August 18	Summer Trimester ends
August 19-27	Summer Break

EdD Academic Calendar 2023-2024

Fall Trimester 2023	
August 28	Fall Course A begins
September 3	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
October 16-21	Fall Course A final exams/assessments
October 21	Fall Course A ends/Fall Course B begins
November 1	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
December 11-15	Fall Course B final exams/assessments
December 15	Fall Trimester ends
December 16-Jan 1	Winter Break

Spring Trimester 2024	
January 2	Spring Course A begins
January 8	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
February 20-25	Spring Course A Final Exams.
February 25	Spring Course A ends/Spring Course B begins
March 7	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
April 16-20	Spring Course B Final Exams
April 20	Spring Trimester ends
April 21-28	Spring Break

Summer Trimester 2024	
April 29	Summer Course A begins
May 5	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
June 16-21	Summer Course A Final Exams
June 21	Summer Course A ends/Summer Course B begins
July 3	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
August 12-16	Summer Course B Final Exams
August 16	Summer Trimester ends
August 17-25	Summer Break

EdD Academic Calendar 2024-2025

Fall Trimester 2024	
August 26	Fall Course A begins
September 1	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
October 14-20	Fall Course A final exams/assessments
October 20	Fall Course A ends/Fall Course B begins
October 31	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
December 9-15	Fall Course B final exams/assessments
December 15	Fall Trimester ends
December 16-Jan 1	Winter Break

Spring Trimester 2025	
January 2	Spring Course A begins
January 8	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
February 20-26	Spring Course A Final Exams.
February 26	Spring Course A ends/Spring Course B begins
March 9	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
April 17-23	Spring Course B Final Exams
April 23	Spring Trimester ends
April 24-27	Spring Break

Summer Trimester 2025	
April 28	Summer Course A begins
May 4	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
June 16-22	Summer Course A Final Exams
June 22	Summer Course A ends/Summer Course B begins
July 3	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
August 11-17	Summer Course B Final Exams
August 17	Summer Trimester ends
August 18-24	Summer Break

EdD Academic Calendar 2025-2026

Fall Trimester 2025	
August 25	Fall Course A begins
August 31	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
October 13-19	Fall Course A final exams/assessments
October 19	Fall Course A ends/Fall Course B begins
October 30	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
December 8-14	Fall Course B final exams/assessments
December 14	Fall Trimester ends
December 15-Jan 1	Winter Break

Spring Trimester 2026	
January 2	Spring Course A begins
January 8	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
February 20-26	Spring Course A Final Exams.
February 26	Spring Course A ends/Spring Course B begins
March 9	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
April 15-23	Spring Course B Final Exams
April 23	Spring Trimester ends
April 24-26	Spring Break

Summer Trimester 2026	
April 27	Summer Course A begins
May 3	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
June 15-21	Summer Course A Final Exams
June 21	Summer Course A ends/Summer Course B begins
July 2	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
August 10-16	Summer Course B Final Exams
August 16	Summer Trimester ends
August 17-23	Summer Break

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 Undergraduate Studies
- College of Legal Studies
- 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., PO Box 677, Rapid City, SD 57709.

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

The following admissions information pertains to citizens of, permanent residents of, or refugees in the United States of America or Canada.

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

Admissions Requirements - Undergraduate

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).

Academic Placement

The purposes of NAU's placement processes 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 Placement Process

As an open-enrollment institution, NAU must determine the student's most appropriate placement in the required three-course English sequence. To do so, NAU administers an English Placement Activity to all diploma and degree-seeking students in their first term CS1202 or CS1203 course. The process also takes into account evidence of successful completion of 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.
6. The student has successfully completed the CS1203 waiver process.

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.
6. A student has completed the MA1000 Math Demystified and/or MA1500 Intermediate Algebra placement exam(s) at NAU and has placed into the next course in the sequence.

Admissions Requirements - Master's

For admissions to NAU's master's degree programs, student must have a minimum of a baccalaureate degree or equivalent from an institution recognized or accredited by an appropriate government or third-party agency. Transcripts from other organizations may be reviewed on a

case-by-case basis. Individual programs may have additional admissions requirements and fees. Additional requirements are indicated in the specific program and fee sections of this catalog.

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

1. Completed application.
2. Documentation of a bachelor's degree or have completed 120 quarter credits or more with a cumulative GPA of 3.25 or higher.
3. Any applicable transfer credit or challenge exam credits. For evaluation procedures, contact the admissions department.

Admissions Requirements - Doctoral

Doctor of Strategic Security (DSS)

Admission to HPSSS 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, verbal and written communication skills as demonstrated with the admissions team, professional experience, country of birth and citizenship, motivation and educational objectives.

Admission to the DSS program requires evidence of the following:

- Completed enrollment agreement application.
- Documentation of five years' experience in a security-related field or a letter of recommendation.
- Official transcripts documenting completion of a master's degree or a bachelor's degree and 45 quarter credits (30 graduate-level semester hours) in strategic security or related field.
- Participation in a verbal interview with the dean of the DSS program (or a designee).
- A writing sample or the completion of a timed writing assessment.

Additional materials may be requested.

Doctor of Education (EdD)

Admission to the EdD requires the following:

- A completed enrollment application
- Official transcripts documenting completion of a master's degree or higher from (i) a regionally accredited institution of higher education in the United States; or, (ii) an international higher education institution recognized by the ministry of education or other appropriate government agency and a transcript evaluation from an organization approved by the National Association of Credential Evaluation Services (NACES).
- A minimum cumulative grade point average of 3.00 (of a possible 4.00 GPA) achieved for all previous graduate coursework.
- Current résumé which would include three years of related professional experience.
- A letter of recommendation from a professional attesting to the applicant's leadership potential.
- Willingness to matriculate through the program of study as a member of a cohort.
- Personal and professional goal statement (up to 500 words)

Master's to Doctor of Strategic Security

There are three paths for a high achieving HPSSS master's student to apply for the Doctor of Strategic Security program:

1. **Traditional:** A master's student fully completes the requirements of the master's degree and then applies for the doctorate degree.
2. **Dual Credit:** Once admitted, a master's student uses doctorate courses as the four master's open electives courses, which then count both toward the master's and doctorate degrees. Students will be admitted upon completion of 31.5 quarter unit credits towards the master's degree. The dual credit path maintains the integrity, scope, and objectives of both degrees while allowing for programs completion in an accelerated time frame.
3. **Blended:** Admitted master's students start the doctorate program without finishing the master's program's culminating project. Students will be admitted upon the completion of 45 quarter unit credits towards the master's degree. The students graduate when successfully completes all requirements for the Doctor of Strategic Security degree. The graduates receive the DSS but not their MS as they move into the doctorate without fully completing the master's program requirements.

To apply, students will have

- Already enrolled in a MS program.
- Earned at least 27 quarter unit credits toward their master's degree.
- Earned a cumulative GPA of 3.25 or higher.

International Student Admission Requirements

NAU is 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. Additionally, regardless of their current citizen or resident status in the U.S., if a

student completed high school or a college degree at a non-English speaking institution, they may be classified as an international student.

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

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

International Student Undergraduate and Master's Program Requirements

For admission to NAU's undergraduate or master's degree programs, international 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.

In addition, international students must demonstrate proficiency in English through satisfaction of one of the following requirements:

1. Provide an official Test of English as a Foreign Language (TOEFL) score report indicating a minimum score of 500 for a paper-based, 173 for a computer-based, or 61 for an Internet-based exam. (The TOEFL must have been taken within the past two calendar years. Official test scores must be sent from the testing agency to National American University. When ordering TOEFL test results, include the university's school code of 6464.); or
2. Provide an official International English Language Testing System (IELTS) score report with an overall minimum score of 5. (The IELTS must have been taken within the past two calendar years. Official test scores must be sent from the testing agency to National American University.); or
3. An official Test of English for International Communication (TOEIC) score report indicating a minimum score of 750; or
4. Evidence of completion of two semesters (or equivalent) of college-level English (excluding ESL courses) with a grade of "C" or higher at an accredited college or university whose language of instruction is English.

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

International Student Doctoral Program Admission Requirements

In addition to the other doctoral program requirements, international doctoral student applicants who wish to study in the NAU doctoral program must satisfy all of the following criteria for admission:

1. Provide evidence of completion of a graduate degree in the form of official transcripts through one of the following requirements:
    a. a regionally accredited institution of higher education in the United States; or
    b. an international higher education institution recognized by the ministry of education or other appropriate government agency and a transcript evaluation from an organization approved by the National Association of Credential Evaluation Services (NACES); or
    c. 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 should be submitted in the native language, and credentials written in languages other than English

must be accompanied by a certified English translation. Translations should be literal and not interpretive. A key to the marking system or grading scale should also be included if it is not indicated on the transcript.

2. 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 500 for a paper-based, 173 for a computer-based or 61 for an Internet-based exam (The TOEFL must have been taken within the past two calendar years. Official test scores must be sent from the testing agency to National American University. When ordering TOEFL test results, include the university's school code of 6464.).
   b. Provide an official International English Language Testing System (IELTS) score report with an overall minimum score of 5.0. (The IELTS must have been taken within the past two calendar years. Official test scores must be sent from the testing agency to National American University.)
   c. Provide evidence of completion of two quarters (or equivalent) of college-level English (excluding ESL courses) with a grade of C or higher at a college or university whose language of instruction is English.

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.

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.

Immunization Requirements

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 enrollment services advisor for further details. (SDCL 13-53-47)

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 Integrity

The National American University Mission describes the university's commitment to preparing students for success in technical and professional fields. A significant aspect of this mission relates to academic integrity and the encouragement of honesty and ethical behavior on the part of students and graduates. Academic dishonesty includes, but is not limited to, plagiarizing and/or cheating on assignments, tests or projects; or assisting someone else in these actions.

Students

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

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

Cheating:

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

Plagiarism:

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

Fabrication and Falsification:

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

Multiple Submission:

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

Complicity in Academic Dishonesty:

- Knowingly helping or attempting to help another commit an act of academic dishonesty; failing to report instances of academic dishonesty of which the student is aware. Students are responsible for seeking information about accurate documentation of citations and references for specific content areas. Students who are unclear about the cheating and plagiarism examples listed above should seek clarification from a faculty member or staff members with appropriate expertise.

Faculty

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

Penalties

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

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

A student may not withdraw from the course or change the grading option for the course before an allegation of

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

Advanced Placement Program (AP) - Undergraduate

Entering undergraduate 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.

Attendance and Participation Policy

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

Attendance shall be documented with the completion of an academically related activity which includes any of the following:

- Attending an assigned synchronous activity where there is an opportunity for direct interaction between the instructor and students
- Physically 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

Course Attendance

In accordance with NAU's attendance policy, students enrolled in courses must actively participate in a weekly academically related activity in order to be counted present. Documenting that a student logged into an online class or was physically present in the on-ground classroom are not sufficient by themselves to demonstrate academic attendance by the student.

Weekly academically related activities may include completing a quiz, participating substantially in a discussion, or submitting a required item, as directed, for grading. The courses are designed to include at least one of these items each week, please refer to the course schedule for weekly requirements. 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.

Failure to actively participate may result in withdrawal from the course after 14 consecutive days of non-attendance. Weekly participation in a course is critical to each student's academic success. Failure to participate in weekly activities may affect a student's academic performance. Participation within online courses can be verified through the student's access to the secured host site. As a result, the online student's participation is permanently recorded through the learning management system.

On-ground Course Attendance

Students are expected to attend all class sessions for which they are registered. Attendance is required beginning with the first scheduled class meeting and is taken each scheduled period of instruction in all class sessions. If a student does not attend a registered class session for 14 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.

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 student services advisor.

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.

Authentication

NAU 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. 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 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, NAU may intersperses proctored experiences and synchronized course assignments across each degree program to further ensure student identity.

Block Transfer Policy - Bachelor's Degrees

If a student holds an Associate of Arts (AA), Associate of Science (AS), or Associate of Applied Science (AAS) degree from an institution accredited by a CHEA-recognized US accrediting organization, then transferring college credit may help satisfy many or all of the lower-division general education requirements needed toward completing an NAU bachelor's degree. To maximize college credit transfer, some degrees allow for a block transfer of credit, while others may require a course-by-course evaluation.

Block transfer credits may also be subject to other NAU policy guidelines such as currency, residency, and transfer credit verification. NAU may also enter into transfer credit articulation agreements that include additional language for granting block transfer credits and are designed to maximize credit transfer and portability.

Students who were deemed eligible for block transfer upon enrollment, but then decide to switch programs or plans of study, will undergo a reevaluation of eligibility for block transfer in the new degree program.

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.

If a student questions a final grade, the student should first discuss the grade with the instructor and if no resolution is accomplished the student may take the request to the dean. If the student still believes the grade is not appropriate, the student may request a hearing before a Grade Review Committee. The request for a hearing must be submitted prior to the end of the term following the term in which the grade was issued.

A student must have the program dean approve an extension in order to submit work after the term ends. See Incomplete Grade Policy (p. 34).

Change of Personal Data

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

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.

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 – Undergraduate

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."

Cohorts – EdD

NAU's EdD program includes participating in a cohort as part of the program experience. The cohorts, comprised of a group of doctoral and postdoctoral students, are designed to engage students in fostering a doctoral culture, developing team interaction, and supporting each other as practitioner-scholars during the program.

Those students who enter the program after the cohort has started will be required to complete missed courses. Students are to contact the associate provost and graduate dean to determine options for completing missed courses. All expenses for completing missed courses are the responsibility of the student. Students may visit with their financial services representative to determine funding options that may be available to assist in covering these costs.

Cohort members are urged to foster ties with one another as well as with other EdD program cohorts to enhance networking and long-term connections with colleagues.

Commencement

Commencement is a ceremonious occasion to celebrate educational accomplishments. Graduates are encouraged to attend the annual commencement exercises whether they be in person or virtual.

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 quarter 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

Master's

In order to complete the master's program in five quarters, the student course load would consist of nine quarter credit hours per quarter. A minimum of nine credits per quarter is required to be considered a full-time student. Students receiving federal financial aid should check with their financial aid advisor to determine if they meet the federal requirements for full-time status. Registration for course loads exceeding nine quarter credit hours requires a minimum cumulative grade point average (GPA) of 3.0 and associate dean approval.

Doctorate

In order to complete one of the doctoral degree programs on time, the student course load would consist of two courses per term. A minimum of six trimester credits hours per term is required for the EdD program, and a minimum of nine quarter credit hours is required in the DSS program to be considered a full-time student. Registration for a course load exceeding six trimester credit hours for EdD students or nine quarter credit hours for DSS students requires a minimum cumulative grade point average (GPA) of 3.0 and dean approval.

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 student services advisor.

Students registered in a given term are encouraged to register for the following term. 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.

Credit hour is a commonly adopted unit used by academic institutions to quantify the amount of time devoted to a course, including academic preparation expected for meeting the course outcomes. Students at NAU do not attend class in a physical location (unless attending an

NAU site on a military installation) but the expectations for learning outcomes are analogous to those of a face-to-face class. The Department of Education recognizes that institutions are using new delivery models and as a result seat time is not the sole measure for determining credit hour equivalency. Academic programs at NAU are scheduled on both quarter and trimester calendars as well as, in some cases alternate calendars. In all cases scheduling is guided by the Credit Hour Policy.

Except as provided in 34 CFR § 668.8(k) and (l), a credit hour is an amount of student work defined by an institution, as approved by the institution's accrediting agency or state approval agency, that is consistent with commonly accepted practices in postsecondary education and that:

1. *Reasonably approximates 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 the equivalent amount of work over a different period of time, or;*
   - *At least an equivalent amount of work as outlined in paragraph (1)(i) 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; and*
2. *Permits an institution, in determining the amount of work associated with a credit hour, to take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.*

When instruction is offered in a compressed format, learning may be determined, organized, and evaluated as being equivalent when a clear demonstration of intended learning outcomes is apparent. This may be demonstrated through course assessment practices including but not limited to demonstration of mastery of competencies, portfolio submission, or a product demonstrating mastery of learning.

Credit Hour Standard by Instructional Method

In recognition of the dynamic nature of the online classroom and that classroom instruction may happen at any time, no distinction is made between classroom or faculty instruction and "out-of-class" student work. Time estimates for assigning credit hours are defined as the total time spent by students in fulfillment of course requirements, which may occur inside or outside the online course platform. For purposes of calculating the total time equivalent to credits, a standard semester is defined as 15 weeks, and a standard quarter is defined as 10 weeks. A standardized semester credit is equal to 42.5 expected hours of work for the entire semester (170 minutes x 15 weeks). A standardized quarter credit is equal to 28.3 expected hours of work for the entire quarter (170 minutes x 10 weeks). The number and kind of activities estimated to fulfill time requirements vary by degree level, student learning style, student familiarity with delivery method, and student familiarity with curricular content.

Online Courses: 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.

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.

Module 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. The content and substantive learning outcomes are the same as those in the standard quarter.

Dual Degrees - HPSSS Programs

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

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

Dual Degree: Bachelor of Science

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

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

Dual Degree: Master of Science

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

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

Dual Use of Credit - 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;
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 students enrolled in NAU dual-credit courses will be required to meet the same admissions and course requirements as regularly enrolled university students.

Dual use of credit to be applied towards a high school diploma and a bachelor's degree are not eligible for Title IV funding.

Dual Use of Credit Policy

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 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 ten years of dual credit course completion.
- The student is limited to 13.5 hours of dual credit.

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

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

Accelerated BS-MS Track

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

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

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

Program Admission Requirements

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

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

Graduation Requirements

Prior to graduation, students of the accelerated bachelor's degree and master's degree programs will have successfully completed the BS program requirements and four required courses in the MS program, leaving one year of full-time study. Students are strongly encouraged to

pursue their master's degree immediately following bachelor's degree conferral.

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.)

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

Master's/Doctorate Dual Credit Courses

The dual credit courses at NAU offer NAU graduate students the opportunity to complete the master's and Doctor of Strategic Security degree in a reduced amount of time. The dual credit courses are offered on the graduate schedule, at the graduate tuition rate, and are taught by doctoral faculty. Because the courses are taught on the graduate schedule, the students in the dual credit courses are graduate students. The grade received in the dual credit course will be included on both the master's and doctorate unofficial and official transcripts.

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

- Completed the equivalent of 31.5 quarter credits or more
- Have a cumulative GPA of 3.25 or higher

The student needs to receive a C or higher. (Please note: To graduate with a degree at NAU, students can have no more than two C's in their master's- and doctoral-level coursework.)

Enrollment Dates and Term System

Undergraduate

NAU undergraduate programs are offered 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.

Master's

NAU's master's programs are offered on a four-quarter calendar schedule. Master's classes are delivered in 11-week sessions. Students can enroll (as early as two terms in advance, and no later than seven days prior to the term start date. Students enrolled in one course can add or drop additional courses up to seven days after the term start.

Doctoral

NAU's Doctor of Strategic Security (DSS) program is offered on a four-quarter calendar schedule. DSS classes are delivered in 11-week sessions.

NAU's Doctor of Education (EdD) program is offered on a three-trimester calendar schedule. EdD classes are delivered in either 8-week or 16-week sessions.

Enrollment Status

Undergraduate Degree

Students enrolled in undergraduate programs will use the following definitions:

Full-time Student

An undergraduate student who is enrolled in twelve or more undergraduate-level quarter hours of credit in a given quarter will be considered a full-time student.

Part-time Student

An undergraduate student who is enrolled in less than twelve undergraduate-level quarter hours of credit in a given quarter will be considered a part-time student.

Special (Non-degree Seeking) Status Students

Special status students at NAU are those students who wish to take NAU courses, but who are not seeking a 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.

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

Master's Degree

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

Full-time Student

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

Part-time Student

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

Special (Non-degree Seeking) Status Students

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

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

The dean of the graduate school or the provost may approve exceptions.

Doctoral - DSS

The following definitions are applicable to students enrolled in the DSS program:

Full-time Student

A doctoral student who is enrolled in 9 or more doctoral-level hours of credit in a given quarter will be considered a full-time student.

Part-time Student

A doctoral student who is enrolled in less than 4.5 doctoral level hours of credit in a given quarter will be considered a part-time student.

Doctoral - EdD

The following definitions are applicable to students enrolled in the EdD program:

Full-time Student

A doctoral student who is enrolled in six or more doctoral-level hours of credit in a given trimester will be considered a full-time student.

Part-time Student

A doctoral student who is enrolled in less than six doctoral level hours of credit in a given trimester will be considered a part-time student.

Falsification of Educational Records

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

Grade Appeal Policy

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

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

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

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

Grading Guidelines and Standards

Typical grading guidelines include the following.

- The university has a grading system which is based on a defined set of standards and the intended learning that is expected when evaluating a student's performance.
- A course grade represents the extent to which the intended learning has been achieved.
- Course gradebooks may be set up as points or percentages and may have associated scoring rubrics.
- Each course syllabus will specify the grading methods for that course.
- Faculty members grade based on their academic judgement and do not assign grades in an arbitrary or capricious manner.
- Students are graded on a performance standard.

Undergraduate 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.

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.

Master's and DSS 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

Grade designations for which grade points are not earned include:

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

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

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

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

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

EdD Grading Standards

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

Grade designations for which grade points are not earned include:

S **Satisfactory**. Used for ED9800 Dissertation Proposal, or ED9900 Dissertation Completion upon successful defense of the dissertation proposal or defense.

NC **Not Complete**. Used for ED9800 Dissertation Proposal, ED9900 Dissertation Completion, and Dissertation extension courses if a student is unable to successfully complete the respective dissertation course during the trimester.

F **Failure**. The student failed to meet the minimum requirements of the course.

I **Incomplete**. The student did not complete all requirements of the course at the time of grading. Requirements must be completed within four (4) weeks of the end of the trimester.

U **Unsatisfactory.** The student did not complete all requirements of the dissertation proposal or completion course and must retake the last extension course, after consultation with the dissertation chair.

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

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

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

Graduation Requirements

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 and 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 cannot apply to this 25% 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 and 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.
3. Each professional course in the criminal justice, health information technology, medical administrative assistant, medical staff services management, paralegal studies, and professional legal studies programs must be completed with a minimum "C" grade.
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. 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 cannot apply to this 25% 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. Prior to graduation, students must have:

1. A minimum of 180-quarter credits,
2. A minimum CGPA 2.0/4.0 scale in courses completed from this university,
3. Successfully completed the number of courses or credits as specified by the degree program or articulation requirements,
4. Fulfilled the residency requirement of a minimum of 25% of the total number of program credits at NAU, unless otherwise specified by the degree or articulation (non-traditional or prior learning credit cannot apply to this 25% requirement),

5. Completed a CAPSTONE course, if it is a requirement, with a minimum grade of "C",
6. Have official transcripts from all previous post-secondary institutions on file in the registrar's office, and hold a declared degree status,
7. Paid all financial obligations to the university, and
8. Submitted a graduation application no earlier than three terms and no later than two terms prior to their anticipated graduation date.

Master of Business Administration and Master of Management

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

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

MS Intelligence Management; MS Strategic Security and Protection Management; MS Terrorism and Counterterrorism

The HPSSS MS degrees are granted from NAU upon recommendation of the president and graduate deans upon completion of all academic requirements for the degree, as follows:

- Completion of a minimum of 54 quarter units (12 courses) in university courses
- Completion of an 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
- Completion of all work products and assignments
- Achievement of a minimum CGPA 3.0/4.0 scale completed from the university
- Payment of all financial obligations to the school
- Fulfillment of the residency requirement of 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 cannot apply to this 25% requirement)
- Completion of a graduation application must be submitted no earlier than three terms and no later than two terms prior to a student's anticipated graduation date

MBA and an MM Dual Degree

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

DSS Degree

The requirements for obtaining the Doctor of Strategic Security degree are as follows:

- Completion of a minimum of 90 quarter units (20 courses) in doctoral level university courses
- Completion of all work products and assignments, including a written dissertation and oral defense
- Successful completion of formal evaluations by a doctoral committee
- Passing score on a comprehensive examination to be completed prior to beginning the dissertation

- A minimum CGPA 3.0/4.0 scale completed from the university
- Receiving a grade of "C" in no more than two courses (Courses in which a "C" is received may be repeated a maximum of one time by the student at his/her discretion. However, no more than two courses in which a "C" is received as a final grade in a doctoral-level course will be approved for graduation.)
- Payment of all financial obligations to the school

The DSS degree is granted from NAU upon completion of all academic requirements for the degree and recommendation of the dissertation chair to the dean of the HPSSS. The dean forwards the recommendation for verification that all academic requirements have been met and recording of the degree, which is then awarded by mail.

EdD Degree

The requirements for obtaining the Doctor of Education degree are as follows:

- Completion of at least 60 trimester-credits comprised of 18 courses and the successful defense of the dissertation, with an approved final dissertation document
- Maintaining a minimum grade point average of 3.0
- Receiving a grade of "C" in no more than two courses (Courses in which a "C" is received may be repeated a maximum of one time by the student at his/her discretion. However, no more than two courses in which a "C" is received as a final grade in a doctoral-level course will be approved for graduation.)
- Ensuring all financial debts have been paid in full to NAU, or a payment plan has been approved by the associate provost and graduate dean

The EdD degree is granted from NAU upon completion of all academic requirements for the degree and recommendation of the dissertation chair to the associate provost and graduate dean. The associate provost and graduate dean forwards the recommendation for verification that all academic requirements have been met and recording of the degree, which is then awarded by mail.

Honors

Honors awarded at NAU are divided into two groups: President's List and Dean's List. These honors are reserved for students in the associates, bachelor's, master's, and doctoral programs.

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

President's List – 4.0 CPGA
Dean's List – 3.5 to 3.99 CGPA

Graduation Honors

Upon meeting appropriate 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

Master's, associate, 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.

Incomplete Grade Policy

A student may request an incomplete grade ("I") if the student cannot complete all requirements of the course by the end of the course. The student must demonstrate that extenuating circumstances are preventing completion of the coursework.

The following circumstances should exist:

1. The student has been in contact with an SSA and there is documentation (in the SIS) of a death of an immediate family member, serious injury or illness of the student, or other crisis that would prevent the student from completing the course.
2. The student has been in contact with the faculty member and requested the incomplete.
3. The SSA or faculty member may request documentation from the student to verify qualifying extenuating circumstances.
4. The student has successfully completed more than 50% of the coursework (or as approved by the dean) and their academic standing in the course provides a realistic and a mathematically possible opportunity to pass the class with an extension
5. The faculty and/or dean can deny the request if they think that the student cannot be successful in the additional four-week extension.
6. If the faculty deems appropriate, they can grant the extension for fewer than four weeks. The four-week clock (or fewer than four weeks if deemed appropriate) begins when the dean communicates the approval with the faculty and the student has access to the course.

Incomplete grades and arrangements for the completion of course work should be discussed by the student and the instructor prior to the end of the course. If the instructor believes the student should be eligible for an incomplete

grade, the instructor will complete the Incomplete Form and forward the form requesting approval, to the related program dean for consideration.

If an incomplete grade is granted, the student will be allowed a four-week extension period (or fewer than four weeks if deemed appropriate) from the end of the course, to complete approved coursework. If warranted, the program dean may approve a delay in the start of the extension period or may prescribe and approve additional time to the extension period. Faculty may choose which assignments need to be completed as part of the extension. Faculty also have the right to apply late penalties should they deem appropriate. Once the instructor has graded all outstanding coursework, the instructor will complete and submit the Grade Change Form.

If the incomplete course is also a prerequisite course, dependent courses cannot be scheduled and attempted until the incomplete prerequisite course is successfully completed with a passing grade. If appropriate, a course prerequisite waiver form may be approved by the program dean.

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

Independent Study

Although most courses listed in the catalog may be taken by independent study, they are available only under extenuating circumstances, and may not be taken to improve a grade in a previously completed course or to complete a capstone course. Extenuating circumstances include but are not limited to: The student needs the course to graduate and it is not offered on the schedule in current term or near future, or the student requires a number of credits that cannot be accommodated by existing courses, affecting the student's financial aid.

The student must consult with the dean to determine if his/her circumstances qualify for an independent study.

An independent study is distinct from a low-enrollment course. Low-enrollment courses gather an instructor and student(s) in a pre-designed online course shell with no expectation of synchronous contact between student(s) and instructor. In contrast, an independent study requires the student to meet synchronously with the supervising faculty member at least one hour each week of the term and may not provide content and assignments in a pre-designed online course shell.

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

Undergraduate Students:

The undergraduate student must meet the following eligibility requirements:

1. Written approval of the dean must be obtained.
2. The undergraduate student must have a minimum 2.5 cumulative grade point average.
3. Indication of academic ability must be evidenced by at least one year of successful college experience or successful completion of EN1150 or EN1300.

Master's Students:

The master's student must meet the following eligibility requirements.

1. Written approval of the graduate dean must be obtained.
2. Indication of academic ability evidenced by either a minimum undergraduate GPA of 3.0, or completion of one or more master's-level courses with a minimum CGPA of 3.0.

Institutional Review Board Policy

Students, as well as all faculty and staff, must comply with NAU's Institutional Review Board (IRB) policies. Anyone conducting research at NAU must complete the IRB process for approval of their research design prior to beginning the research.

It is morally and ethically imperative that the rights and welfare of research subjects be protected. In accordance with federal, as well as applicable state regulations, NAU has established the IRB and the following policies and procedures for research involving human subjects, or data or materials derived from humans. Safeguarding the rights and welfare of human subjects utilized in research protects not only the individual subject, but also the researcher and the institution sponsoring the research project. The IRB has the authority to approve, disapprove, or require modifications of the proposed research.

IRB Mission

The mission of the National American University Institutional Review Board is to assure highest quality research involving human subjects conducted under the auspices of the university. In that regard, safeguarding the rights and welfare of human subjects in research is a general institutional policy delegated by the president through the provost to the Institutional Review Board (IRB).

Therefore, any research project involving human subjects which is conducted by National American University

faculty, staff, students, or external persons (or that takes place on any National American University location or as a part of an academic affiliation agreement) is subject to review and approval by the IRB.

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

All students, along with faculty, staff or external investigators, considering conducting a research study affiliated in any way with NAU including but not limited to studies involving NAU personnel or students, taking place on an NAU location, or as part of association agreement between NAU and another party must contact the IRB chairperson prior to beginning any research.

Definitions

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

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.

Natural Disaster Academic Accommodation

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

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

Option 1 A student may request to complete classes by accelerating required coursework and completing the course prior to the end of the current term.
Grade: Final grades will be posted at the end of the term.
Financial Aid: Financial aid will be processed in accordance with university policy.

Option 2 If the natural disaster occurs within three weeks after the start of the term and financial aid has not been disbursed, the student may request to be out of attendance from classes. All attendance and enrollment will be deleted from the system.
Grade: The courses will not be recorded on the student's transcript.
Financial Aid: The student will not be charged for the classes, and any requested financial aid will be canceled.

Option 3 A student may request an incomplete grade in accordance with the Incomplete Grade policy. The student will have one year from the date the incomplete is granted to finish the classes.
Grade: An incomplete grade will appear on the student's transcript until all coursework is completed or a year has passed. If the coursework is not completed within one year, the final grade will be based upon the work submitted.
Financial Aid: Financial aid will be processed in accordance with university policy.

Option 4 A student may withdraw from classes in accordance with the Withdrawals and Refunds policy.
Grade: A final grade of "W" will appear on the student's transcript.
Financial Aid: Financial aid and any refund due will be processed in accordance with university policy.

Outcomes Assessment Philosophy

During the past twenty years, National American University has worked to develop a culture of assessment that extends across its teaching and learning activities and is fundamental to achieving the university's mission, vision, and values. The ongoing assessment of student learning serves as a tool for continuous improvement in the university's undergraduate and graduate programs and includes the following essential elements:

- Qualified faculty, as members of the university's program curriculum, assessment, and persistence (CAP) committees, design and recommend ***new educational programs or courses*** through the academic governance structure for approval following completion of research and planning. The research and planning phase ensures quality has been embedded in each program from inception.
- Faculty create ***program learning outcomes*** for each undergraduate and graduate educational program and the general education core curriculum (Appendix A) that align with the National American University Mission and Student Core Abilities (Appendix B). During this development process, faculty consult good practices in higher learning and in the related professions, as well as program accreditation standards where applicable.
- To ensure appropriate alignment, faculty assist in the development of ***program curriculum maps*** to

demonstrate the relationship between the program courses, program learning outcomes, and core abilities. Assessments have been mapped to Program Learning Outcomes however curriculum maps are at various stages of development at the time of this writing.

- In consultation with faculty, deans pair program learning outcomes with ***appropriate assessments, standards, and targets*** that are used to evaluate the quality of teaching and learning in each program and in the general education core curriculum.
- Faculty also utilize ***multiple direct and indirect measures*** to document achievement of the program and general education learning outcomes. Good practices in assessment encourage the use of multiple quantitative and qualitative assessment methods to improve the validity of study results.

At NAU, faculty assess student learning at the course level through tests and assignments that contribute to course grading and reflect students' success in achieving course competencies. Given the university's performance-based curriculum philosophy, faculty often identify existing authentic assessments of student performance of skills or student work products as the direct measures of learning outcomes for the academic programs and the general education core curriculum. These system assessments are frequently found in the final courses offered in a program or the general education curriculum, as the phrase "program learning outcomes" implies an end result.

The data from assessment of student learning in the academic programs and general education core curriculum can also be aggregated to report on the university's core ability learning outcomes.

Every student at National American University participates in outcomes assessment in order for the university to measure and improve student achievement of program learning outcomes. While these processes are fundamental to continuous improvement in teaching and learning, the university will not use the results of the assessment of student learning as the basis for evaluating faculty or for determining the graduation status of students.

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.

Prior Learning Credit Policy

A student may obtain required credit hours toward graduation from prior learning credit unless otherwise required by an accreditor, state, or other external agency. Prior learning includes:

1. Experiential learning or portfolio credit awarded by NAU
2. Evaluated corporate training certificates
3. Non-transcripted military training
4. 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.

- Undergraduate students may apply up to 50% of the required credits hours toward graduation from prior learning credit unless otherwise required by an accreditor, state, or other external agency.
- Master's degree students may apply up to 30% of the required credits hours toward graduation from prior learning credit unless otherwise required by an accreditor, state, or other external agency.
- Doctorate degree students may apply up to 20% of the required credits hours toward graduation from prior learning credit unless otherwise required by an accreditor, state, or other external agency. A combination of awarded transferred credits and prior learning credits cannot exceed more than 20% of the total degree requirement and are subject to the relevant doctoral credit review process.

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 student services advisor 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 student services advisor 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 student services advisor 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.

Reentry Policy

Students who reenter the university after more than one consecutive year of absence will be required to enter the university under current program requirements.

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.

Undergraduate and Master's

An exception to these requirements may 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.

Doctoral

An exception to these requirements may be made if the student has two or fewer courses left in his/her program, the reentry is within two years, and the university still offers the program.

Regular and Substantive Interaction Learner Statement

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

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

Repeating Courses

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

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

  In contrast, the substitute course does not replace the grade for the original required course; the original course remains on the transcript.

Exceptions to this policy may be granted by the provost.

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

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.

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.

Substitution of Instructors

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

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.

Thesis – Master's Program

The thesis is a component of master's-level coursework and an opportunity for students to examine a program-related management topic, become subject matter experts, and contribute to that body of knowledge. The thesis option is only available to students in a general program (no emphasis).

Begin by working with a student services advisor to notify the dean. Once approved, select a faculty member to be a thesis advisor.

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

Time Commitment and Student Expectations

Higher educational programs require a high level of commitment and motivation from both faculty and students. Students must be committed to:

- Reading the course materials
- Attending and actively participating in the course
- Participating in teamwork and group activities
- Posting or submitting assignments that are original, substantive, follow the directions, and use proper grammar and APA conventions
- Completing quizzes, exams, case studies, and other written assignments
- Viewing videos, reading announcements, and completing the course-related assessments
- Participating in synchronous activities, both inside or outside of the course room, if required by the syllabus or program, i.e., a team meeting to prepare for the team debate in the EdD program
- Purchasing textbooks or course materials that are required for each course
- Submitting original work assignments on or before the designated dates and times
- Participating in the Socratic Method of education by clarifying, debating, and questioning arguments, viewpoints, and underlying assumptions
- Acting in a professional manner in all interactions with faculty, staff, fellow students, and as a representative of NAU
- Having reliable and consistent access to the internet for the duration of their degree program, and being proficient in the use of computers and application software

This commitment equates to approximately 20-25 hours per week for a full-time student (nine quarter credits/6 semester credits).

Time Limitations and Program Terminations - Graduate Programs

Because the mission of NAU includes preparing students for success in technical and professional fields, the university recognizes that skills and competencies are perishable. For academic purposes, a student is expected to complete a degree program within a specified amount of time after the beginning of study at NAU. The provost may approve academic exceptions to the time limitation. The student should contact financial aid to discuss financial aid restrictions regarding time limitations.

The academic time limitations are as follows:

Master's Degree

The time limitation of all master's level degree programs is 10 years.

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

Doctorate Degrees

The time limitation for completing the doctorate degrees is five years. No exceptions can be granted for students beyond 10 years from the start of their studies. Failure to complete the doctorate degree within the five-year time limit may require the student to take additional courses to complete the dissertation. The dean will determine if any courses need to be retaken for program relevance at the time of review. If the dean does not validate a course or courses, the student must retake the appropriate course(s) as part of his/her program of study to complete the degree. The student should contact financial aid to discuss financial aid restrictions regarding time limitations.

Students must complete the additional coursework indicated within a two-year period for the student not to be terminated from the program. The student's progress toward completing the program along with his/her grades will be considered in making a determination pertaining to continuation or termination from the doctoral program. To be considered for re-admission to the program, a student may submit a written request to the dean, who will review and forward to the provost for final review and decision after consultation with the dean. Students should contact the dean for further information about termination and/or re-admission procedures and appeals.

Transcripts of Records

The registrar's office maintains an official transcript or record that shows the academic status of the student at the time of issuance, including GPA, courses, course grades, etc. To order an electronic or paper transcript, please create a secure account with Parchment here (https://www.parchment.com/u/registration/459603/account) or log in to your student portal. Transcripts may be withheld because of indebtedness to the university. Students will be charged for all official transcript orders along with processing fees.

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.

Approved transfer credits will not be charged a tuition fee. The following conditions apply:

- All such courses must have been completed at an institution recognized or accredited by an appropriate government or third-party agency or at an international institution of higher education that is approved by the appropriate national ministry of education or recognized country equivalent. Transcripts from other organizations may be reviewed on a case-by-case basis.
- Transferred courses that replace core courses must be academically comparable to the NAU courses they are intended to replace.

In addition to the conditions above, programs of study may apply further conditions. The further conditions applied in specific programs are listed below.

Master's Student Transfer Credits

In addition to the transfer credit conditions applied above, the master's programs also have the following conditions:

- An MM or MBA student can have a total of 31.5 quarter-hours of graduate transfer credits.
- An MS student can have a total of 40.5 quarter-hours of graduate transfer credits.
- All courses must be graduate-level and relevant to the student’s area of study, with the exception of one non-relevant graduate-level general elective.
- Courses evaluated for transfer credit must have been taken within ten years of the date the student is accepted. The provost may approve exceptions.
- Any course to be transferred into a program of study must have been completed with at least a "B" grade.

DSS Student Transfer Credits

In addition to the transfer credit conditions applied above, the DSS program also applies additional conditions. A transfer credit review committee will review transcripts received with doctoral applications and transfer credit requests received from students. Credits may be awarded under exceptional circumstances. A combination of awarded transferred credits and prior learning credits cannot exceed more than 20% of the total degree requirement. Exceptional circumstances will be based on clearly documented review by the relevant doctoral transfer credit review. Approved transfer credits will not be charged a tuition.

EdD Student Transfer Credits

In addition to the transfer credit conditions applied above, the EdD student can have a total of six trimester hours of doctoral transfer credits. A transfer credit review committee will review transcripts received with doctoral applications and transfer credit requests received from students. Additional credits may be awarded under exceptional circumstances. Exceptional circumstances will be based on clearly documented review by the relevant doctoral transfer credit review committee with subsequent review by subject matter expert faculty and/or the associate provost and graduate dean as determined necessary by the review committee. The following conditions apply:

- All such courses must have been completed at a regionally accredited institution of higher education, or at an international institution of higher education that is approved by the appropriate national ministry of education or recognized country equivalent. Transcripts from other organizations may be reviewed on a case-by-case basis.
- All courses must be doctoral level and relevant to the student’s area of study.
- Courses included in a program of study, which were taken more than five years prior to admission to the program must be repeated or validated as to currency by the candidate. Contact the associate provost and graduate dean to obtain the validation procedures.
- Any course to be transferred into a program of study must have been completed with at least a "B" grade.

Military Transfer Credits

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: The Transcript Request Form is available through the student portal under 'My Academics,' and on the NAU OneStop Resource Center, *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/jst. 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.

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.

Virtual Externships and Internships

Virtual externships and internships provide opportunities for students in certain programs to apply the knowledge and skills acquired in their programs and gain experience while working in a virtual environment, which is becoming more prevalent in today's world. Students interact with externship/internship sites through technology, without being physically present at a site. The student must have a virtual externship or internship approved by the university no later than the beginning of the quarter in which the externship or internship is to be performed.

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.

STUDENT AND LEARNER SERVICES

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

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

Academic Advising Services

Faculty is the first point of contact for all course content inquiries, and the student services advisor is the primary contact for all other academic and student services related questions.

All students have access to student services advisors to assist them with questions concerning course scheduling, degree completion, tutoring, and other academic issues. Advisors can be reached by calling 1-800-770-2959 or emailing onlineacademics@national.edu.

Academic Relief for U.S. Military Service/Absence

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

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

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

Option One:

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

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

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

Option Two:

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

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

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

Option Three:

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

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

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

Option Four:

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

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

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

Option Five:

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

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

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

Alcohol and Drug Use Policy

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

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

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

Alumni

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

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

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

NAU annually recognizes distinguished alumni service in terms of community involvement and/or professional accomplishment. NAU alumni are encouraged to assist fellow alumni who are seeking employment and career

advancement by sharing information regarding employment opportunities with NAU's student services advisors, the alumni office, or through social network platforms (NAU Alumni LinkedIn site). Job search assistance is available at no added charge to alumni through NAU student services advisors.

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 https://www.naufoundation.org/welcome-nau-alumni. Alumni can also share updated contact information, ask questions or share successes directly with the alumni office at alumni@national.edu. Please keep the alumni office informed of name, employment, and directory data changes through the university website and alumni link.

Americans with Disabilities Act Policy

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

Disability

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

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

Reasonable Accommodations

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

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

Requesting an Accommodation

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

Provost
National American University
PO Box 677
Rapid City, SD 57709
Telephone: (605) 394-5098 Fax: (605) 721-5241
cmathena@national.edu

To request an accommodation:

Step 1 –

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

Step 2 –

Submit a completed ADA Accommodation Request Form and all required documentation to the student services advisor 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 provost will review the request and supporting documentation and will communicate with the student and other persons as appropriate.

If the provost 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 student services advisor. Students need to contact uservices@national.edu prior to the start of each academic term so that the accommodations may be implemented in the online classes.

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

Bookstore

NAU participates in an Inclusive Access course materials program. Courses that participate in this program allow students to receive access to digital course materials prior to the first day of class! Students can opt out of this program and have full access to other course materials at https://www.nationalamercianbookstore.com/.

Students can find information about NAU's Inclusive Access at https://national.libguides.com/NAU_OneStop_Resource_Center/coursematerials.

Career Resources

Career development is central to the mission and the overall purposes of the university. Staff, faculty, and alumni contribute to this effort. Assistance with the creation of career-ready documents is available, as well as information on networking, interviewing, job searches, and recommended careers based on degree programs.

The Career Resources website (https://national.libguides.com/NAU_Career_Resources/gettingstarted) is accessible 24/7 to all students, alumni, and faculty. It provides the ability to link to the world's job market and supports students and alumni on career exploration, enrichment, development, and decisions.

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.

Order of the Sword and Shield (OSS)

The Order of the Sword and Shield, Greek name Omicron Sigma Sigma, is the largest and most recognized academic and professional honor society for homeland security intelligence, emergency management, cyber and information security, and all protective security disciplines. "The mission of OSS shall be to promote critical thinking, high scholarship and professional development; to further enhance the ethical standards of the protective security professions; and to cultivate a high order of personal living."

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

Student Veterans Association

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

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. Legal violations may be reported to police authorities.

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.

Procedures 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.

Harassment, Non-discrimination, and Non-retaliation Policy

National American University (NAU) employees and students should be able to work and learn in an environment free from discrimination and harassment. The mission of NAU is best accomplished in an atmosphere of professionalism, which in turn is supported by mutual respect and trust. NAU expects all employees and students to work toward this goal.

Discrimination and harassment based on a person's race, color, creed, religion, national origin, sex, sexual orientation, disability, age, genetic information, gender identity, or any other protected class status is strictly prohibited by NAU.

This policy prohibits any form of harassment by an individual, including university managers and supervisors, employees, co-workers and third parties such as students, consultants, contractors or vendors who deal with university employees or students.

Definitions of Sexual and Other Forms of Harassment and Discrimination

1. Discrimination consists of unequal treatment in the workplace or academic setting or in the terms and conditions of a person's employment or academic standing, when the treatment is based on a person's race, color, creed, religion, national origin, sex, sexual orientation, disability, age, genetic information, gender identity, or other protected class status.
2. Harassment consists of unwelcome conduct based on a person's race, color, creed, religion, national origin, sex, sexual orientation, disability, age, genetic information, gender identity, or other protected class status when submission to such conduct:

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

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

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

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

3. NAU prohibits such harassment in any form, including verbal, physical, and visual harassment.
4. Some examples of conduct that could be considered harassment include the following types of action when they are taken based on protected class status:
   a. Abusive, intimidating, insulting or degrading remarks;
   b. Displaying in the workplace or academic setting, objects, cartoons, pictures, or stories which may be perceived as offensive or demeaning; or
   c. Threats, demands or suggestions that an employee's work status or a student's academic status, advancement or other terms and conditions of employment or academic achievement are contingent upon the employee's toleration of or acquiescence to unwelcome harassment.
5. One form of prohibited harassment is sexual harassment. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature when submission to such conduct:
   a. Is a condition of employment, continued employment, admission to the university, continued enrollment, or academic achievement; or
   b. Is a basis for an employment decision affecting an employee's job or a student's ability to obtain an education; or
   c. Interferes with an employee's job or student's academic performance; or
   d. Creates an intimidating, hostile, or offensive work or academic environment.
6. NAU prohibits sexual harassment in any form, including verbal, physical, and visual harassment. For more information, please refer to the university's Sexual Misconduct policy.

Reporting Harassment

1. If at any time a *student* feels he/she has experienced sexual or other forms of harassment, discrimination, or violence, the student should immediately contact: Title IX Coordinator, PO Box 677, Rapid City, SD 57709, 605-721-5213, TitleIX@national.edu.

   If at any time an *employee* feels that he/she has experienced sexual and other forms of harassment, discrimination, or violence, the employee should immediately contact: Human Resources, PO Box 677, Rapid City, SD 57709, 605-721-5313, hremployeerelations@national.edu.
2. NAU wants to resolve any such problems, but it can do so only if it is aware of those problems. NAU encourages any individual who believes he/she is being discriminated against or harassed to report any and all incidents of perceived discrimination or harassment.
3. NAU will investigate discrimination and harassment complaints and take other appropriate action. Every effort will be made to ensure the confidentiality of complaints, and the results of investigation, to the extent possible. Any person who is found to have committed prohibited discrimination or harassment will be subject to appropriate corrective action, which may include discipline up to and including termination or, in the case of a student, permanent suspension.

Confidentiality

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

No Retaliation

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

Employee and Student Responsibilities

1. Everyone is responsible for maintaining a working and learning environment free of harassment and discrimination.
2. All employees are required to complete the interactive educational training programs, Unlawful Harassment Prevention and Diversity in the Workplace upon hire and thereafter on a yearly basis. All students and employees will also be provided with Title IX, VAWA training.
3. It is the responsibility of ALL employees and students to:
   a. Read and abide by this policy. Employees with questions may contact the director for human

resources. Students with questions may contact the Title IX coordinator.

b. Refrain from engaging in acts of harassment or discrimination or acts that can be construed as harassment or discrimination.
c. Immediately report any acts of discrimination or harassment or acts that can be construed as such.
d. Cooperate with any investigation regarding discrimination, harassment, or inappropriate conduct.
e. Maintain the confidentiality of any complaint or information received or provided in the course of an investigation, only disclosing information to those NAU personnel or representatives with a need to know about the complaint or information. Refrain from speculation and from drawing conclusions or gossiping about the subject matter or individuals involved in claims of harassment or discrimination, or involved in the investigation of such claims.
f. Refrain from taking any adverse or retaliatory action against any individual who has made a claim of harassment, opposed harassment, or participated in the investigation of any claim regarding harassment or inappropriate behavior.

Journal of Strategic Security

The *Journal of Strategic Security* (JSS) is a double-blind peer-reviewed professional journal published quarterly by the Henley-Putnam School of Strategic Security with support from the University of South Florida libraries. The JSS provides a multi-disciplinary forum for scholarship and discussion of strategic security issues drawing from the fields of global security, international relations, intelligence, terrorism and counterterrorism studies, among others. JSS is indexed in SCOPUS, the Directory of Open Access Journals, and several EBSCOhost and ProQuest databases. To access the current issue or find information about publishing, visit https://scholarcommons.usf.edu/jss/.

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

Tutoring services are available by contacting a student services advisor, or through OneStop (https://national.libguides.com/NAU_OneStop_Resource_Center). Students automatically receive 15 free hours of live tutoring through Smarthinking.com available in D2L.

The Math Resource Center, also found in OneStop, provides tutoring support for student's enrolled in NAU's math courses.

Technical Support

Technical support is available for students taking online courses. Students experiencing technical problems may access NAU's OneStop website 24/7 for aid with a variety of issues and information of interest.

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.

Additional Resources

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, seven days per week when classes are in session.

OneStop

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

Online Library

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

Orientation

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

Right to Privacy - FERPA

The Family Educational Rights and Privacy Act (FERPA) 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 at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day National American University (NAU) receives a request for access. A student should submit to the registrar, dean, head of the academic department, [or other appropriate official,] a written request that identifies the record(s) 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 NAU to amend a record should write [the school official responsible for the record,] clearly identifying the part of the record the student wants changed, and specify why it should be changed.

   If NAU decides not to amend the record as requested, NAU will notify the student in writing of the decision and the student's right to a hearing regarding 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 NAU discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   NAU discloses 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 typically includes a person employed by NAU in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of governors; or a student serving on an official committee, such as a disciplinary or grievance committee. An NAU official also may include a volunteer or contractor outside of NAU who performs an institutional service of function for which NAU would otherwise use its own employees and who is under the direct control of NAU 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 typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for NAU.

   Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by NAU to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

See the list below of the disclosures that postsecondary institutions may make without consent.

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 NAU school officials, including teachers, within whom NAU 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 §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§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 §99.34.
- 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. (§§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. (§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. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)) Information the school has designated as "directory information" under §99.37. (§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. (§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. (§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. (§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 student services advisor.
2. In the event the matter is not resolved after communicating with a student services advisor, the student is encouraged to contact the executive director of compliance, who will address the student's concern in an impartial manner.

   Executive Director of Compliance
   National American University
   PO Box 677
   Rapid City, SD 57709
   Phone: (605) 721-5213 | Fax: (605) 721-5240
   studentconcerns@national.edu
3. The executive director of compliance 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 executive director of compliance 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: https://ache.edu/
Phone: (334) 242-1998
Fax: (334) 242-0268

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

Alaska

Alaska Commission on Postsecondary Education
P.O. Box 110505
Juneau, AK 99811-0510
Website: https://acpesecure.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: https://ppse.az.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: https://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:
https://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process
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/home
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/lara
Phone: (517) 241-9288
Fax: (517) 373-2162

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

Missouri
Missouri Department of Higher Education and Workforce Development
301 West High Street, Suite 840
Jefferson City, MO 65101
Website: https://dhewd.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: https://mus.edu/board/
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: cpe.nv.gov
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: https://www.state.nj.us/nj/education/
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 Department of Career and Technical Education
State Capitol 15th Floor
600 East Boulevard Avenue, Dept. 270
Bismarck, ND 58505-0610
Website: https://www.cte.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: https://scr.ohio.gov
Phone: (614) 466-2752
Fax: (614) 466-2219
Email: bpsr@scr.state.oh.us

Ohio Board of Regents
30 East Broad Street, 36th Floor
Columbus, OH 43215
Phone: (614) 466-6000

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

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

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

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

South Dakota
Division of Consumer Protection
1302 E Hwy 14, Suite 3
Pierre SD 57501-8501
Phone: (605) 773-4400
Fax: (605) 773-7163
Email: consumerhelp@state.sd.us

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

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

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: https://education.vermont.gov
Phone: (802) 479-1030
Email: AOE.EdInfo@state.vt.us

Virginia

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

Washington

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

West Virginia

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

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: https://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 - Missouri Students

The Missouri Department of Higher Education serves as a clearinghouse for postsecondary student complaints. The MDHE complaint policy is available at https://dhewd.mo.gov/policies/documents/POLICYONCOMPLAINTRESOLUTION-reviseddraft.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.

Title IX: Sex Discrimination and Sexual Misconduct

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

Cheryl Bullinger
Title IX Coordinator
Executive Director of Compliance
PO Box 677
Rapid City, SD 57709
605-721-5213
cbullinger@national.edu

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

Sexual Assault Reporting

If a student has been sexually assaulted, the student should immediately call 911 or local law enforcement. In addition, the student should promptly report the incident to the university's Title IX coordinator in accordance with the university's Sexual Misconduct Policy.

Sexual Harassment and Discrimination Reporting

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

Pregnant and Parenting Students

Under the U.S. Department of Education's (ED's) Title IX regulations, an institution that receives federal funding "shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom."

According to the ED, pregnant and parenting students must be provided with reasonable accommodations to maintain and continue their academic pursuits.

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

Title IX accommodations are retroactive to the time when the pregnancy or pregnancy-related condition began, but only apply to unsubmitted course work; that is, students cannot resubmit course work for the purpose of seeking a higher grade, though all late penalties applied to course work previously submitted after the pregnancy or pregnancy-related condition began must be removed. Students with parenting responsibilities because of the birth of a child may request Title IX accommodations for up to one year from the time the child entered the parenting student's home. Extensions may be granted when additional time is required due to medical necessity or extraordinary parenting responsibilities.

Students should work directly with their course instructor to obtain Title IX accommodations and should communicate with instructor when any late course work is ready to be graded. If for any reason a pregnant or parenting student is unable to work with their course instructor to obtain the Title IX accommodations described above, then the student should immediately contact the university's Title IX coordinator for assistance.

External Resources

Sexual Assault Hotlines

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

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

Counseling Services

Student Assistance Counseling Program - mycampus.national.edu.

Local Resources*

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

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

External Complaint Filing

Office of Civil Rights

https://www2.ed.gov/about/offices/list/ocr/docs/howto.html

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, WITHDRAWALS, AND REFUNDS

Tuition

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

Tuition and fees are due on the first day of each term, unless advance arrangements are made. Students may qualify for short-term financial assistance to complete their registration.

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

Matriculation Fee (paid once) - $75

Foundation Course Prior Learning Portfolio Fee (per class, due at time of portfolio submittal) - $50

Experiential Learning Assessment (cost per credit hour) - $50.00

DSS Comprehensive Exam Fee - $200.00

Technology Fee - $20 per credit hour (only charged for particular special billing methods and Canada online undergraduate general rate)

Resource Material Fee (effective 3-1-2021) - $75 per eligible course

Tuition does not include the cost of resources, materials and supplies. Contact a financial service representative for more details.

Withdrawal and Refund Policy

Definition of a Student

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

Add/Drop Period

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

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

Withdrawals and Refunds

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

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

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

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

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

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

A prorated amount of Title IV funds must be returned to financial aid programs for students not completing 60 percent of the period of enrollment if the student was a financial aid recipient. NAU will complete and maintain a return to Title IV funds calculation for any student who ceases to attend all classes prior to the end of the term.

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

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

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

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

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

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

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

Days earned	% Returned
Day 27	64.94%
Day 28	63.64%
Day 29	62.34%
Day 30	61.04%
Day 31	59.75%
Day 32	58.45%
Day 33	57.15%
Day 34	55.85%
Day 35	54.55%
Day 36	53.25%
Day 37	51.95%
Day 38	50.65%
Day 39	49.36%
Day 40	48.06%
Day 41	46.76%
Day 42	45.46%
Day 43	44.16%
Day 44	42.86%
Day 45	41.56%
Day 46	40.26%
Day 47 thru 77	0% refund

Administrative Fee

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

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

California Student Tuition Recovery Fund

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

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

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

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

Iowa Refund Policy

Additional information for Iowa students (Iowa Code Section 714.23)

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

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

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

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

Refund Distribution Policy

When a student withdraws, any Return of Title IV funds will be distributed in the following order:

Unsubsidized Direct Stafford Loan
Subsidized Direct Stafford Loan
Direct PLUS
Pell Grant
Iraq and Afghanistan Service Grant
Federal SEOG
Any Other Title IV Program

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, 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 2021-22 award year ranges from $673 to $6,495.

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 Student 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 Student Loans

Direct Student 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 Student Loan.

There are two types of Direct Student Loans: Direct Subsidized and Unsubsidized. You must have financial need to receive a Direct Subsidized Loan. Financial need is not a requirement to obtain a Direct Unsubsidized Loan. The U.S. Department of Education will pay the interest that accrues on Direct Subsidized Loans while the student is in school at least half time and during times of authorized deferment.

Annual and Aggregate (Program) Limits for Direct Subsidized (SUB) and Direct Unsubsidized (UNSUB) 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 https://studentaid.gov.

Scholarships

The following sites are free scholarship searches:

- www.fastweb.com
- www.scholarships.com
- www.bigfuture.collegeboard.org/pay-for-college
- https://www.unigo.com/scholarships#/fromscholarship experts
- https://studentaid.ed.gov/sa/types/grants-scholarships/finding-scholarships
- https://www.careeronestop.org/Toolkit/Training/find-scholarships.aspx
- https://www.scholarships.com/scholarship-search.aspx

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

Other State and Federal Programs

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

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 https://www.naufoundation.org/scholarships. Other scholarship opportunities may also be available; please see the scholarship opportunities section on NAU's website, https://www.national.edu/scholarship-opportunities.

Veteran Financial Assistance

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

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

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

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

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

NAU does reserve the right to unregister any student who does not provide a copy of their Certification of Eligibility during the add/drop period for the quarter in which is being reviewed. For more information please contact military@national.edu or call (877) 500-1310.

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

SATISFACTORY ACADEMIC PROGRESS POLICY

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

Cumulative Grade Point Average

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

Completion Rate

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

Undergraduate

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

Master's

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

Doctoral

- The grades of A, B, C and S indicate successful course completion for purposes of this policy.
- The grades of F, I, W and U indicate a lack of successful course completion.
- Only two grades of C are permitted for satisfactory completion in the doctoral programs.

Maximum Time Frame

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

Satisfactory Academic Progress Status

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

Good Standing Status

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

Warning Status

A student will be placed in warning status if the student fails to maintain the minimum CGPA requirement or fails to successfully complete the required percentage of the credit hours attempted. A student in warning status may continue to attend classes but must return to good standing status in one term. A student who does not return to good standing status within one term will be placed in suspension status. Federal financial aid and veteran's educational benefits are available to eligible students in warning status.

Suspension Status

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

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

Probation Status

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

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

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

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

Notification of Change in SAP Status

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

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

Re-Establishing Federal Financial Aid Eligibility

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

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

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

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

References

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

Satisfactory Academic Progress Tables

Undergraduate Certificates

Minimum Cumulative Grade Point Average (CGPA)		Completion Rate	
Credits Attempted	***Minimum CGPA***	***Credits Attempted***	***Completion Rate***
0 - 9	1.5	0 - 9	50%
9.1 - 18	1.75	9.1- 18	66.67%
18.1 +	2.0	18.1 +	66.67%

Undergraduate Diplomas

Minimum Cumulative Grade Point Average (CGPA)		Completion Rate	
Credits Attempted	***Minimum CGPA***	***Credits Attempted***	***Completion Rate***
0 - 18.5	1.5	0 - 40	50%
19.1 - 45.5	1.7	40.1 +	66.67%
46 - 71.5	1.9		
72 +	2.0		

Undergraduate Associates and Bachelor's Degrees

Minimum Cumulative Grade Point Average (CGPA)		Completion Rate	
Credits Attempted	***Minimum CGPA***	***Credits Attempted***	***Completion Rate***
0 - 18.5	1.5	0-40	50%
19.1 - 49.5	1.7	40.1 +	66.67%
50 - 79.5	1.9		
80 +	2.0		

Master's Certificates

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

Master's Degrees

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

Doctor of Education (EdD) (Trimester)

Minimum Cumulative Grade Point Average (CGPA)		Completion Rate	
Credits Attempted	***Minimum CGPA***	***Credits Attempted***	***Completion Rate***
0 - 18.9	2.7	0 - 40	66.67%
19 - 30.9	2.8	40.1 +	66.67%
31 - 45.9	2.9		
46 +	3.0		

Doctor of Strategic Security (DSS) (Quarter)

Minimum Cumulative Grade Point Average (CGPA)		Completion Rate	
Credits Attempted	***Minimum CGPA***	***Credits Attempted***	***Completion Rate***
0 - 27.9	2.6	0 - 40	66.67%
28 - 44.9	2.9	40.1 +	66.67%
45 +	3.0		

UNDERGRADUATE 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. Communication is the ability to exchange information through speaking, writing, visual, and other appropriate modes of expression.

   Students will demonstrate communication skills in the following ways:

   - Produce oral, written, and visual communication that is clear and precise; incorporate existing knowledge and research; employ the use of proper grammar, mechanics, style, and tone; and consistently address purpose and audience.
   - Interpret and respond effectively to verbal and nonverbal communication.
4. Collaboration is the ability to work with others to achieve goals through the creation of relationships, partnerships, and professional networks. Students will demonstrate Collaboration skills in the following ways:
   - Exhibit professional etiquette by using effective interpersonal skills.
   - Lead and participate in teams to achieve a common purpose.
   - Use networking skills to develop professional relationships.
   - Use effective listening skills.
5. 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.

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.

Program 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 OR	4.5
EN2150	Interpersonal Professional Communication	4.5
EN3050	Technical Communications	4.5

Science (9 credits)

Mathematics (9 credits)

MA2000	Quantitative Reasoning	4.5
MA2050	College Algebra	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! OR	5
CS1203	Bridge to Success: Creating Your Future at NAU	5
CS1301	Do the Numbers! Achieving College and Career Success	5
CS2086	Career Path Planning	2

Total Credits – 66

COLLEGE OF UNDERGRADUATE STUDIES

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.

Students with a career interest in becoming a CPA should consult with their student services advisor or the dean of the college to understand the specific State Board of Accountancy requirements to sit for the CPA exam.

Course availability is subject to minimum class size requirements.

Program Learning Outcomes

Graduates of the program will be able to:

- Critically apply generally accepted accounting principles to support organizational decisions.
- Use current accounting technologies in support of organizational operations.
- Explain the leadership skills required to achieve strategic accounting objectives.
- Explain appropriate ethical perspectives in a global business environment.
- Effectively communicate in a professional business setting.
- Productively collaborate in a professional business setting.

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)

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	
MA2050	College Algebra	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
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	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.

Note: Students with a career interest in becoming a CPA should consult with their advisor or the dean to understand the specific State Board of Accountancy requirements to sit for the CPA exam.

(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 with a career interest in becoming a CPA should consult with their student services advisor or the dean of the college to understand the specific State Board of Accountancy requirements to sit for the CPA exam.

Course availability is subject to minimum class size requirements.

Program Learning Outcomes

Graduates of the program will be able to:

- Critically analyze generally accepted accounting principles to guide organizational decision-making.
- Use current accounting technologies in support of organizational continuity.
- Demonstrate the leadership skills required to achieve strategic accounting objectives.
- Demonstrate appropriate ethical perspectives in a global business environment.
- Proficiently communicate across multiple stakeholder groups.
- Productively collaborate with multiple stakeholder groups.

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)

Communication

EN1150	Composition I	4.5

Science		
SC	Science Electives	9
Humanities		
HU2000	Critical Thinking and Problem Solving	4.5
HU	Humanities Elective	4.5
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
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	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.

Note: Students with a career interest in becoming a CPA should consult with their advisor or the dean to understand the specific State Board of Accountancy requirements to sit for the CPA exam.

(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. 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.

Program Learning Outcomes

Graduates of the program will be able to:

- Critically analyze concepts in the principal areas of aviation management to guide organizational decision-making.
- Leverage current business technologies in support of organizational continuity.
- Demonstrate the leadership skills required to achieve strategic aviation management objectives.

- Demonstrate appropriate ethical perspectives in a globally diverse business environment.
- Proficiently communicate across multiple stakeholder groups.
- Productively collaborate with multiple stakeholder groups.

Aviation Management: Bachelor of Science Requirements

180 Credits

Aviation Management Major Core (45)

AM3000	Air Carrier 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
AM4010	Air Transportation System	4.5
AM4015	Airport Security	4.5
AM4020	Airport Planning	4.5
AM4040	Aviation Capstone Course	4.5

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)

Communications

EN1150	Composition I	4.5

Science

SC	Science Elective	4.5

Humanities

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Science

	Behavioral/Social Science Elective	4.5

General Education

	General Education Elective	4.5

General Education (34.5) (Course by Course Transfer)

Communications

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

Mathematics

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

Behavioral/Social Science

EC2050	Macroeconomics	4.5
EC2100	Microeconomics	4.5

General Education

CS2080	Career Management	3

Prerequisite Course (if applicable)

CS1201	Juggling College, Life, and Career: Set Up for Success! OR	5
CS1203	Bridge to Success: Creating Your Future at NAU	5
CS1301	Do the Numbers! Achieving College and Career Success	5
EN1000	College Writing	4.5

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.)

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, or supply chain 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.

Course availability is subject to minimum class size requirements.

Program Learning Outcomes

Graduates of the program will be able to:

- Critically apply concepts in the principal areas of business to support organizational decisions.
- Use current business technologies in support of organizational operations.
- Explain the leadership skills required to achieve strategic business objectives.
- Explain appropriate ethical perspectives in a global business environment.
- Effectively communicate in a professional business setting.
- Productively collaborate in a professional business setting.

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 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

HU2000	Critical Thinking and Problem Solving	4.5

General Education

CS1201	Juggling College, Life, and Career: Set Up for Success! OR	5
CS1203	Bridge to Success: Creating Your Future at NAU	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.

Specialties

The Bachelor of Science degree in Business Administration also offers specialties in Accounting; Entrepreneurship; Financial Management; International Business; Management; Marketing; MIS; Supply Chain Management; Organizational Culture, Change, and Conflict; and Security Management. A specialty is a grouping of electives that focus on particular interests and career paths.

Specialty in Accounting

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

Specialty in Entrepreneurship

- MT3550 Entrepreneurship and Small Business
- MT3600 Strategic Entrepreneurship
- MT3650 Business Plan Development
- MT4140 Innovation, Creativity, & New Product Development
- MT4240 International Entrepreneurship

Specialty in Financial Management (Students choose five courses from the list below; **the two courses in bold type – FN3010 and FN4500 – are required**.)

- **FN3010 Business Finance II**

- FN3050 Investments and Portfolio Management
- FN3060 Corporate Investment Decisions
- FN3100 Risk Management and Insurance
- FN3200 Financial Statement Analysis
- FN3600 International Financial Management
- FN4055 Financial Institutions and Markets
- **FN4500 Financial Case Analysis**
- FN4800 Finance Internship

Specialty in International Business

- EC3100 International Economics
- FN3600 International Financial Management
- MG3300 International Marketing
- MT3000 International Business
- MT3200 International Management

Specialty in Management

- MT3230 Employment Law
- MT4300 Management Across Cultures
- MT3000+ Management Elective (4.5 credits)
- MT3000+ Management Elective (4.5 credits)
- MT3000+ Management Elective (4.5 credits)

Specialty in Marketing

- MG3050 Marketing Management
- MG3350 Social Media Marketing
- MG3500 Consumer Behavior
- MG4150 Marketing Research
- MG3000+ Marketing Elective (4.5 credits)

Specialty in Supply Chain Management

- OM3025D Logistics and Transportation Management
- OM3050D Purchasing and Supply Chain Management
- OM3200D Marketing and Distribution Channels
- OM3400D Manufacturing Planning and Control
- OM4100D Quality Management in the Supply Chain
- OM4500D Strategic Supply Chain Management

Specialty in Organizational Culture, Change, and Conflict

- OL4100 Organizational Culture and Leadership
- OL4300 Organizational Development and Change
- PRO380 Conflict Resolution

Specialty in Security Management

- PRO380 Conflict Resolution
- PRO405 Consequence Management
- SEC366 Managing the Security Organization

Program Learning Outcomes

Graduates of the program will be able to:

- Critically analyze concepts in the principal areas of business to guide organizational decision-making.
- Leverage current business technologies in support of organizational continuity.
- Demonstrate the leadership skills required to achieve strategic business objectives.
- Demonstrate appropriate ethical perspectives in a global business environment.
- Proficiently communicate across multiple stakeholder groups.
- Productively collaborate with multiple stakeholder groups.

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
FN6350DC	Financial Management	4.5
	OR	
FN3000	Business Finance I	4.5
MG6500DC	Marketing Administration	4.5
	OR	
MG3000	Marketing	4.5
MT1050	Introduction to Business	4.5
MT2050	Principles of Management	4.5
MT3050	Human Resource Management	4.5
MT3500	Managing Information Systems	4.5
MT6255DC	Introduction to Leadership and Quality	4.5
	OR	
MT4200	Business Ethics	4.5
MT4441	Business Review Lab	1.5
MT4450	Strategic Management	4.5
OM3000	Operations Management	4.5

MG6500DC, MT6255DC: 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, EC, FN, LA, MG, MT, OL or OM courses.

3000+	Elective	27

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, option core, or open elective 6000DC+ and 3000+ courses.

Open Electives (22.5)

General Education Core (66)

(Available for block transfer)

Communications		
EN1150	Composition I	4.5
Science		
SC	Science Electives	9
Humanities		
HU2000	Critical Thinking and Problem Solving	4.5
HU	Humanities Elective	4.5
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
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	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, 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.

Program Learning Outcomes

Graduates of the program will be able to:

- Critically apply concepts in the principal areas of business to support organizational decisions.
- Use current logistics technologies in support of organizational operations.
- Explain the leadership skills required to achieve strategic logistics objectives.
- Explain appropriate ethical perspectives in a global business environment.
- Effectively communicate in a professional business setting.
- Productively collaborate in a professional business setting.

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
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	5
CS1301	Do the Numbers! Achieving College and Career Success	5
CS2086	Career Path Planning	2

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

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

Construction Management AAS

The Associate of Applied Science degree in Construction Management helps students understand the various elements of residential and commercial construction projects. Students will develop knowledge on how to effectively manage and supervise projects, including key aspects like planning, controlling, scheduling, and monitoring the various phases. Coursework includes an introduction to construction management, construction materials and handling, building codes, planning and scheduling, and green building trends and technology.

Course availability is subject to minimum class size requirements.

Program Learning Outcomes

Graduates of the program will be able to:

- Critically apply concepts in the principal areas of construction management to support organizational decisions.
- Use current business technologies in support of organizational operations.
- Explain the leadership skills required to achieve strategic construction management objectives.
- Explain appropriate ethical perspectives in a diverse business environment.
- Effectively communicate in a professional business setting.
- Productively collaborate in a professional business setting.

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	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
	OR	

CS1203	Bridge to Success: Creating Your Future at NAU	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.)

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.

Program Learning Outcomes

Graduates of the program will be able to:

- Critically analyze concepts in the principal areas of construction management to guide organizational decision-making.
- Leverage current business technologies in support of organizational continuity.
- Demonstrate the leadership skills required to achieve strategic construction management objectives.
- Demonstrate appropriate ethical perspectives in a diverse business environment.
- Proficiently communicate across multiple stakeholder groups.
- Productively collaborate with multiple stakeholder groups.

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
MT6255DC	Introduction to Leadership and Quality OR	4.5
MT3000+	Elective	4.5
MT3050	Human Resource Management	4.5
MT4300	Management Across Cultures	4.5

MT6255DC: 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)

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

HU2000	Critical Thinking and Problem Solving	4.5
HU	Humanities Elective	4.5

Behavioral/Social Science

EC2050	Macroeconomics OR	4.5
EC2100	Microeconomics	4.5
	Behavioral/Social Science Elective	4.5

(Course-by-course transfer)

Communications

EN1300	Composition II	4.5
EN2100	Speech OR	4.5

EN2150	Interpersonal Professional Communication	4.5
EN3050	Technical Communications	4.5

Mathematics

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

General Education

CS1201	Juggling College, Life, and Career: Set Up for Success!	5
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	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.)

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.

Program Learning Outcomes

Graduates of the program will:

- Critically analyze concepts in the principal areas of business to guide organizational decision-making.
- Leverage current energy management technologies in support of organizational continuity.
- Demonstrate the leadership skills required to achieve strategic energy management objectives.
- Demonstrate appropriate ethical perspectives in a global business environment.
- Proficiently communicate across multiple stakeholder groups.
- Productively collaborate with multiple stakeholder groups.

Energy Management: Bachelor of Science Requirements

180 Credits

Energy Management Major Core (78)

AC2760	Financial Accounting for Managers	4.5
FN3000	Business Finance I	4.5
	OR	
FN6350DC	Financial Management	4.5
MG3000	Marketing	4.5
	OR	
MG6500DC	Marketing Administration	4.5
MT1050	Introduction to Business	4.5
MT2050	Principles of Management	4.5
MT3000+	Elective	4.5
	OR	
MT6255DC	Introduction to Leadership and Quality	4.5
MT3050	Human Resource Management	4.5
	OR	
MT6300DC	Managing Human Resources	4.5
MT3300	Supervision	4.5
MT3500	Managing Information Systems	4.5
MT3717	Energy Management	4.5
MT3719	Sustainability	4.5
MT3723	Energy Policy	4.5
MT4200	Business Ethics	4.5
MT4300	Management Across Cultures	4.5
	OR	
MT6570DC	International Business	4.5
MT4444	Management Review Lab	1.5
MT4723	Advanced Concepts in Sustainability	4.5
MT4819	Energy Management Capstone	4.5
OM3000	Operations Management	4.5

FN6350DC, MG6500DC, MT6255DC, MT6300DC, MT6570DC: 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.

MT4819: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.

Open Electives (36)

General Education Core (66)

(Available for block transfer)

Communications

EN1150	Composition I	4.5

Science

SC3705	Energy Science Principles	4.5
SC	Science Elective	4.5

Humanities

HU2000	Critical Thinking and Problem Solving	4.5
HU	Humanities Elective	4.5

Behavioral/Social Science

EC2050	Macroeconomics	4.5
EC2100	Microeconomics	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
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	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.)

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.

Program Learning Outcomes

Graduates of the program will be able to:

- 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
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	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.

Program Learning Outcomes

Graduates of the program will be able to:

- Apply management and leadership principles and concepts in healthcare organizations.
- Demonstrate effective communication and relationship management skills in healthcare organizations.
- Engage in ethical behavior and decision-making as a healthcare manager.
- Create plans for ongoing professional development and advancing the profession.

Healthcare Management: Bachelor of Science Requirements

180 Credits

Healthcare Management Major Core (49)

HA3010D	Introduction to U.S. Healthcare Delivery	4
HA3110D	Quality Improvement and Risk Management	4
HA3120D	Essentials of Managed Care	4
HA3220D	Health Information Systems	4
HA3300D	Healthcare Policy and Ethics	4
HA4050D	Healthcare Law	4
HA4070D	Regulatory Environment in Health Care	4
HA4110D	Healthcare Planning and Evaluation	4
HA4120D	Management of Continuum Care Services	4
HA4200D	Healthcare Financial Management	4
HA4300D	Healthcare Management and Supervision	4
HA4501D	Healthcare Management Action Research Project OR	5
HA4521D	Healthcare Management Capstone	5

HA3010D, HA3110D, HA3120D, HA3220D, HA3300D, HA4050D, HA4070D, HA4110D, HA4120D, HA4200D, HA4300D: Professional Course, minimum "C" grade required

HA4501D or HA4521D: Capstone Course - Senior level, minimum "C" grade required, must be completed at NAU.

Support Core (18)

AC2760	Financial Accounting for Managers	4.5
MT1050	Introduction to Business	4.5
MT2050	Principles of Management	4.5
MT3050	Human Resource Management	4.5

Option #1 (47)

Diploma or Associate Degree in Nursing or Allied Health Required

Allied Health Courses (42.5)

Or 3000+ level business electives (AC, EC, FN, LA, MG, MT, OL, or OM courses) if <42.5 credits in transfer

6000DC+	Elective OR Electives	42.5

Open Elective (4.5)

6000DC+	Elective OR Elective	4.5

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, 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, OM, or equivalent transfer.

EC2050	Macroeconomics	4.5
EC2100	Microeconomics	4.5
ME1140	Medical Terminology for Health Professions	2

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

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)

6000DC+	Elective	
	OR	
	Elective	18

General Education Core (66)

(Available for block transfer)

Communications

EN1150	Composition I	4.5

Humanities

HU2000	Critical Thinking and Problem Solving	4.5
HU	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
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	5
CS1301	Do the Numbers! Achieving College and Career Success	5
CS2086	Career Path Planning	2

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
MG6500DC	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
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	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, massage therapy, barbering, or nail tech license (or a combination thereof). A maximum of 61.5 quarter credit hours from a cosmetology, cosmetology instructor, esthetician, 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.

Course availability is subject to minimum class size requirements.

Program Learning Outcomes

Graduates of the program will be able to:

- Critically apply concepts in the principal areas of health and beauty management to support organizational decisions.
- Use current business technologies in support of organizational operations.
- Explain the leadership skills required to achieve strategic health and beauty management objectives.
- Explain appropriate ethical perspectives in a diverse business environment.
- Effectively communicate in a professional business setting.
- Productively collaborate in a professional business setting.

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

HU2000	Critical Thinking and Problem Solving	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.)

Human Resource Management, BS

This 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.

Program Learning Outcomes

Graduates of the program will be able to:

- Critically analyze concepts in the principal areas of business to guide organizational decision-making.
- Leverage current business technologies in support of organizational continuity.
- Demonstrate the leadership skills required to achieve strategic business objectives.
- Demonstrate appropriate ethical perspectives in a global business environment.
- Proficiently communicate across multiple stakeholder groups.
- Productively collaborate with multiple stakeholder groups.

Human Resource Management: Bachelor of Science Degree Requirements

180 Credits

Human Resource Management Major Core (87)

AC2760	Financial Accounting for Managers	4.5
FN6350DC	Financial Management	4.5
	OR	
FN3000	Business Finance I	4.5
MG6500DC	Marketing Administration	4.5
	OR	
MG3000	Marketing	4.5
MT1050	Introduction to Business	4.5
MT2050	Principles of Management	4.5
MT6255DC	Introduction to Leadership and Quality	4.5
	OR	
MT3000+	Elective	4.5
MT3050	Human Resource Management	4.5
MT3080	Compensation and Benefits	4.5
MT3100	Employee and Labor Relations	4.5
MT3230	Employment Law	4.5
MT3300	Supervision	4.5
MT3500	Managing Information Systems	4.5
MT4050	Training and Development	4.5

MT4200	Business Ethics	4.5
MT4300	Management Across Cultures	4.5
MT4420	Strategic Human Resource Management	4.5
MT4444	Management Review Lab	1.5
MT4450	Strategic Management	4.5
MT4501	Human Resource Management Internship	4.5
	OR	
MT4505	Human Resource Management Action Research Project	4.5
OM3000	Operations Management	4.5

FN6350DC, MG6500DC, MT6255DC: 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 (minimum "C" grade required)

Open Electives (36)

General Education Core (57)

(Available for block transfer)

Communications		
EN1150	Composition I	4.5
Science		
SC	Science Elective	4.5
Humanities		
HU2000	Critical Thinking and Problem Solving	4.5
Behavioral/Social Science		
	Behavioral/Social Science Elective	4.5
General Education		
	General Education Elective	4.5

General Education (34.5) (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
Behavioral/ Social Science		
EC2050	Macroeconomics	4.5
EC2100	Microeconomics	4.5
General Education		
CS2080	Career Management	3

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.)

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.

Program Learning Outcomes

Graduates of the program will be able to:

- 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)

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

HU2000	Critical Thinking and Problem Solving	4.5

General Education

CS1201	Juggling College, Life, and Career: Set Up for Success!	5
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	5
CS1301	Do the Numbers! Achieving College and Career Success	5
CS2086	Career Path Planning	2

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

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.

Specialties

The Bachelor of Science degree in Information Technology also offers specialties in Networking; Web Development; and Information and Network Security. A specialty is a grouping of electives that focus on particular interests and career paths.

Specialty in Networking

- CI3679 Windows Operating System and Server Administration Fundamentals
- CI4121 Installation, Storage, and Compute with Windows Server
- CI4131 Networking with Windows Server
- CI4141 Identity with Windows Server
- CI4291 Interconnecting Cisco Networking Devices I
- CI4292 Interconnecting Cisco Networking Devices II

Specialty in Web Development

- CI3091 Database Design & Management
- CI3315 Web Design & Programming
- CI3380 Client Side-scripting and Open Communication
- CI4035 Server-Side Applications with PHP and MySQL
- CI4040 Designing User Interfaces & Multimedia
- CI4085 Responsive Web Development

Specialty in Information and Network Security (Students choose three courses from the list below; the course in bold type – SEC360 – is required.)

- SEC360 Information Security
- CI3710 Internet Security
- CI3715 Cybercrime and Information Systems
- CI3725 Network Security
- CI3730 Computer Forensics

Program Learning Outcomes

Graduates of the program will be able to:

- 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
CI4220	Project Management	4.5
CI4221	Systems Analysis and Design	4.5
CI4223	Integrative Systems Project	6

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. Specialty core includes IT, computer science, programming, networks, CAD, and database programs.

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 or Open Electives (27)

Specialty Courses or Open Electives (13.5)

Open Electives (18)

6000DC+ or Elective	4.5
6000DC+ or Elective	4.5
6000DC+ or Elective	4.5
Elective	4.5

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, emphasis core, or open elective 6000DC+ and 3000+ courses.

General Education Core (57)

(Available for block transfer)

Communications

EN1150	Composition I	4.5

Science

SC	Science Elective	4.5

Humanities

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Science

	Behavioral/Social Science Elective	4.5

General Education

	General Education Elective	13.5

(Course-by-course transfer)

Communications

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

Mathematics

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

General Education

CS2080	Career Management	3

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.

Program Learning Outcomes

Graduates of the program will be able to:

- 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
CI4220	Project Management	4.5
CI4221	Systems Analysis and Design	4.5
CI4223	Integrative Systems Project	6

CI4223: Capstone Course - minimum "C" grade required.

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
CI3730	Computer Forensics	4.5
CI4710	Forensic Methods	4.5
CI3000+	Elective	4.5

Open Elective (18)

6000DC+ or Elective		4.5
6000DC+ or Elective		4.5
6000DC+ or Elective		4.5
	Elective	4.5

General Education Core (66)

General Education (31.5)

(Available for block transfer)

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

HU2000	Critical Thinking and Problem Solving	4.5
HU	Humanities Elective	4.5

Behavioral/Social Science

	Behavioral/Social Science Electives	9

General Education (34.5)

(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
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	5
CS1301	Do the Numbers! Achieving College and Career Success	5
CS2086	Career Path Planning	2

Graduation Requirements: A minimum 2.0 GPA is required overall and in the Information Technology Major Core 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.)

Interdisciplinary Studies, AA*

The Associate of Arts in Interdisciplinary Studies degree 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. This degree can serve as an earned credential achieved along the way to a bachelor's degree, or as a credential that allows those in the military to combine training and education towards a degree.

A minimum of 18 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.

Program Learning Outcomes

Graduates of the program will be able to:

- Communicate (written and verbally) in a manner that is effective in all employment scenarios.
- Evaluate evidence to build original, logical arguments or solve problems.
- Evaluate effective teamwork in diverse groups and situations.
- Recognize how knowledge from a variety of disciplines can be used to create effective solutions in the workplace.
- Develop a focused skill set based on a chosen specialization.

Associate of Arts in Interdisciplinary Studies Requirements

90 Credits

Specialty/Technical/Vocational Core (18)

Culminating Capstone (6)

CS3500	Interdisciplinary Studies Capstone	6

Open Elective Courses (22.5)

General Education Core (43.5)

Communications

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

Science

SC	Science Elective	4.5

Mathematics

MA2000	Quantitative Reasoning	4.5

Humanities/Behavioral/Social Science

HU2000	Critical Thinking and Problem Solving	4.5
PS1050	Introduction to Psychology	4.5
	OR	
SO1050	Introduction to Sociology	4.5

General Education

CS1201	Juggling College, Life, and Career: Set Up for Success!	5
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	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. See the "Graduation Requirements" section of the catalog for additional requirements.
(The university reserves the right to correct clerical errors.)

THIS PROGRAM IS NOT TITLE IV ELIGIBLE (Federal Student Aid may not be used)

Interdisciplinary Studies, BA*

The Bachelor of Arts in Interdisciplinary Studies program is designed for adults with transferable college credit who are seeking opportunities for advancement. Students combine college credit from accredited institutions or non-traditional prior learning from a specialty field with a comprehensive 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 opportunity to specialize with a minimum of 36 credits - a curriculum designed to prepare students to become effective communicators across and with multiple disciplines. 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.

Program Learning Outcomes

Graduates of the program will be able to:

- Adjust to multiple and diverse audiences in written and verbal communication, with specific focus on professional research and writing.
- Critically appraise evidence, issues and problems to formulate effective solutions.
- Use technology and research skills for personal and professional development.
- Synthesize knowledge from a variety of disciplines to create effective solutions in the workplace.
- Demonstrate effective teamwork in diverse groups and situations.

Bachelor of Arts in Interdisciplinary Studies Requirements

180 Credits

Specialty/Technical/Vocation Core (36)

One (1) specialization of eight (8) courses OR two (2) specializations of four (4) courses.

Culminating Capstone (6)

CS3500	Interdisciplinary Studies Capstone	6

Open Elective Courses (72)

Selected from Gen Ed or any discipline.

General Education Core (66)

Communications

EN1150	Composition I	4.5

Science

SC	Science Elective	4.5

Humanities

HU2000	Critical Thinking and Problem Solving	4.5

Psychology

PS	Psychology Elective 4.5	4.5

General Education

SO1050	Introduction to Sociology	4.5

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

Mathematics

MA2000	Quantitative Reasoning	4.5
MA2050	College Algebra	4.5
	OR	
MA3000	Business Statistics	4.5

Behavioral/Social Science

EC2050	Macroeconomics	4.5
EC2100	Microeconomics	4.5
	OR	
FL101	Beginning Foreign Language Part 1	4.5
FL102	Beginning Foreign Language Part 2	4.5

General Education

CS1201	Juggling College, Life, and Career: Set Up for Success!	5
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	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 Specialty/Technical/Vocational Core and in the General Education Core. See the "Graduation Requirements" section of the catalog for additional requirements.

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

THIS PROGRAM IS NOT TITLE IV ELIGIBLE (Federal Student Aid may not be used)

MTA funding, MyCCA, and VA benefits may be used.

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.

Program Learning Outcomes

Graduates of the program will be able to:

- Critically apply concepts in the principal areas of business to support organizational decisions.
- Use current business technologies in support of organizational operations.
- Explain the leadership skills required to achieve strategic business objectives.
- Explain appropriate ethical perspectives in a global business environment.
- Effectively communicate in a professional business setting.
- Productively collaborate in a professional business setting.

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

HU2000	Critical Thinking and Problem Solving	4.5

General Education

CS1201	Juggling College, Life, and Career: Set Up for Success!	5
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	5
CS1301	Do the Numbers! Achieving College and Career Success	5
CS2086	Career Path Planning	2

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

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

Management, BS

The Bachelor of Science in Management program is designed for adults with transferable college credit who are seeking opportunities for advancement in the field of business management. Students combine college credit from accredited institutions or non-traditional prior learning from a specialty field with a comprehensive management curriculum and relevant general education courses. They may also create their own subject area of concentration, utilizing National American University course offerings. Students enrolling in this program are encouraged to have specific career goals that align with their chosen area of specialty.

Both of these options for adult learners feature the Management Major Core - a curriculum designed to prepare students to become effective business management decision makers. Key principles and concepts in the areas of accounting, finance, marketing, management, information systems, and related functional areas are emphasized. The curriculum also helps students achieve their goals for career advancement or graduate study by fostering analytical reasoning skills within the context of problems and scenarios with which business decision makers are often challenged.

Course availability is subject to minimum class size requirements.

Program Learning Outcomes

Graduates of the program will be able to:

- Critically analyze concepts in the principal areas of business to guide organizational decision-making.
- Leverage current business technologies in support of organizational continuity.
- Demonstrate the leadership skills required to achieve strategic business objectives.
- Demonstrate appropriate ethical perspectives in a global business environment.
- Proficiently communicate across multiple stakeholder groups.
- Productively collaborate with multiple stakeholder groups.

Management: Bachelor of Science Requirements

180 Credits

Management Major Core (60)

AC2760	Financial Accounting for Managers	4.5
FN6350DC	Financial Management	4.5
	OR	
FN3000	Business Finance I	4.5
MG6500DC	Marketing Administration	4.5
	OR	
MG3000	Marketing	4.5

MT1050	Introduction to Business	4.5
MT2050	Principles of Management	4.5
MT6255DC	Introduction to Leadership and Quality	4.5
	OR	
MT3000+	Elective	4.5
MT3050	Human Resource Management	4.5
MT3300	Supervision	4.5
MT3500	Managing Information Systems	4.5
MT4200	Business Ethics	4.5
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

FN6350DC, MG6500DC, MT6255DC: 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)

Communications

EN1150	Composition I	4.5

Science

SC	Science Elective	4.5

Humanities

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Science

	Behavioral/Social Science Elective	4.5

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
MA3000	Business Statistics	4.5

Behavioral Social Science

EC2050	Macroeconomics	4.5
EC2100	Microeconomics	4.5

General Education

CS2080	Career Management	3

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.

Program Learning Outcomes

Graduates of the program will be able to:

- 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

HU	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
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	5
CS1301	Do the Numbers! Achieving College and Career Success	5
CS2086	Career Path Planning	2

CS1201, CS1301, CS2086: Professional course (Minimum "C" grade required)

The Medical Administrative Assisting Core and Science courses are scheduled for the full required contact hours.

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

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

Medical 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.

Program Learning Outcomes

Graduates of the program will be able to:

- 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
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	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 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.

Program Learning Outcomes

Graduates of the program will be able to:

- 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
ME3332D	Medical Staff Services Management Project	4

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

Advising Guidelines for 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 ME3332D in order to further develop their administrative and leadership skills:

HA3220D	Health Information Systems	4
HA4070D	Regulatory Environment in Health Care	4
MT3250	Organizational Behavior	4.5
MT3300	Supervision	4.5

Support Core (9)

MT1050	Introduction to Business	4.5
	Business Elective	4.5

General Education Core (45)

Communications

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

Science

SC1221	Essentials of Anatomy and Physiology with Lab	6

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

Mathematics

MA2000	Quantitative Reasoning	4.5

Humanities

HU	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! OR	5
CS1203	Bridge to Success: Creating Your Future at NAU	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.

Program Learning Outcomes

Graduates of the program will be able to:

- Critically apply concepts in the principal areas of business to support organizational decisions.
- Use current business technologies in support of organizational operations.
- Explain the leadership skills required to achieve strategic business objectives.
- Explain appropriate ethical perspectives in a global business environment.
- Effectively communicate in a professional business setting.
- Productively collaborate in a professional business setting.

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 OR	4.5
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 OR	4.5
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 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

General Education

CS1201	Juggling College, Life, and Career: Set Up for Success!	5
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	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.)

Stand-Alone Certificate Programs

Students considering enrolling in an academic program that customarily leads to professional license should first contact the appropriate licensing agency in the state in which they reside or plan to work to determine whether the academic program satisfies the requirements for licensure in that state. Because of varying requirements, National American University cannot assure that its programs satisfy the criteria of professional licensing authorities in all states or territories.

Admission Requirements – see Admissions (p. 19)

Graduation Requirements

Successful completion of all certificate courses.

A minimum CGPA 2.0/4.0 scale in 3000 and 4000 level courses completed from this university. Payment of all financial obligations to the school.

Certificate in Accounting, Bookkeeping, and Auditing

The Accounting, Bookkeeping, and Auditing certificate is designed to help prepare students for an entry-level position in the accounting field. Students will learn how to produce financial records for organizations. Moreover, students will learn how to record transactions, update financial statements, and check records for accuracy.

Outcomes:

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

- Update and maintain accounting records to ensure accurate financial reporting.
- Use current technology and computer applications in support of business.

Required Courses (27 Credit Hours)

AC1060	Principles of Accounting I	4.5
AC1160	Principles of Accounting II	4.5
AC1260	Principles of Accounting III	4.5
AC2050	Accounting Software Applications	4.5
MT1050	Introduction to Business	4.5
	AC1000+, CI1000+, or MT1000 +Elective	4.5

Certificate in Business Administration*

*This certificate is not eligible for Title IV funding.

The certificate in Business Administration introduces important concepts and practices to develop a broad-based understanding of different functional areas within business including accounting, economics, finance, marketing, and management.

Outcomes:

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

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

Required Courses (22.5 Credit Hours)

(Students choose five courses from the list below; the course in bold type – **MT1050** – is required)

MT1050	**Introduction to Business**	**4.5**
AC1060	Principles of Accounting I	4.5
EC2050	Macroeconomics	4.5
EC2100	Microeconomics	4.5
FN3000	Business Finance I	4.5
MG3000	Marketing	4.5
MT2050	Principles of Management	4.5
MT3550	Entrepreneurship and Small Business	4.5

Certificate in Computer Support Specialist

The Computer Support Specialist certificate prepares students to enter the exciting and challenging field of Information Technology. Individuals 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.

Outcomes:

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

- Demonstrate proficiency in the fundamental information technology skills required to provide user support in business.

Required Courses (27 Credit Hours)

CI1320	Computer Concepts	4.5
CI2011	Introduction to Database	4.5
CI2211	Internetworking Fundamentals	4.5

CI2440	Introduction to Computer Security	4.5
CI3010	Linux	4.5
CI3679	Windows Operating Systems and Server Administration Fundamentals	4.5

Certificate in Human Resource Management

The Human Resource Management certificate is designed to prepare students for entry-level positions in HR. Students will develop competencies in key areas including compensation and benefits, employee and labor relations, employment law, training and development, and strategic HR management.

Outcomes:

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

- Apply the principal concepts, theories, and practices in human resource management.
- Analyze human resource management issues from a strategic perspective.

Required Courses (31.5 Credit Hours)

MT2050	Principles of Management	4.5
MT3050	Human Resource Management	4.5
MT3080	Compensation and Benefits	4.5
MT3100	Employee and Labor Relations	4.5
MT3230	Employment Law	4.5
MT4050	Training and Development	4.5
MT4420	Strategic Human Resource Management	4.5

Certificate in Management*

* This certificate is not eligible for Title IV funding.

The certificate in Management provides students with a broad-based understanding of key areas impacting the modern day manager. Individuals will acquire the necessary skills to manage the human and fiscal resources of small to large scale organizations.

Outcomes:

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

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

Required Courses (22.5 Credit Hours)

AC2760	Financial Accounting for Managers	4.5
EC2100	Microeconomics	4.5
MG3000	Marketing	4.5
MT1050	Introduction to Business	4.5
MT2050	Principles of Management	4.5

Certificate in Marketing*

* This certificate is not eligible for Title IV funding.

The certificate in Marketing provides students with a broad-based understanding of key concepts in marketing, including digital marketing, market research, consumer behavior and managing an organization's overall marketing efforts.

Outcomes:

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

- Develop a detailed and comprehensive strategy for marketing a product and/or service.

Required Courses (22.5 Credit Hours)

MG3000	Marketing	4.5
MG3050	Marketing Management	4.5
MG3350	Social Media Marketing	4.5
MG3500/ PS3500	Consumer Behavior	4.5
MG4150	Marketing Research	4.5

Certificate in Network and Server Administrator

The Network and Server Administrator certificate provides students with an in-depth knowledge of network design and operation. Individuals will acquire the necessary skills to manage and provide technical support for a computer network. Students choose to focus on either Microsoft or Cisco networking to help prepare students to take either the Microsoft MCSE Server Administrator exam or the Cisco CCNA certification exam.

Outcomes:

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

- Demonstrate the technical skills required of network managers.

Required Courses (36 Credit Hours)

CI1320	Computer Concepts	4.5
CI2211	Internetworking Fundamentals	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

Certificate in Office Applications and Software Support

The Office Applications and Software Support certificate 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.

Outcomes:

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

- Utilize software application tools prevalent in an office setting.

Required Courses (27 Credit Hours)

AC1060	Principles of Accounting I	4.5
CI1150	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
	AC1000+, CI1000+, or MT1000 +Elective	4.5

Certificate in Web Development

The certificate in Web Development 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.

Outcomes:

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

- Demonstrate the technical skills required of web developers.

Required Courses (40.5 Credit Hours)

CI1320	Computer Concepts	4.5
CI2011	Introduction to Database	4.5
CI3091	Database Design and Management	4.5
CI3310	Website and Web Application Design	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

Foreign 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 Credit Hours)

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 Credit Hours)

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 Credit Hours)

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 Credit Hours)

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 Credit Hours)

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 Credit Hours)

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 Credit Hours)

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 Credit Hours)

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 Credit Hours)

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 Credit Hours)

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

College of Legal Studies

Criminal Justice, AAS

For students whose goal is to pursue a career in the field of criminal justice, National American University offers the criminal justice associate of applied science degree. The curriculum is designed to provide students with a foundation in the knowledge, skills, and abilities for the criminal justice career field. Students who earn the associate of applied science degree are prepared for entry-level employment in policing, courts, and corrections. Policing and institutional corrections employment will also require the completion of a training academy, 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.

Program 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:

- Analyze 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: 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, CJ1500, CJ2100, CJ2150, CJ2280, CJ2300, CJ2400: 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

HU	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
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	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 Bachelor of Science in Criminal Justice degree. The curriculum is designed to provide students with the knowledge, skills and abilities for the career fields of criminal justice. Graduates 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.

Specialties

The Bachelor of Science degree in Criminal Justice also offers specialties in Forensic Investigations, Homeland Security, and Juvenile Justice. A specialty is a grouping of electives that focus on particular interests and career paths.

Specialty in Forensic Investigations (The following seven courses taken as electives.)

- CJ2250 Introduction to Forensic Investigations
- CJ3400 Evidence
- CJ3500 Forensic Photography (3 hours)
- CJ4000 Psychology and the Law (Intro to Forensic Psychology)
- CJ4200 Forensic Chemistry
- CJ4430 Computer Forensic Investigation
- CJ4400 Investigation of Sex Crimes

Specialty in Private Security (The following six courses taken as electives.)

- CJ2240 Introduction to Private Security
- CJ2700 Cybercrime in Criminal Justice
- CJ3030 Hate Crimes and the Law
- CJ4430 Computer Forensic Investigation
- CJ4450 Security Operations Theory
- CJ4500 Homeland Security and Terrorism

Specialty in Homeland Security (The following six courses taken as electives.)

- CJ2700 Cybercrime in Criminal Justice
- CJ3005 Gangs in America
- CJ3030 Hate Crimes and the Law
- CJ3050 Loss Prevention, Crime Prevention, and Hospital Security
- CJ4450 Security Operations Theory
- CJ4500 Homeland Security and Terrorism

Specialty in Juvenile Justice (Students choose six courses from the list below.)

- CJ2230 Diversity and Criminal Justice
- CJ3000 Victimology
- CJ3005 Gangs in America
- CJ3300 Juvenile Justice and Delinquency
- CJ4000 Psychology and the Law
- CJ3700 Community Policing
- CJ4000 Psychology and the Law
- PS1050 Introduction to Psychology
- PS2000 Human Growth and Development
- PS2100 Human Relations
- SO1050 Intro to Sociology
- SO2150 Child Growth and Development

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.

Program 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 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:

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, CJ1500, CJ2100, CJ2150, CJ2280, CJ2300, CJ2400, CJ3100, CJ3400, CJ4900: 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)

#Choose any 3000 level CJ course not previously taken or HPSSS elective from the list below.

	Electives	37.5
#300+/3000+	Electives	22.5
INT300	Fundamentals of Intelligence	4.5
INT315	Open Source Research	4.5
INT320	Propaganda and Disinformation	4.5
INT379	History of Intelligence, Part 1	4.5
INT380	History of Intelligence, Part 2	4.5
INT390	Covert Action	4.5
INT400	Counterintelligence	4.5
INT401	Interrogation and Interviewing Techniques	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
NUC350	Principles of Grand Strategy	4.5
NUC410	Weapons Systems	4.5
NUC415	Chemical, Biological, Radiological and Nuclear Weapons	4.5
PHIL400	Ethics of Security and Counterterrorism	4.5
PRO375	History of Executive/Dignitary Protection	4.5
PRO380	Conflict Resolution	4.5
PRO385	Etiquette and Rapport	4.5
PRO398	Fundamentals of Threat Assessment	4.5
PRO405	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
PRO500DC	Advanced Executive Protection	4.5
PRO595DC	Advanced Protection Operations	4.5
PRO690DC	Advanced Threat Assessment	4.5
SEC305	Offensive v. Defensive Security: Understanding the Broader Security Field	4.5
SEC320	Foundations of the Security Industry	4.5
SEC326	Foundations of Vehicular Security	4.5
SEC344	Protective Security Law	4.5
SEC366	Managing the Security Organization	4.5
SEC375	Workplace Violence, Workplace Security	4.5
SEC452	Infiltration Techniques	4.5
SEC486	Bomb Threat Management	4.5
SEC665DC	Cyber Security	4.5
TCT306	Media and Terrorism	4.5
TCT310	Psychology of Violence	4.5
TCT390	Foundations of Terrorism	4.5
TCT395	Counterterrorism	4.5
TCT396	Terrorist Techniques	4.5
TCT410	Lone Wolf Terrorism	4.5
TCT420	Psychology of Fear	4.5
TCT425	Religious Extremism	4.5
TCT430	Ethno/Nationalist Terrorism	4.5
TCT435	Terrorist Support Networks	4.5
TCT440	Islamism and Terrorism	4.5

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

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
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	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.)

Paralegal Studies, AAS

The Paralegal Studies Associate of Applied Science degree program is designed to provide students with a basic understanding of the law and legal system, as well as the practical skills needed to assist attorneys in law firms; corporate legal departments; local, state, and federal government offices; and bank and trust departments. Paralegals may also be employed in other offices that require excellent analytical, organizational, and communication skills. All Paralegal Studies classes are offered 100% online, with three legal specialty courses delivered synchronously through online video conferencing to meet ABA Guidelines.

Graduates of the Paralegal Studies AAS program who choose to become certified are eligible to voluntarily sit for the Certified Legal Assistant (CLA) exam administered by the National Association of Legal Assistants (NALA) and earn the designation of Certified Paralegal (CP). Graduates may also choose to seek certification from the National Federation of Paralegal Associations (NFPA) through the Paralegal CORE Competency Exam™ (PCCE™) exam and become a CORE Registered Paralegal (CRP™).

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.

A paralegal may not engage in activities considered to be the practice of law, including giving legal advice, representing a client in court, or setting legal fees.

Course availability is subject to minimum class size requirements.

The program is approved by the American Bar Association (ABA).

Program 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

Students may transfer credit classified as legal specialty credit into National American University's AAS Paralegal Studies program earned from ABA-approved paralegal education programs and from other paralegal education programs pursuant to the university's transfer policies and existing articulation agreements. Students must earn at least 31.5 quarter credits in the AAS major core from National American University. Students should consult with the program coordinator to learn what credit is transferrable.

Paralegal Studies Major Core (47)

PL1100/LA 1100/SO 1100	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/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	4.5
	OR	
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
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	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.

The Paralegal Studies BS program degree program is designed to provide students with a specialized understanding of the law and legal system, as well as the practical skills needed to assist attorneys in law firms; corporate legal departments; local, state, and federal government offices; and bank and trust departments. Paralegals may also be employed in other offices that require excellent analytical, organizational, and communication skills. All Paralegal Studies classes are offered 100% online, with three legal specialty courses delivered synchronously through online video conferencing to meet ABA Guidelines.

Graduates of the Paralegal Studies BS program who choose to become certified are eligible to voluntarily sit for the Certified Legal Assistant (CLA) exam administered by the National Association of Legal Assistants (NALA) and earn the designation of Certified Paralegal (CP). Graduates may also choose to seek certification from the National Federation of Paralegal Associations (NFPA) through the Paralegal CORE Competency Exam™ (PCCE™) exam and become a CORE Registered Paralegal (CRP™).

A paralegal may not engage in activities considered to be the practice of law, including giving legal advice, representing a client in court, or setting legal fees.

Course availability is subject to minimum class size requirements.

The program is approved by the American Bar Association (ABA).

Program 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

Students may transfer credit classified as legal specialty credit into National American University's BS Paralegal Studies program earned from ABA-approved paralegal education programs and from other paralegal education programs pursuant to the university's transfer policies and existing articulation agreements. Students must earn at least 36 quarter credits in the BS major core from National American University. Students should consult with the program coordinator to learn what credit is transferrable.

Paralegal Studies Major Core (90)		
PL1100/LA 1100/SO 1100	Introduction to Legal Principles	4.5
PL1150	Legal Research I	4.5
PL1350	Legal Research II	4.5
PL2050	Torts	4.5
PL2100	Domestic Relations	4.5
PL2150	Civil Procedure	4.5
PL2350	Criminal Procedure	4.5
PL2500/EN 2500	Legal Writing	4.5
PL3000	Law Office Technology	4.5
PL3050	Real Property	4.5
PL3100	Professional Ethics and Law Office Procedures	4.5
PL3000+	Elective	9
PL4000+	Elective	13.5
PL4600	CLA Review	4.5
PL4500-4590	Paralegal Internship	4.5-13.5

PL1100, PL1150, PL1350, PL2050, PL2100, SO2120, PL2150, PL2350, PL3100, PL3000+, PL4000+, PL4600: Students who do not have a 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, emphasis core, or open elective 6000DC+ and 3000+ courses. Professional course (minimum "C" grade required)

PL1100, PL2100: May be credited as the cross-listed sociology course. If so, another Paralegal Studies course must be successfully completed or transferred.

PL4500-PL4590: Students may elect to satisfy a maximum of 4.5 internship credit hours with a 3000+ Paralegal Studies elective course other than PL3000 Law Office Technology.

Support Core (24.5)

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	Employment Law	4.5
MT6000DC+	Elective	
	OR	
3000+	Elective	4.5

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.

LA6570: Professional course (minimum "C" grade required)

General Education Core (66)

(Available for block transfer)

Communications

EN1150	Composition I	4.5

Science

SC	Science Electives	9

Humanities

HU2000	Critical Thinking and Problem Solving	4.5
HU	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
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	5
CS1301	Do the Numbers! Achieving College and Career Success	5
CS2086	Career Path Planning	2

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

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

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 Resource 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 Resource 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.

Program 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/LA 1100/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		
HU	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
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	5
CS1301	Do the Numbers! Achieving College and Career Success	5
CS2086	Career Path Planning	2

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

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

Professional Legal Studies, BS

The professional legal studies bachelor of 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 of Science degree in Professional Legal Studies also offers areas of study in Human Resource 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 Resource 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
- PL3120 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

Area of Study – Management

Major Core:

- LA3150 Business Law II
- MT/LA3230 Employment Law
- PL3120 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
- PL3120 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.

Program 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/LA 1100/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
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	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.)

Henley-Putnam School of Strategic Security

The Henley-Putnam School of Strategic Security aspires to be the leader in providing instruction in the fields of strategic security. 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.

HPSSS offers four distinct bachelor’s degree programs, three distinct master’s degree programs, one distinct doctoral degree program, and several distinct 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 security 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 a discipline.

Learning Outcomes

The programs offered at Henley-Putnam School of Strategic Security are specifically focused in the area of strategic security.

The successful graduate of HPSSS 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, counterterrorism, intelligence, national protection and global understanding.
- Acquisition of skill sets that support effective communication, critical thinking, and analysis within the strategic security environment.

Intelligence Management, BS

The Bachelor's Degree in Intelligence Management 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 (49.5)

INT300	Fundamentals of Intelligence	4.5
INT305	Advanced Critical Thinking and Logic	4.5
INT310	Fundamentals of Analysis	4.5
INT315	Open Source Research	4.5
INT330	Writing for the Intelligence Professional	4.5
INT379	History of Intelligence, Part 1	4.5
INT380	History of Intelligence, Part 2	4.5
INT390	Covert Action	4.5
INT400	Counterintelligence	4.5
INT476	Intelligence Collection	4.5
PHIL400	Ethics of Security and Counterterrorism	4.5

Major Support Core (13.5)

Choose any three courses

INT320	Propaganda and Disinformation	4.5
INT401	Interrogation and Interviewing Techniques	4.5
INT440	Technical Surveillance	4.5
INT445	Operational Security	4.5
INT460	Clandestine and Secure Communications	4.5
INT477	Collection Management	4.5
NUC350	Principles of Grand Strategy	4.5
NUC410	Weapons Systems	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.

CI3710	Internet Security	4.5
CI3715	Cybercrime and Information Systems	4.5
CI3725	Network Security	4.5
CJ2240	Introduction to Private Security	4.5
CJ2700	Cybercrime in Criminal Justice	4.5
CJ3005	Gangs in America	4.5
CJ3020/PL 3020	Serial Killers and the Law	4.5
CJ3030/PL 3030	Hate Crimes and the Law	4.5
CJ3050	Loss Prevention	4.5
CJ3400	Constitutional Law	4.5
CJ4000/PS 4000	Psychology and the Law	4.5
CJ4450	Security Operations Theory	4.5
CJ4500	Homeland Security and Terrorism	4.5
INT511DC	Advanced Analytical Methods	4.5
INT521DC	Advanced Intelligence Collection	4.5
INT600DC	Intelligence Team Management	4.5
INT680DC	Operational Concepts and Planning (Targeting)	4.5
PRO375	History of Executive/Dignitary Protection	4.5

PRO380	Conflict Resolution	4.5
PRO385	Etiquette and Rapport	4.5
PRO398	Fundamentals of Threat Assessment	4.5
PRO405	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
SEC305	Offensive v. Defensive Security: Understanding the Broader Security Field	4.5
SEC320	Foundations of the Security Industry	4.5
SEC326	Foundations of Vehicular Security	4.5
SEC340	Effective Writing for the Security Professional	4.5
SEC344	Protective Security Law	4.5
SEC360	Information Security	4.5
SEC366	Managing the Security Organization	4.5
SEC375	Workplace Violence, Workplace Security	4.5
SEC452	Infiltration Techniques	4.5
SEC486	Bomb Threat Management	4.5
TCT306	Media and Terrorism	4.5
TCT310	Psychology of Violence	4.5
TCT390	Foundations of Terrorism	4.5
TCT395	Counterterrorism	4.5
TCT396	Terrorist Techniques	4.5
TCT410	Lone Wolf Terrorism	4.5
TCT420	Psychology of Fear	4.5
TCT425	Religious Extremism	4.5
TCT430	Ethno/Nationalist Terrorism	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.*

General Education and Open Electives (90)

(Available for block transfer)

Communications

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

General Education

CS1201	Juggling College, Life, and Career: Set Up for Success! OR	5
CS1203	Bridge to Success: Creating Your Future at NAU	5
CS1301	Do the Numbers! Achieving College and Career Success	5
CS2086	Career Path Planning	2

Mathematics

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

Humanities/Foreign Language

HU2000	Critical Thinking and Problem Solving	4.5
HU	Humanities Elective	4.5
FL101	Beginning Foreign Language Part 1	4.5
FL102	Beginning Foreign Language Part 2	4.5

Open Electives

	Behavioral/Social Science Elective	4.5
SC	Science Elective	4.5
	Open Electives	28.5

Nuclear Enterprise Security Studies, BS

The Bachelor of Science in Nuclear Enterprise Security Studies 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 (49.5)

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

INT305	Advanced Critical Thinking and Logic	4.5
INT310	Fundamentals of Analysis	4.5
NUC350	Principles of Grand Strategy	4.5
NUC415	Chemical, Biological, Radiological and Nuclear Weapons	4.5
PHIL400	Ethics of Security and Counterterrorism	4.5
PRO398	Fundamentals of Threat Assessment	4.5
PRO405	Consequence Management	4.5
SEC320	Foundations of the Security Industry	4.5
SEC340	Effective Writing for the Security Professional	4.5
SEC486	Bomb Threat Management	4.5
TCT390	Foundations of Terrorism	4.5

Major Support Core (13.5)

Transfer three nuclear enterprise security studies courses (a minimum of 13.5 quarter credit hours) successfully completed at an institution from which NAU has agreed to accept such credits pursuant to an articulation agreement.

Open Electives (27)

Choose any six courses.

CI3710	Internet Security	4.5
CI3715	Cybercrime and Information Systems	4.5
CI3725	Network Security	4.5
CJ2240	Introduction to Private Security	4.5
CJ2700	Cybercrime in Criminal Justice	4.5
CJ3005	Gangs in America	4.5
CJ3020/PL 3020	Serial Killers and the Law	4.5
CJ3030/PL 3030	Hate Crimes and the Law	4.5
CJ3050	Loss Prevention	4.5
CJ3400	Constitutional Law	4.5
CJ4000/PS 4000	Psychology and the Law	4.5
CJ4450	Security Operations Theory	4.5
CJ4500	Homeland Security and Terrorism	4.5
INT300	Fundamentals of Intelligence	4.5
INT315	Open Source Research	4.5
INT320	Propaganda and Disinformation	4.5
INT379	History of Intelligence, Part 1	4.5
INT380	History of Intelligence, Part 2	4.5
INT390	Covert Action	4.5
INT400	Counterintelligence	4.5
INT401	Interrogation and Interviewing Techniques	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
NUC410	Weapons Systems	4.5
OL4100	Organizational Culture and Leadership	4.5
OL4300	Organizational Development and Change	4.5
PRO375	History of Executive/Dignitary Protection	4.5
PRO380	Conflict Resolution	4.5
PRO385	Etiquette and Rapport	4.5
PRO405	Consequence Management	4.5
PRO422	Building Security	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
PRO500DC	Advanced Executive Protection	4.5
PRO595DC	Advanced Protection Operations	4.5
PRO690DC	Advanced Threat Assessment	4.5
SEC305	Offensive v. Defensive Security: Understanding the Broader Security Field	4.5
SEC344	Protective Security Law	4.5
SEC360	Information Security	4.5
SEC366	Managing the Security Organization	4.5
SEC375	Workplace Violence, Workplace Security	4.5
SEC452	Infiltration Techniques	4.5
SEC665DC	Cyber Security	4.5
TCT306	Media and Terrorism	4.5
TCT310	Psychology of Violence	4.5
TCT395	Counterterrorism	4.5
TCT396	Terrorist Techniques	4.5
TCT410	Lone Wolf Terrorism	4.5
TCT425	Religious Extremism	4.5
TCT430	Ethno/Nationalist Terrorism	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.

General Education Core (90)
(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

General Education

CS1201	Juggling College, Life, and Career: Set Up for Success!	5
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	5
CS1301	Do the Numbers! Achieving College and Career Success	5
CS2086	Career Path Planning	2
SEC105	The Foundation, Functions, and Future of Strategic Security	4.5
	OR	
	Equivalent	4.5

Mathematics

MA1500	Intermediate Algebra	4.5
MA2050	College Algebra	4.5

Science

SC1300	Physical Science	4.5

Open Electives

	Behavioral/Social Science Elective	4.5
HU	Humanities Elective	4.5
	Open Electives	37.5

Strategic Security and Protection Management, BS

The Bachelor's Degree in Strategic Security and Protection Management 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

Students must complete SEC105 prior to enrolling in SSPM Major Core courses below.

Major Core (49.5)

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

INT305	Advanced Critical Thinking and Logic	4.5
PHIL400	Ethics of Security and Counterterrorism	4.5
PRO375	History of Executive/Dignitary Protection	4.5
PRO385	Etiquette and Rapport	4.5
PRO398	Fundamentals of Threat Assessment	4.5
PRO494	Essentials of Executive Protection	4.5
SEC320	Foundations of the Security Industry	4.5
SEC340	Effective Writing for the Security Professional	4.5
SEC344	Protective Security Law	4.5
SEC360	Information Security	4.5
SEC366	Managing the Security Organization	4.5

Major Support Core (13.5)

Choose any three (3) PRO or SEC courses not used as Major Core.
Must complete SEC320 and SEC366 prior to enrolling in any of the major support core courses below

PRO380	Conflict Resolution	4.5
PRO405	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
SEC305	Offensive v. Defensive Security: Understanding the Broader Security Field	4.5
SEC326	Foundations of Vehicular Security	4.5
SEC375	Workplace Violence, Workplace 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.

CI3710	Internet Security	4.5
CI3715	Cybercrime and Information Systems	4.5

CI3725	Network Security	4.5
CJ2240	Introduction to Private Security	4.5
CJ2700	Cybercrime in Criminal Justice	4.5
CJ3005	Gangs in America	4.5
CJ3020/PL 3020	Serial Killers and the Law	4.5
CJ3030/PL 3030	Hate Crimes and the Law	4.5
CJ3050	Loss Prevention	4.5
CJ3400	Constitutional Law	4.5
CJ4000/PS 4000	Psychology and the Law	4.5
CJ4450	Security Operations Theory	4.5
CJ4500	Homeland Security and Terrorism	4.5
INT300	Fundamentals of Intelligence	4.5
INT310	Fundamentals of Analysis	4.5
INT315	Open Source Research	4.5
INT320	Propaganda and Disinformation	4.5
INT330	Writing for the Intelligence Professional	4.5
INT379	History of Intelligence, Part 1	4.5
INT380	History of Intelligence, Part 2	4.5
INT390	Covert Action	4.5
INT400	Counterintelligence	4.5
INT401	Interrogation and Interviewing Techniques	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
NUC350	Principles of Grand Strategy	4.5
NUC410	Weapons Systems	4.5
NUC415	Chemical, Biological, Radiological and Nuclear Weapons	4.5
PRO500DC	Advanced Executive Protection	4.5
PRO595DC	Advanced Protection Operations	4.5
PRO690DC	Advanced Threat Assessment	4.5
SEC665DC	Cyber Security	4.5
TCT306	Media and Terrorism	4.5
TCT310	Psychology of Violence	4.5
TCT390	Foundations of Terrorism	4.5
TCT395	Counterterrorism	4.5
TCT396	Terrorist Techniques	4.5
TCT410	Lone Wolf Terrorism	4.5
TCT420	Psychology of Fear	4.5
TCT425	Religious Extremism	4.5
TCT430	Ethno/Nationalist Terrorism	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.

General Education and Open Electives (90)

(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

General Education

CS1201	Juggling College, Life, and Career: Set Up for Success!	5
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	5
CS1301	Do the Numbers! Achieving College and Career Success	5
SEC105	The Foundation, Functions, and Future of Strategic Security	4.5

Open Electives (62)

	Behavioral/Social Science Elective	4.5
HU	Humanities Elective	4.5
MA	Mathematics Elective	4.5
SC	Science Elective	4.5
	Open Electives	44

Terrorism and Counterterrorism Studies, BS

The Bachelor's Degree in Terrorism and Counterterrorism Studies 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 (49.5)

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
INT305	Advanced Critical Thinking and Logic	4.5
INT315	Open Source Research	4.5
NUC415	Chemical, Biological, Radiological and Nuclear Weapons	4.5
PHIL400	Ethics of Security and Counterterrorism	4.5
PRO398	Fundamentals of Threat Assessment	4.5
SEC340	Effective Writing for the Security Professional	4.5
TCT390	Foundations of Terrorism	4.5
TCT395	Counterterrorism	4.5
TCT396	Terrorist Techniques	4.5
TCT425	Religious Extremism	4.5

Major Support Core (13.5)

Choose any three courses

NUC350	Principles of Grand Strategy	4.5
NUC410	Weapons Systems	4.5
TCT306	Media and Terrorism	4.5
TCT310	Psychology of Violence	4.5
TCT410	Lone Wolf Terrorism	4.5
TCT420	Psychology of Fear	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.

CI3710	Internet Security	4.5
CI3715	Cybercrime and Information Systems	4.5
CI3725	Network Security	4.5
CJ2240	Introduction to Private Security	4.5
CJ2700	Cybercrime in Criminal Justice	4.5
CJ3005	Gangs in America	4.5
CJ3020/PL 3020	Serial Killers and the Law	4.5
CJ3030/PL 3030	Hate Crimes and the Law	4.5
CJ3050	Loss Prevention	4.5
CJ3400	Constitutional Law	4.5
CJ4000/PS 4000	Psychology and the Law	4.5
CJ4450	Security Operations Theory	4.5
CJ4500	Homeland Security and Terrorism	4.5
INT310	Fundamentals of Analysis	4.5
INT320	Propaganda and Disinformation	4.5
INT330	Writing for the Intelligence Professional	4.5
INT379	History of Intelligence, Part 1	4.5
INT380	History of Intelligence, Part 2	4.5
INT390	Covert Action	4.5
INT400	Counterintelligence	4.5
INT401	Interrogation and Interviewing Techniques	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
PRO375	History of Executive/Dignitary Protection	4.5
PRO380	Conflict Resolution	4.5
PRO385	Etiquette and Rapport	4.5
PRO405	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
SEC305	Offensive v. Defensive Security: Understanding the Broader Security Field	4.5
SEC320	Foundations of the Security Industry	4.5
SEC326	Foundations of Vehicular Security	4.5
SEC344	Protective Security Law	4.5
SEC360	Information Security	4.5
SEC366	Managing the Security Organization	4.5
SEC375	Workplace Violence, Workplace Security	4.5
SEC452	Infiltration Techniques	4.5
SEC486	Bomb Threat Management	4.5
TCT525DC	Advanced Counterterrorism Analysis	4.5
TCT595DC	Advanced Counterterrorism Operations	4.5

TCT596DC	Origins, Evolutions, and Trends in 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.

General Education and Open Electives (90)

(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

General Education

CS1201	Juggling College, Life, and Career: Set Up for Success!	5
	OR	
CS1203	Bridge to Success: Creating Your Future at NAU	5
CS1301	Do the Numbers! Achieving College and Career Success	5

Open Electives

	Behavioral/Social Science Elective	4.5
HU	Humanities Elective	4.5
MA	Mathematics Elective	4.5
SC	Science Elective	4.5
	Open Electives	48.5

HPSSS Stand-Alone Certificate Programs

Students considering enrolling in an academic program that customarily leads to professional license should first contact the appropriate licensing agency in the state in which they reside or plan to work to determine whether the academic program satisfies the requirements for licensure in that state. Because of varying requirements, National American University cannot assure that its programs satisfy the criteria of professional licensing authorities in all states or territories.

The stand-alone certificates in this section are NOT eligible for Title IV funding when taken outside of a full degree program.

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 CERTIFICATE

Entry-Level Certificate in Counterterrorism

This entry-level certificate is designed to give the student a 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:

- Employ information literacy skills to types of terrorist motivations and goals from other forms of violence.
- Apply what is known of historical foundations of terrorism to modern threats using conceptional reasoning skills.
- 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.

Required Courses (18 Credit Hours)

INT330	Writing for the Intelligence Professional	4.5
TCT390	Foundations of Terrorism	4.5
TCT395	Counterterrorism	4.5
TCT396	Terrorist Techniques	4.5

INTELLIGENCE MANAGEMENT CERTIFICATE

Entry-Level Certificate in Intelligence Analysis

This entry-level certificate is designed to give the student 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.

Required Courses (18 Credit Hours)

INT305	Advanced Critical Thinking and Logic	4.5
INT310	Fundamentals of Analysis	4.5
INT315	Open Source Research	4.5
INT330	Writing for the Intelligence Professional	4.5

STRATEGIC SECURITY AND PROTECTION MANAGEMENT CERTIFICATES

Entry-Level Certificate in Executive Protection

This entry-level certificate is designed to give the student 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 in executive protection. Finally, this certificate will help the student 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.
- Recognize the various means and methods of protecting a person(s)including 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 including a variety of logistical considerations.
- Discuss and evaluate ethical problem solving especially as it relates to executive protection.

Required Courses (18 Credit Hours)

PHIL400	Ethics of Security and Counterterrorism	4.5
PRO375	History of Executive/Dignitary Protection	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 and integration of security, safety, surveillance, intelligence and management (S3IM).
- Research and categorize the dynamics between an aggressor and a victim's personalities.
- Examine the role of security as it pertains to protecting individuals.
- 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.

Required Courses (13.5 Credit Hours)

PRO398	Fundamentals of Threat Assessment	4.5
PRO422	Building Security	4.5
SEC375	Workplace Violence, Workplace Security	4.5

MASTER'S ACADEMIC PROGRAMS

Harold D. Buckingham Graduate School - Business and Management Programs

Master of Business Administration

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

Program Learning Outcomes

Graduates of the MBA program will be able to:

1. Critically evaluate concepts in the principal areas of business to develop actionable business plans.
2. Use current business technologies in support of organizational sustainability.
3. Demonstrate the leadership skills required to achieve a multi-dimensional business strategy.
4. Evaluate an appropriate code of ethics for a global business environment.
5. Proficiently communicate across diverse stakeholder groups.
6. Productively collaborate with diverse stakeholder groups.

MBA Program Requirements

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

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

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

MBA Prerequisite Requirements

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

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

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

This requirement may also be met in the following ways:

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

Option B

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

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

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

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

MBA Core Courses

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

Core Courses:

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

Elective Courses:

Three elective courses.

MBA Electives

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

MBA Thesis Option

Thesis Process

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

Identify Thesis Topic and Committee

Begin by working with a student services advisor to notify the dean and select a thesis advisor.

THESIS OPTION:

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

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

Specialties

The MBA offers specialties in Accounting; Advanced Incident and Consequence Management; Advanced Security Management; E-Marketing; Health Care Administration; Human Resource Management; Information Technology Management; Management; Project and Process Management; and Strategic Security Management. A specialty is a grouping of electives that focus on particular interests and career paths.

Specialty in Accounting

(Students choose three courses from the list below.)

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

Specialty in Advanced Incident and Consequence Management

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

Specialty in Advanced Security Management

- PRO605 Advanced Consequence Management
- PRO690 Advanced Threat Assessment
- SEC505 Advanced Strategies & Crisis Preparedness

Specialty in E-Marketing

(Students choose three courses from the list below.)

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

Specialty in Health Care Administration

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

Specialty in Human Resource Management

(Students choose three courses from the list below.)

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

Specialty in Information Technology Management

(Students choose three courses from the list below.)

- CI6600 Computer Security
- CI6605 Risk Assessment and Analysis

- CI6615 Computer Forensics and Incident Handling
- CI6620 Foundations of Security (Security+) (E)

Specialty in Management

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

Specialty in Project and Process Management

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

Specialty in Strategic Security Management

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

Accelerated Master of Business Administration

The Master of Business Administration (MBA) exists in an accelerated format and may be completed in one year.

Using courses from the MBA, students will complete ten courses over the course of four terms. All but one of the courses will be completed in 5.5 weeks (sometimes called modules). These courses are prescribed in both content and sequence; students will have no choice in the courses taken and no specialties will be offered. Instead of a thesis option, all students will create a digital career portfolio in MT6650 Strategy and Policy.

Students will complete 45 credits in the following sequence:

Term One		
MA6600	Quantitative Methods for Management Decisions	11 weeks
MT6030	Introduction to Business Communications and Student Success	5.5 weeks
MT6050	Managing Organizations and Leading People	5.5 weeks
Term Two		
EC6150	Managerial Economics	5.5 weeks
FN6350	Financial Management	5.5 weeks
Term Three		
MT6300	Managing Human Resources	5.5 weeks
MT6612	Optimize Enterprise Operations	5.5 weeks
Term Four		
MG6250	Marketing Essentials	5.5 weeks
AC6550	Managerial Accounting	5.5 weeks
MT6650	Strategy and Policy Includes Digital Career Portfolio	5.5 weeks

All of the above courses are 4.5 credits, and all are considered "core" for this version of the MBA.

It is recommended that students who wish to complete the accelerated format version of the program should be at least 25 years of age and should have a CGPA of 3.0. Additional admissions counseling may be recommended as this is a very rigorous, fast paced program.

Prerequisites

The following course prerequisites are recommended but not required:

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

The above recommended prerequisites may also be met in the following ways:

- The equivalent undergraduate courses or master's courses may be taken at an accredited two- or four-year college or university, or from an institution recognized or accredited by an appropriate government or third-party agency.

Master of Management

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

Program Learning Outcomes

Graduates of the MM program will be able to:

1. Evaluate concepts in the principal areas of business to develop operational business policies.
2. Use current business technologies in support of organizational sustainability.
3. Demonstrate the leadership skills required to achieve a multi-dimensional business strategy.
4. Evaluate an appropriate code of ethics for a global business environment.
5. Proficiently communicate across diverse stakeholder groups.
6. Productively collaborate with diverse stakeholder groups.

Program Requirements

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

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

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

Prerequisite Requirements

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

MM Core Courses

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

Core Courses:

MT6255	Introduction to Leadership and Quality	4.5
FN6200	Accounting and Finance for Managers	4.5
LA6570	Human Resource Law	4.5
MG6200	Marketing and Sales Management	4.5
MT6300	Managing Human Resources	4.5
MT6580	International Management	4.5
MT6651	Strategy and Policy	4.5

Elective Courses:

Three elective courses.

MM Electives

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

Thesis Option

Thesis Process

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

Identify Thesis Topic and Committee

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

*THESIS OPTION

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

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

Specialties

The Master of Management degree also offers specialties in Advanced Incident and Consequence Management; Advanced Security Management; Criminal Justice Management; E-Marketing; Health Care Administration; Higher Education; Higher Education Administration; Higher Education Teaching and Learning; Human Resource Management; Information Technology Management; Project and Process Management; and Strategic Security Management. A specialty is a grouping of electives that focus on particular interests and career paths.

Specialty in Advanced Incident and Consequence Management

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

Specialty in Advanced Security Management

- PRO605 Advanced Consequence Management
- SEC505 Advanced Strategies/Crisis Preparedness
- PRO690 Advanced Threat Assessment

Specialty in Criminal Justice Management

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

Specialty in E-Marketing

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

Specialty in Health Care Administration

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

Specialty in Higher Education

- HE6255 - Student Retention and Learner Services
- HE6305 - Curriculum Design, Development and Assessment of Student Learning
- HE6800 - Higher Education Analytics

Specialty in Higher Education Administration

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

Specialty in Higher Education Teaching and Learning

- HE6255 - Student Retention and Learner Services
- HE6305 - Curriculum Design, Development, and Assessment of Student Learning
- HE6301 - Foundations of Teaching and Learning

Specialty in Human Resource Management

(Students choose three courses from the list below.)

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

Specialty in Information Technology Management

(Students choose three courses from the list below.)

- CI6600 Computer Security
- CI6605 Risk Assessment and Analysis
- CI6615 Computer Forensics and Incident Handling

Specialty in Project and Process Management

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

Specialty in Strategic Security Management

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

Accelerated Master of Management

The Master of Management (MM) exists in an accelerated format and may be completed in one year.

Using courses from the MM, students will complete ten courses over the course of four terms. All but one of the courses will be completed in 5.5 weeks (sometimes called modules). These courses are prescribed in both content and sequence; students will have no choice in the courses taken and no specialties will be offered. Instead of a thesis option, all students will create a digital career portfolio in MT6650 Strategy and Policy.

Students will complete 45 credits in the following sequence:

Term One		
MA6600	Quantitative Methods for Management Decisions	11 weeks
MT6030	Introduction to Business Communications and Student Success	5.5 weeks
MT6050	Managing Organizations and Leading People	5.5 weeks
Term Two		
FN6200	Accounting and Finance for Managers	5.5 weeks
MT6580	International Management	5.5 weeks
Term Three		
MT6300	Managing Human Resources	5.5 weeks
LA7100	Legal Environments of Business	5.5 weeks
Term Four		
MG6200	Marketing and Sales Management	5.5 weeks
MT6619	Project Management Essentials	5.5 weeks
MT6650	Strategy and Policy Includes Digital Career Portfolio	5.5 weeks

All of the above courses are 4.5 credits, and all are considered “core” for this version of the MM.

It is recommended that students who wish to complete the accelerated format version of the program should be at least 25 years of age and should have a CGPA of 3.0. Additional admissions counseling may be recommended as this is a very rigorous, fast paced program.

Prerequisite

The following course prerequisite is recommended but not required:

MA3000	Business Statistics	4.5

The above recommended prerequisite may also be met in the following way:

- The equivalent undergraduate course or master's course may be taken at an accredited two- or four-year college or university, or from an institution recognized or accredited by an appropriate government or third-party agency.

Stand-Alone Business Certificates

Students considering enrolling in an academic program that customarily leads to professional license should first contact the appropriate licensing agency in the state in which they reside or plan to work to determine whether the academic program satisfies the requirements for licensure in that state. Because of varying requirements, National American University cannot assure that its programs satisfy the criteria of professional licensing authorities in all states or territories.

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

Certificate in Accounting

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

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

- Evaluate anti-fraud deterrents and controls and the fraud examination plan for an organization’s accounting systems and processes and recommend improvements.
- Evaluate managerial decisions having ethical dimensions within the context of legal and regulatory requirements and codes of professional conduct.

Required Courses (18 Credits)

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

Certificate in E-Marketing

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

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

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

Required Courses (18 Credits)

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

Certificate in Human Resource Management

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

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

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

Required Courses (18 Credits)

MT6310	Training and Development in Human Resource Management	4.5
MT6315	Analysis for Human Resource	4.5

	Professionals	
MT6320	Employee Evaluation and Compensation	4.5
LA6570	Human Resource Law	4.5

Henley-Putnam
SCHOOL OF STRATEGIC SECURITY
NATIONAL AMERICAN UNIVERSITY

Henley-Putnam School of Strategic Security

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

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

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

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

- offers over 10 degree programs and certificates online;
- is authorized to receive tuition assistance payments through the DoD Voluntary Education Partnership MOU for all service branches;
- participates in the VA education benefit programs;
- is a Yellow Ribbon school;
- supports the My Career Advancement Account (MyCAA) Scholarship Program;
- participates in the President's Principles of Excellence Program;
- supports the 8 Keys to Veterans' Success;
- follows the American Council on Education (ACE) recommendations to grant credit to students for learning acquired from approved organizations;
- accepts JST, CCAF, CLEP, and DSST.

Master of Science in Intelligence Management

54 Credits

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

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

Program Learning Outcomes

Graduates of the program will:

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

Degree Requirements

Intelligence Management Major Core (36)

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

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

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

HPSSS Electives (18)

Choose any four courses.

DSS700DC	Advanced Strategic Security Analysis and Critique	4.5
DSS710DC	Advanced Counterterrorism Research Methods	4.5
DSS720DC	Strategic Security Information Literacy	4.5
DSS730DC	Applied Research Methodology	4.5
DSS750DC	Briefings, De-briefings and Presentations	4.5
DSS760DC	Advanced Leadership and Management	4.5
INT535	Cover	4.5
INT550	Advanced Open Source Intelligence	4.5
INT551	Double Agents, Denial and Deception	4.5
INT552	Counterespionage	4.5
INT560	Strategic Intelligence	4.5
INT580	Leadership and Political Analysis	4.5
INT584	Area Studies Analysis	4.5
INT595	Advanced Intelligence Operations	4.5
INT609	Case Studies in Covert Operations	4.5
PRO500	Advanced Executive Protection	4.5
PRO510	Advanced Protocol, Manners, Etiquette	4.5
PRO520	Stalking and Workplace Violence	4.5
PRO521	Building and Perimeter Security	4.5
PRO535	Advanced Vehicular Security	4.5
PRO540	Topics in Advance Work	4.5
PRO595	Advanced Protection Operations	4.5
PRO596	Advanced Protective Intelligence	4.5
PRO605	Advanced Consequence Management and Incident Command System	4.5
PRO660	Explosives and Arson Security	4.5
PRO690	Advanced Threat Assessment	4.5
SEC505	Advanced Strategies/Crisis Preparedness	4.5
SEC621	Background Investigations	4.5
SEC665	Cyber Security	4.5
TCT508	Extremist Organizations	4.5
TCT517	WMD Terrorism	4.5
TCT525	Advanced Counterterrorism Analysis	4.5
TCT570	Cults and Charismatic Leaders	4.5
TCT571	Secret Societies	4.5
TCT576	Analyzing the Terrorist Mind	4.5
TCT595	Advanced Counterterrorism Operations	4.5
TCT596	Origins, Evolutions, and Trends in Terrorism	4.5
TCT600	Advanced Counterterrorism	4.5
TCT617	Cyberterrorism, Cyberwarfare, Cybercrime	4.5
TCT620	Advanced Domestic Terrorism	4.5
TCT640	Advanced Islamism and Terrorism	4.5

A minimum 3.0 GPA is required overall.

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

Master of Science in Strategic Security and Protection Management

54 Credits

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

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

Program Learning Outcomes

Graduates of the program will:

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

Degree Requirements

Strategic Security and Protection Management Major Core (27)

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

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

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

Support Core (9)

Choose any two courses

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

HPSSS Electives (18)

Choose any four courses.

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

DSS700DC	Advanced Strategic Security Analysis and Critique	4.5
DSS710DC	Advanced Counterterrorism Research Methods	4.5
DSS720DC	Strategic Security Information Literacy	4.5
DSS730DC	Applied Research Methodology	4.5
DSS750DC	Briefings, De-briefings and Presentations	4.5
DSS760DC	Advanced Leadership and Management	4.5
INT511	Advanced Analytical Methods	4.5
INT521	Advanced Intelligence Collection	4.5
INT535	Cover	4.5
INT550	Advanced Open Source Intelligence	4.5
INT551	Double Agents, Denial and Deception	4.5
INT552	Counterespionage	4.5
INT560	Strategic Intelligence	4.5
INT570	All Source Intelligence	4.5
INT575	Intelligence Policy and Reform	4.5
INT580	Leadership and Political Analysis	4.5
INT584	Area Studies Analysis	4.5
INT595	Advanced Intelligence Operations	4.5
INT600	Intelligence Team Management	4.5
INT609	Case Studies in Covert Operations	4.5
INT680	Operational Concepts and Planning (Targeting)	4.5
TCT508	Extremist Organizations	4.5
TCT517	WMD Terrorism	4.5
TCT525	Advanced Counterterrorism Analysis	4.5
TCT570	Cults and Charismatic Leaders	4.5
TCT571	Secret Societies	4.5
TCT576	Analyzing the Terrorist Mind	4.5
TCT595	Advanced Counterterrorism Operations	4.5
TCT596	Origins, Evolutions, and Trends in Terrorism	4.5
TCT600	Advanced Counterterrorism	4.5
TCT617	Cyberterrorism, Cyberwarfare, Cybercrime	4.5
TCT620	Advanced Domestic Terrorism	4.5

A minimum 3.0 GPA is required overall.

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

Master of Science in Terrorism and Counterterrorism Studies

54 Credits

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

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

Program Learning Outcomes

Graduates of the program will:

- TCT-PLO M1: Evaluate and manage various information sources and their relevance to countering terrorism as well as strategic security and translate that information into actionable outcomes.
- TCT-PLO M2: Perform sophisticated analysis and evaluations of possible terrorist threats through demonstrated technical expertise and application of conceptual counterterrorism skills.
- TCT-PLO M3: Appraise and apply issues of security, national policy, business, reform, and ethics, integrating information from the counterterrorism, intelligence and security literature.
- TCT-PLO M4: Synthesize strategic leadership competencies specific to terrorism and counterterrorism, as well as strategic security.
- TCT-PLO M5: Operate and communicate effectively in all mediums, with the ability to work with stakeholders at the highest levels in the counterterrorism field.

Degree Requirements

Terrorism and Counterterrorism Studies Major Core (27)

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

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

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

Support Core (9)

Choose any two courses

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

HPSSS Electives (18)

Choose any four courses.

DSS700DC	Advanced Strategic Security Analysis and Critique	4.5
DSS710DC	Advanced Counterterrorism Research Methods	4.5
DSS720DC	Strategic Security Information Literacy	4.5
DSS730DC	Applied Research Methodology	4.5
DSS750DC	Briefings, De-briefings and Presentations	4.5
DSS760DC	Advanced Leadership and Management	4.5
INT511	Advanced Analytical Methods	4.5
INT521	Advanced Intelligence Collection	4.5
INT535	Cover	4.5
INT550	Advanced Open Source Intelligence	4.5
INT551	Double Agents, Denial and Deception	4.5
INT552	Counterespionage	4.5
INT560	Strategic Intelligence	4.5
INT570	All Source Intelligence	4.5
INT575	Intelligence Policy and Reform	4.5
INT580	Leadership and Political Analysis	4.5
INT584	Area Studies Analysis	4.5
INT595	Advanced Intelligence Operations	4.5
INT600	Intelligence Team Management	4.5
INT609	Case Studies in Covert Operations	4.5
INT680	Operational Concepts and Planning (Targeting)	4.5
PRO500	Advanced Executive Protection	4.5
PRO510	Advanced Protocol, Manners, Etiquette	4.5
PRO520	Stalking and Workplace Violence	4.5
PRO521	Building and Perimeter Security	4.5
PRO535	Advanced Vehicular Security	4.5
PRO540	Topics in Advance Work	4.5
PRO595	Advanced Protection Operations	4.5
PRO596	Advanced Protective Intelligence	4.5
PRO605	Advanced Consequence Management and Incident Command System	4.5
PRO660	Explosives and Arson Security	4.5
PRO690	Advanced Threat Assessment	4.5
SEC505	Advanced Strategies/Crisis Preparedness	4.5
SEC537	Crisis Negotiation	4.5
SEC621	Background Investigations	4.5
SEC665	Cyber Security	4.5

A minimum 3.0 GPA is required overall.

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

Stand-Alone Henley-Putnam Certificates

Students considering enrolling in an academic program that customarily leads to professional license should first contact the appropriate licensing agency in the state in which they reside or plan to work to determine whether the academic program satisfies the requirements for licensure in that state. Because of varying requirements, National American University cannot assure that its programs satisfy the criteria of professional licensing authorities in all states or territories.

Admission Requirements

See Admissions Section

Program Requirements

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

Mid-Level and Advanced Certificates

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

- Mid-Level Certificate in Counterterrorism
- Mid-Level Certificate in Executive Protection
- Certificate in Homeland Security
- Mid-Level Certificate in Intelligence Analysis

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

Graduation Requirements

Successful completion of all certificate courses.

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

Program Length 500- and 600-Level Courses

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

Certificate Awarded

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

INTELLIGENCE MANAGEMENT

Mid-Level Certificate in Intelligence Analysis

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

Outcomes:

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

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

Mid-Level Certificate (18 Credits)

Required Courses

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

STRATEGIC SECURITY AND PROTECTION MANAGEMENT

Mid-Level Certificate in Executive Protection

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

Outcomes:

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

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

Mid-Level Certificate (18 Credit Hours)

Required Courses

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

Certificate in Homeland Security

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

Outcomes:

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

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

Certificate (13.5 Credit Hours)

Required Courses

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

TERRORISM AND COUNTERTERRORISM

Mid-Level Certificate in Counterterrorism

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

acquire the tools necessary to identify and evaluate the variety of structures of terrorist organizations, from strict hierarchy to diffuse networks, as well as the implications of structure and internal dynamics on terrorist actions and capabilities.

Outcomes:

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

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

Mid-Level Certificate (18 Credit Hours)

Required Courses

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

DOCTORAL ACADEMIC PROGRAMS

Education

National American University offers a Doctor of Education (EdD). The EdD is designed for administrators, faculty, and individuals who aspire to leadership positions in colleges, business and industry. Students enrolled in the EdD program engage with experts and educational leaders to address emerging issues in multiple educational environments including but not limited to colleges, universities, business and industry, and governmental agencies. The program prepares students to meet a wide variety of challenges in their careers as practitioner-scholars.

The program's National Doctor of Education Advisory Board reviews program requirements to ensure that curriculum content and learning outcomes correspond with the needs of the field of education.

EdD Program Format and Credit Hours

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

The majority of courses are offered sequentially over two eight-week periods in a trimester so that doctoral students may focus on one course at a time. Core courses are structured with three credit hours, including 45 hours of instruction per course.

The instructional methods employed in the EdD include a 100 percent online format comprised of online instructional sessions, supplemented by online discussions, case studies, written assignments, research papers, team assignments, and a variety of interactive learning strategies. There is flexibility in the combination of sessions to achieve maximum student-faculty engagement and technology-assisted instruction.

One example of the instructional format for NAU's EdD courses includes:

- Three Zoom sessions of 12 hours during a course
- 12 hours x 3 sessions = 36 direct instructional hours per course via Zoom

The additional nine hours of instruction may include a combination of:

- Supervised and/or structured organizational or industry visits
- Zoom sessions
- Teleconference with local, state, and national leaders
- Interactive online using a variety of technologies
- Interactive teamwork and practical applications

In addition to 45 instructional hours, there are approximately two hours of student and group work for each one-hour of instruction assigned; or, 90 hours of out-of-class student work for a course. This commitment represents approximately 16-18 hours per week for each eight-week 3-credit-hour course.

EdD Learning Outcomes

The EdD learning outcomes include to:

- Apply best practices in management, leadership, organizational development, and institutional transformation.
- Analyze and synthesize institutional data, and interpret, apply, and communicate data for problem solving and decision making at the institution, program, and course levels.
- Develop strategic and master plans, including strategic partnerships and alliances that align with mission and goals.
- Demonstrate the ability to plan, execute, evaluate, and improve programs through transformational initiatives.
- Demonstrate the professional oral, behavioral, written, and listening communication skills required of executive-level leaders operating in different religious, political, and legal systems.
- Apply decision-making models in collaboration with key stakeholders to address ethical issues and related policy creation, program development, and operational practices.
- Analyze and evaluate the dynamics of an institution/organization governing board and its relationship with the president/CEO in implementing and sustaining an effective governance structure; policies consistent with local, state, and federal regulations; and operational procedures.
- Evaluate the effectiveness of an institution operating in local, district, state, national, and global environments.
- Communicate and advocate effectively with media and local, state, and federal policy makers.

DOCTOR OF EDUCATION (EDD)

EdD Requirements

The EdD degree consists of the following academic requirements:

- Completion of 60 credit hours of doctoral studies comprised of:
  - 27 credit hours of core coursework
  - 12 credit hours of research and culminating capstone coursework
  - 15 credit hours of a specialization (including an individual project)
  - 6 credit hours of dissertation preparation
- Successful completion and defense of a dissertation

Students are expected to complete the doctoral degree within five years of beginning the program at NAU (refer to Time Limitations and Program Terminations - Graduate Programs (p. 41).

EdD Program Core Courses

Core courses are to be completed prior to taking the capstone course, the advanced doctoral practice courses (i.e., practicum and advanced leadership institute), or, defending the dissertation. The core EdD courses include:

ED8000	Emerging Issues in Education	3
ED8200	Managing Change - Leading Institutional Transformation	3
ED8300	Organization Design and Development	3
ED8400	Ethics and Values	3
ED8500	Governance and Administration	3
ED8600	Planning, Finance, and Resource Development	3
ED8700	Policy, Politics, and Public Affairs	3
ED8800	Education Analytics	3
ED8900	Understanding and Educating the Contemporary College Student	3

EdD Research and Culmination Courses

Research and culmination courses include:

ED9000	Introduction to Research Methodology	3
ED9020	Designing and Shaping the Dissertation	6
ED9043	Capstone	3

Specialized Doctoral Practice Courses

Each student will select one (1) specialization. The specialized doctoral practice courses include:

Specialization in Community College Leadership

ED9600	Individual Project I	3
ED9601	Individual Project II	3
ED9700	Trends and Challenges in Education	3
ED9701	Workforce Partnerships	3
ED9702	Advanced Leadership Seminar	3

ED9600 Individual Project I is "Focus on Problem Solving - Community Colleges."
ED9601 Individual Project II is "Focus on Individual Student Learning and Inquiry."

Specialization in Educational Leadership

ED9500	Innovation and Sustainability in Education	3
ED9501	Training Essentials for Business, Industry, and Organizations	3
ED9502	Education Partnerships	3
ED9600	Individual Project I	3
ED9601	Individual Project II	3

ED9600 Individual Project I is "Focus on Problem Solving - Workforce Education and Training."
ED9601 Individual Project II is "Focus on Learning and Inquiry."

The Dissertation

The dissertation at NAU is a major applied research project that is the culmination of a rigorous program of study leading to the EdD. It is "applied" meaning that it has practical use and value; it is "research" meaning that it is conducted in an established framework of scientific analysis.

Requirements List

ED9800	Dissertation Proposal	3
ED9801	Dissertation Proposal Extension	3
ED9802	Dissertation Proposal Extension	3
ED9900	Dissertation Completion	3
ED9901	Dissertation Completion Extension	3
ED9902	Dissertation Completion Extension	3

Dissertation Purpose

The EdD degree is designed for those whose goal is to be an educational leader in an institution or organization. The focus of the EdD dissertation is on problems and issues of practice as seen through the lens of a scholar-practitioner. Accordingly, it should address a specific problem, issue, or program in a particular context, such as specific issues pertinent to an institution or organization. The purpose of the dissertation is for the student to produce a project or product, under the guidance of a highly qualified advisor, which contributes to the body of research in the field of education by providing a solution to an institutional or organizational issue or by improving the overall quality of professional practice.

Dissertation Process

The dissertation is an essential component of the doctoral program and an opportunity for students to examine a topic, become subject matter experts, and contribute to scholarly and practitioner knowledge. The dissertation process includes:

1. Selecting a topic worthy of study for the dissertation proposal
2. Selecting a chair and a committee
3. Choosing an appropriate methodology

4. Obtaining proposal approval
5. Completing the Institutional Review Board process for approval of the research design
6. Completing the research and preparing the final dissertation
7. Obtaining dissertation committee approval
8. Submitting required dissertation and graduation documents.

Dissertation Requirements

If a student is unable to complete ED9800 or ED9900 within a trimester, the student may sign up for a Dissertation Proposal Extension (ED9801 or ED9802), or for a Dissertation Completion Extension (ED9901 or ED9902) course.

In order for students to fulfill dissertation requirements, students are to complete researching, writing, proposing, and defending the dissertation. Students are encouraged to complete dissertation work within two consecutive courses: ED9800 Dissertation Proposal and ED9900 Dissertation Completion. Students must stay continuously enrolled in ED9800, ED9801, or ED9802 (Dissertation Proposal); or, ED9900, ED9901, or ED9902 (Dissertation Completion) until completion of the proposal or the dissertation.

Students may register for the relevant dissertation course(s) after receiving a grade of "S" (Satisfactory) for a dissertation proposal or completion course. The vice president and dean will advise students regarding available options regarding corresponding dissertation completion courses, financial implications, or exigencies. The student must continue to be enrolled each trimester for dissertation credit until completion of the dissertation.

Henley-Putnam
SCHOOL OF STRATEGIC SECURITY
NATIONAL AMERICAN UNIVERSITY

Strategic Security

The Henley-Putnam School of Strategic Security (HPSSS) is designed to contribute to the establishment of higher education standards in the areas of strategic security. Designed for board of director level leaders and managers or their military equivalent, the ultimate purpose of the Doctor of Strategic Security (DSS) is to enhance the knowledge and skills of professionals. The definition of strategic security is the study of the interaction of application of tradecrafts and ongoing behaviors designed to forestall reasonable or probable threats. Unlike the traditional security studies or strategic studies programs, strategic security studies are a step back from the study of political and military strategies to influence the spectrum of peace and conflict. Rather, strategic security is the application of objective information on the personal, local, and organizational developments that can deter and prevent conflict.

Graduates will be able to coordinate effectively a wide range of strategic security resources and personnel, across multiple agencies if necessary, to apply tradecrafts designed to forestall reasonable or probable threats and prepare those choosing to protect others, organizations, and the nations of the world.

DSS Learning Outcomes

Graduates of the doctorate program will be able to:

- DSS-PLO1: Produce quantitative and qualitative research at the theoretical, strategic, operational, and tactical levels.
- DSS PLO2: Develop a conceptual framework that incorporates the key variables of the security environment in order to prevent and forestall emerging threats.
- DSS PLO3: Assess information, approaches, criticality, viability, systems, resources, and cultures necessary for engaging issues in strategic security.
- DSS PLO4: Appraise the character, communications, organizations, influences, and technologies associated with strategic management leadership relevant to promoting effective security outcomes.
- DSS PLO5: Effectively communicate key concepts and ideas in verbal, non-verbal, and written forms to influence diverse audiences and decision-makers in strategic security.

DOCTOR OF STRATEGIC SECURITY

Strategic Security Major Core (90)

DSS700	Advanced Strategic Security Analysis and Critique	4.5
DSS710	Advanced Counterterrorism Research Methods	4.5
DSS720	Strategic Security Information Literacy	4.5
DSS730	Applied Research Methodology	4.5
DSS740	Topics in the History of Strategic Security	4.5
DSS750	Briefings, De-briefings, and Presentations	4.5
DSS760	Advanced Leadership and Management	4.5
DSS770	Case Studies in Intelligence Regulation and Reform	4.5
DSS780	The Strategic Intelligence Process and Policy	4.5

DSS790	The Strategic Security Community	4.5
DSS800	Protection and Operations Management	4.5
DSS810	Advanced Business Communications	4.5
DSS820	Advanced Research in Terrorism/Counterterrorism	4.5
DSS830	Intelligence Practicum	4.5
DSS840	Protection Practicum	4.5
DSS851	Directed Dissertation Research I	4.5
DSS852	Directed Dissertation Research II	4.5
DSS853	Directed Dissertation Research III	4.5
DSS854	Directed Dissertation Research IV	4.5
DSS855	Directed Dissertation Research V	4.5

Doctoral practicum courses DSS830 Intelligence Practicum and DSS840 Protection Practicum may be substituted for upcoming internship work or upcoming student-employee projects related to strategic security. The substitution must be coordinated ahead of time with the dean of the Doctor of Strategic Security program. A substitution will not be granted for regular work duties, past internships, or past experience. An upcoming time period and scenario may only apply towards substituting one practicum: substituting both practicum requires two different, applicable scenarios (such as both an intelligence internship and a protection internship). The arrangement will include writing a paper that includes tying the student's work to the DSS program's learning outcomes. The dean and the DSS student will set the length of time, the related work, the documentation goals, and the paper goals.

(Average estimated full-time completion rate is five years. This includes two years for completion of the dissertation.)

UNDERGRADUATE COURSE DESCRIPTIONS

(All courses are 4.5 quarter units, unless otherwise specified)

Course Numbering

100-200 or 1000-2000 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 or 3000-4000 Level. These courses assume some previous undergraduate coursework, as well as a foundation in General Education curricula.

500-600 or 5000-6000 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 or 7000-8000 Level. Graduate level courses for the doctoral program. They assume that the student has already completed a master's degree.

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.

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.

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 Carrier 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.

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).

CI - Information Technology

CI1150 - 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.

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.

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.

CI2040 - C# Programming (4.5)

C# is a modern, object-oriented programming language intended to create simple yet robust programs. Designed specifically to take advantage of CLI features, C# is the core language of the Microsoft .NET framework. In this course, students begin to gain the skills necessary to exploit the capabilities of C# and of the .NET Framework to develop programs useful for a broad range of desktop and web applications.

Prerequisite: CI1420.

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.

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.

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.

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.

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 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

CJ2200 - Policing in U.S. Society (4.5)

This course presents the philosophy and history of law enforcement, the constitutional controls imposed on law enforcement, the agencies and organizations of law enforcement, and the role and function of law enforcement in the criminal justice process.

Prerequisite: CJ2150.

CJ2230 - Diversity and Criminal Justice (4.5)

This course will acquaint students with the various cultural, ethnic, and racial groups that criminal justice practitioners encounter on a daily basis. Students will also examine the relationship and interactions of each group with the criminal justice system.

Prerequisite: CJ1000.

CJ2240 - Introduction to Private Security (4.5)

This course provides an examination of private security from a historical and philosophical perspective. Topics include the evolution of private security; security goals and responsibilities; investigation; loss prevention through risk management; security systems in the industrial, commercial, retail, and institutional settings; and current challenges facing the security profession.

Prerequisite: CJ1000.

CJ2250 - Introduction to Forensics (4.5)

This course will introduce the student to the concepts, applications, and technologies involved in forensic science. Topics such as fingerprint analysis, ballistics, and DNA will be covered, as well as emerging technologies in the law enforcement and criminal justice professions.

Prerequisite: CJ2200.

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.

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 - 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.

CJ3050 - Loss Prevention (4.5)

This course analyzes the theoretical and practical foundation of security in regard to security risk assessments, loss, and crime prevention for a variety of business types to include medical treatment facilities. Asset management, access control, crime prevention strategies, school and campus safety, wireless and technological advances in security, terrorism, natural disasters, emergency response, and data analysis are just a few of the topics discussed in this course.

Prerequisite: CJ2240.

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.

CJ3200 - Police Issues and Practices (4.5)

This course discusses contemporary issues in policing from a systems perspective. The practice of policing, in a complex environment, creates consequences for the community and the criminal justice system that must be addressed with analytical and appropriate solutions. Emphasis is placed on the continuous, evolving efforts to address the problems facing law enforcement.

Prerequisite: CJ2200.

CJ3300 - Juvenile Justice and Delinquency (4.5)

This course presents the nature and extent of juvenile delinquency, the theories of juvenile offending and rehabilitation, an overview of the juvenile justice system and how it differs from the adult system, the history and unique philosophy of the juvenile court, juvenile court practices and procedures, and the relationship between juvenile offenders and policing and corrections.

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.

CJ3500 - Forensic Photography (3)

This course is specifically for the forensic student. Its focus is on what to photograph and how to use the latest equipment and techniques to capture images that translate to the courtroom. Finally, this course emphasizes accuracy, reinforces how to overcome common photographic roadblocks, and discusses forensic photography's applications to law enforcement personnel, firefighters, insurance investigators, and private detectives.

Prerequisite: CJ1000.

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: PS4000.

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.

CJ4430 - Computer Forensic Investigations (4.5)

How does law enforcement recover text messages, from a human trafficker's cell phone, that have been deleted? How

do criminal investigators recover data, from a child pornographer's computer, that has been erased? What are the best practices for recovering and preserving data that law enforcement uses for investigation and evidence in criminal proceedings? This course introduces students to the techniques and tools of computer forensics investigations. Students will receive step-by-step explanations on computer forensic practices that law enforcement uses for criminal investigation, data collection, data preservation, evidence production, and assisting the prosecutor in securing a conviction.

CJ4450 - Security Operations Theory (4.5)

This class presents a global view of security along with the practical application of physical, financial, and cyber security principles. Material covered includes focus on management topics such as planning, budgeting, and interacting with stakeholders; other topics explored include physical security management, the legal aspects of security, and asset protection, policies, and procedures for specific industries.

Prerequisite: EN1150.

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.

CJ4700 - Applied Research Methods (4.45)

This course introduces the criminal justice student to the applied research activities of the criminal justice professional, including how to interpret criminal justice research, how to evaluate a criminal justice policy or program, and how to design an applied study for a criminal justice organization and for grant program evaluation.

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 the following: 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, CJ1500, CJ2100, CJ2150, CJ2200, CJ2300, CJ2400, CJ3000, CJ3100, CJ3200, CJ3300, CJ3400, CJ4300, CJ4500, CJ4600.

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

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 course is the perfect way 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 will learn strategies for personal and relationship management, become part of a community of lifelong learners, and take the first steps to becoming a skillful writer. Your future success starts with this course!

CS1203 - Bridge to Success: Creating Your Future at NAU (5)

You're coming to college with experience – either gained through your job or through previous college courses. How can you use what you already know to be successful at NAU? In this course, you'll explore how your soft skills, career planning skills, study habits, tech knowledge, and writing skills can be enhanced and applied to your coursework at NAU. Based on your prior on-the-job learning or college experience, you'll choose one of three options designed to strengthen your career-related competencies: a prior learning assessment portfolio; a service-learning project; or a workplace-learning project. By the end of this course, you'll be prepared to use your skills – and your future NAU degree -- to achieve your college and career goals.

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!

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.

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.

CS3500 - Interdisciplinary Studies Capstone (6)

This course prepares students to apply the soft and technical skillsets gained through their course of study to an interdisciplinary project. Students participate in a problem-solving activity, drawing on expertise from multiple disciplines and collaborating with students from programs across the university. Through the team-based activity, the Interdisciplinary Studies students focus on professional competencies that employers have identified as most crucial to workplace success such as networking, communication, navigating change, and creative problem-solving.

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).

EC - Economics

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.

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.

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.

EN2500 - Legal Writing (4.5)

See PL2500

Prerequisite: EN1300 and 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.

FN - Finance

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.

FN6350DC - Financial Management (4.5)

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

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

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).

HA - Health Care

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 HA3500CA. 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: HA3500CA. 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 HA3500CA. 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 HA3500CA. 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: EN1300 and HA3010D.

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 HA3500CA. 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 HA3500CA. 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 HA3500CA. 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 HA3500CA. 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 HA3500CA. 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 HA3500CA. 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 HA3500CA. 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 HA3500CA. 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

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.

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).

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.

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-10-CM and ICD-10-PCS 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. 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 is a continuation of ICD Coding I course and covers clinical vocabularies and classification systems, as well the principles and guidelines for using ICD-10-CM to

code more diagnoses and procedures. This course also provides more 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.

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, HT2230D, ME1140 except HT2135D).

HU - Humanities

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.

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.

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 types of intelligence. 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.

INT305 - Advanced 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.

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: PHIL400 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.

INT330 - 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.

INT379 - 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.

INT380 - 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.

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.

INT401 - Interrogation and Interviewing Techniques (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.

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.

INT521DC - Advanced Intelligence Collection (4.5)

This course teaches all-source intelligence collection methodologies as they relate to satisfying national intelligence requirements. It explores in depth the major sources of finished intelligence and the methods for collecting that information. It examines the need for a collection priorities framework; the concept of an integrated collection strategy; and some of the more sophisticated techniques for collecting, processing and exploiting intelligence information. It discusses the value of synergy in collection and how synergy among collection assets is achieved. Students will learn operational tradecraft employed for each intelligence discipline, as well as how each discipline enables the others.

INT600DC - Intelligence Team Management (4.5)

This course presents human resource management issues that can be encountered in an operational intelligence team. Students will learn how to maintain group productivity and cohesion by examining many different approaches, situations, and examples. Students will also demonstrate knowledge of management principles that are particularly appropriate for intelligence organizations and workforces.

INT680DC - Operational Concepts and Planning (Targeting) (4.5)

Intelligence target packages are centralized collections of research that provide information and analysis to support the monitoring, the acquisition, and/or the neutralization of a threat. This course will teach students how to prepare target packages on personnel and inanimate targets for use in military, national, and competitive intelligence sectors, to evaluate target packages to predict future threat activities, and to provide cogent recommendations to decision makers based on target packages.

LA - Law

LA1100 - Introduction to Legal Principles (4.5)

See PL1100

Cross-Listed as: PL1100.

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.

LA2050 - Torts (4.5)

See PL2050

Cross-Listed as: PL2050.

LA2151 - Civil Procedure (4.5)

See PL2150

Cross-Listed as: PL2150.

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.

LA3400 - Evidence/Exclusionary Rule (4.5)

See PL3400

Cross-Listed as: PL3400.

LA3500 - Introduction to Contracts (4.5)

See PL3500

Cross-Listed as: PL3500.

LA4250 - Administrative Law (4.5)

See PL4250

Cross-Listed as: PL4250.

LA4350 - Adversary System (4.5)

See PL4350

Cross-Listed as: PL4350.

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.

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.

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.

Offered: Online course 4 hours per week.

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.

Offered: Online course 2 hours per week.

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.

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 medications and medication therapy. Emphasis is placed on 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.

Prerequisite: AAS Programs: CS1301, EN1000, ME1100, ME1140, SC1221; Diploma Programs: ME1140, SC1221 and HA3010D OR ME1100. Offered: Online course 4 hours per week.

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. Offered: Online course 4 hours per week.

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. Offered: Online course 4 hours per week.

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. Offered: Online course 4.5 hours per week.

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. Offered: Online course 4 hours per week.

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. Offered: Online course 4 hours per week.

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.

ME3321 - Medical Administrative Assistant Practicum (4.5)

The medical administrative assistant practicum is designed to allow the student to obtain practical experience virtually by performing administrative procedures. Other tasks within the scope of the student's training are also addressed.

Prerequisite: ME1100, ME1140, ME2211, ME2250, ME2260, ME2515, ME2611, ME2612, ME2620. Offered: (160 hours at practicum site).

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

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.

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.

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.

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.

MG6500DC - Marketing Administration (4.5)

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

Prerequisite: MT6255.

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.

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 Resource 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.

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. 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.

Prerequisite: EN1300 and MT2050.

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.

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: EN1300 and MT2050.

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.

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.

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.

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 resource 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.

MT4819 - Energy Management Capstone (4.5)

This capstone course affords students the opportunity to apply critical thinking and problem-solving skills to the analysis of case studies in energy management. Moreover, students will also be able to apply their knowledge from across subject areas in an integrated manner through this analysis.

Prerequisite: AC2760, FN3000 or FN6350DC, MG3000 or MG6500DC, MT1050, MT2050, MT3000+ or MT6255DC, MT3050 or MT6300DC, MT3300, MT3500, MT3717, MT3719, MT3723, MT4200, MT4300 or MT6570DC, MT4444, MT4723, OM3000.

MT6255DC - Introduction to Leadership and Quality (4.5)

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

MT6300DC - Managing Human Resources (4.5)

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

The areas of talent acquisition, talent management, and all other core strategies within HR will be discussed. The class reflects the learning competencies of the Society for Human Resource Management (SHRM).

MT6570DC - International Business (4.5)

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

Prerequisite: MT6255.

NUC - Nuclear

NUC350 - Principles of Grand Strategy (4.5)

Strategy is neither easy nor simple. This course will focus on grand strategy through the military instrument of statecraft. It will focus on central questions about war and strategy that animate the field and provides a deep, close analysis of some of the leading frameworks through which students will address those questions. The course will help students to gain a better understanding of what, how, and why the development of strategy becomes difficult in periods of great turmoil, conflict, and change. Further, the course will examine the concept of “grand strategy” and prepare students to compare the United States grand strategy with other states. This course relies heavily on historical case studies to frame the definition of strategy in the context of national defense and military campaigns and prepares students for class discussions, research, and writing a final paper.

NUC410 - 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.

NUC415 - 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.

OL - Organizational Leadership

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.

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.

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.

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.

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.

PHIL - Philosophy

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.

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.

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 - 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

Cross-Listed as: CJ3010.

PL3020 - Serial Killers and the Law (4.5)

See CJ3020

Cross-Listed as: CJ3020.

PL3030 - Hate Crimes and the Law (4.5)

See CJ3030

Cross-Listed as: 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.

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.

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).

PRO - Protection

PRO375 - 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.

PRO380 - 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.

PRO385 - 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.

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.

PRO405 - 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.

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 ensure 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.

PRO595DC - Advanced Protection Operations (4.5)

Students will receive a broad understanding of executive protection and protective operations. They will explore the basic tenets and terminology used in protection of persons in both the public and private sectors. Students will learn about protective concepts including assessing the threat; working the principle; comprehensive security planning; developing a relationship with the person being protected; skills and resources needed.

PRO690DC - Advanced Threat Assessment (4.5)

The findings from threat assessments determine the type and level of protection required for a client and the level of resources that should be devoted to stopping a particular adversary. This course builds on the introductory course

and provides more detailed methods for analyzing potential threats and types of targets, as well as possible defenses based on proper planning, training and observations. Case studies include profiles of threats from foreign countries, terrorists, fans of celebrities and stalkers.

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.

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.

PS3500 - Consumer Behavior (4.5)

See MG3500

Cross-Listed as: MG3500.

PS4000 - Psychology and the Law (4.5)

See CJ4000

Prerequisite: EN1300 and PS1050. Cross-Listed as: CJ4000.

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).

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.

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.

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.)

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.

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.

SC3705 - Energy Science Principles (4.5)

This course develops a foundation in the principles related to energy and its various forms. It covers key areas of energy science, such as fossil fuels, biomass, nuclear energy, renewable energy, and the emerging energy technologies. It includes study of global energy demand and the effects of increasing amounts of competitive renewable energy supplies.

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.

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.

SEC305 - 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. This course will be useful to practitioners and non-practitioners alike.

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.

SEC340 - Effective Writing for the Security Professional (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.

SEC344 - 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.

SEC360 - 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.

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.

SEC375 - 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.

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.

SEC665DC - Cyber Security (4.5)

This course covers the development and effect on business and government of computer hacking, with special emphasis on methods, tools, and hacker culture. Students will learn to describe the specific tools of hackers and system administrators as well as the literature and

subcultures of hackers and groups dedicated to malicious computer hacking. They will also be able to distinguish appropriate countermeasures to be applied to shore up specific vulnerabilities and to fend off specific types of intrusion attempts.

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: LA1100, PL1100.

SO2120 - Domestic Relations (4.5)

See PL2100

Cross-Listed as: PL2100.

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).

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.

TCT310 - 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.

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.

TCT395 - 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 and counterrorism.

TCT396 - Terrorist Techniques (4.5)

This course deals with the strategies, tactics, and methods used by terrorists. Students will learn to recognize and describe the clandestine nature of terrorist operations, recruitment and indoctrination, the securing of financing and weaponry, the criteria used for target selection, the roles played by the group's operational nucleus and its logistical support base, the surveillance of targets, the transfer of weapons to the operational area, the insertion and 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 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 teaches students how to recognize and prevent lone-wolf terrorist attacks. The course includes the following information: defines lone-wolf terrorism, distinguishes a lone-wolf terrorist attack from other terrorist attacks, explains how lone-wolf terrorist attacks have evolved, the ideologies of the lone-wolf, pathways to the radicalization, how lone-wolves plan attacks, targets of a lone-wolf terrorism, and prevention strategies. Through the fusion of the foundational principles and ideologies, students can foster an atmosphere of critical thinking to recognize future attacks.

TCT420 - 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.

TCT425 - 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.

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.

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.

TCT525DC - 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.

TCT595DC - Advanced Counterterrorism Operations (4.5)

This course provides an overview of the prevalent types of terrorism, their impact throughout the world, and its relative significance to the United States. The course will also look at the genesis of terrorist organizations and the moral, financial and logistical support they receive. By the end of this course, students will understand the strategies and tactics terrorist groups employ to achieve their aims as well as the role of the international community in defining terrorism, controlling the supply of money and weapons, and developing and implementing an active international counterterrorism policy.

TCT596DC - Origins, Evolutions, and Trends in Terrorism (4.5)

This course provides an accelerated introduction to terrorism by exploring the circumstances that promote terrorism and terrorist activity. Special emphasis is given to social extremists, including efforts to manipulate such marginalized groups by sponsors of terrorism, and their rationalizations for terrorist behaviors. Case studies from throughout history are used to give students an exposure to the diversity of identities and motivations that give rise to terrorism. This course is designed for upper level students who need an expository class on terrorism and not those who have studied it at the undergraduate level.

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.

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.

MASTER'S COURSE DESCRIPTIONS

AC - Accounting

AC6250 - Forensic Accounting and Fraud Examination (4.5)

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

Prerequisite: MT6255 and FN6200 or equivalent.

AC6260 - Accounting Ethics (4.5)

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

Prerequisite: MT6255 and FN6200 or equivalent.

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

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

Prerequisite: MT6255 and FN6200 or equivalent.

AC6280 - Auditing and Information Assurance (4.5)

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

Prerequisite: AC6550.

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

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

AC6300 - Taxation (4.5)

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

AC6550 - Managerial Accounting (4.5)

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

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

CI - Information Technology

CI6400 - Information Systems for Strategic Advantage (4.5)

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

Prerequisite: MT6255.

CI6600 - Computer Security (4.5)

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

Prerequisite: MT6255.

CI6605 - Risk Assessment and Analysis (4.5)

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

Prerequisite: MT6255 and CI6600.

CI6615 - Computer Forensics and Incident Handling (4.5)

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

Prerequisite: MT6255, CI6600 and CI6605.

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

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

Prerequisite: MT6255, CI6600 and CI6605.

CJ - Criminal Justice

CJ6100 - Law and Public Policy (4.5)

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

Prerequisite: MT6255.

CJ6200 - Management Topics in Criminal Justice (4.5)

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

Prerequisite: MT6255.

CJ6250 - Management of Critical Incidents (4.5)

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

Prerequisite: MT6255.

CJ6300 - Criminal Justice Planning and Innovation (4.5)

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

Prerequisite: MT6255.

DSS - Doctor of Strategic Security

DSS700DC - Advanced Strategic Security Analysis and Critique (4.5)

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

DSS710DC - Advanced Counterterrorism Research Methods (4.5)

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

Prerequisite: DSS700DC. Corequisite: DSS700DC.

DSS720DC - Strategic Security Information Literacy (4.5)

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

Prerequisite: DSS710DC.

DSS730DC - Applied Research Methodology (4.5)

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

Prerequisite: DSS720DC.

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

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

DSS760DC - Advanced Leadership and Management (4.5)

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

EC - Economics

EC6100 - Economic Analysis (4.5)

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

Prerequisite: MT6255.

EC6150 - Managerial Economics (4.5)

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

Prerequisite: MT6255 and EC6100 or equivalent.

FN - Finance

FN6200 - Accounting and Finance for Managers (4.5)

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

Prerequisite: MT6255.

FN6350 - Financial Management (4.5)

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

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

FRP - Final Research Project

FRP697 - Master's Capstone Portfolio (4.5)

This course will guide the students through the process of writing a master's electronic portfolio. Emphasis will be placed on sound academic writing habits, avoidance of logical errors and inflated imprecise prose, proper attribution and correct use of information sources, and solid editing practices. This course, involves drafting, submitting, and revising the electronic portfolio for review by outside experts. The course further addresses the process of submitting papers for publication, defending conclusions, and preparing the final form of the graduate portfolio.

Prerequisite: RES500.

HA - Health Care

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

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

Prerequisite: MT6255.

HA6510 - Global Issues in Health Care (4.5)

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

Prerequisite: MT6255.

HA6520 - Health Care Administration and Policy Seminar (4.5)

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

Prerequisite: MT6255.

HA6530 - Healthcare Performance Standards (4.5)

This course is designed to analyze and evaluate health care performance standards. Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

HE - Higher Education

HE6100 - History of American Higher Education (4.5)

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

Prerequisite: MT6255.

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

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

HE6200 - Management Topics in Higher Education (4.5)

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

HE6255 - Student Retention and Learner Services (4.5)

This course will focus on best practices utilized in student retention and learner services. Students will examine

programs, processes, and intervention for student services paying particular attention to retention methods for traditionally disenfranchised students and online students. Topics will include student types and their varying needs, differences between persistence and retention, risk factors that impact retention, utilization of data to understand retention and planning to improve retention.

Prerequisite: MT6255.

HE6301 - Foundations of Teaching and Learning (4.5)

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

HE6302 - Foundations of Campus Operations (4.5)

This course is designed for students to learn about the all the aspects of campus operations as it relates to different types of higher education entities. The course will expose students to facility operations, staffing, compliance, developing a business acumen, communicating for results and managing workload. The CHEPS certification is a requirement to successfully complete the course.

HE6303 - Foundations of Enrollment Management (4.5)

This course is designed for students to learn the critical aspects of marketing, admissions and student retention. The course will expose students to communication essentials which impact recruitment and retention; techniques for different modes of communication; essential to connecting with the student; ethical enrollment processes; best practices in presenting the value of your Institution; developing an effective marketing and advertising plan; and building brand for the institution. CHEPS certification is a requirement of the course.

HE6304 - Foundations of Career Services (4.5)

This course is designed to prepare the students to have a full operational understanding of career services; implementation and measurement of the effectiveness of the services; and key components to drive success of career services. Key topics will include establishing an effective career services department; serving students who are in a protected class or with some type of extenuating circumstances; implementing a social media and digital strategies; knowing how to develop a strong job listing for students; and teaching students how to find and secure a job. The CHEPS certification is a requirement for the course.

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

This course is designed to introduce students to the methods and skills necessary to design courses, curriculum, and degree programs. Needs assessments, internal organizational infrastructures, institutional mission, faculty roles, academic administration, and external constituency influences will be discussed. Students will learn how to incorporate technology into the curriculum. Students will investigate multiple cognitive and competency assessment techniques and criteria, writing assessment documents and fulfilling assessment and regulatory criteria.

Prerequisite: MT6255.

HE6800 - Higher Education Analytics (4.5)

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

HE7000 - Practicum (4.5)

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

INT - Intelligence

INT511 - Advanced Analytical Methods (4.5)

Advanced forms of analysis require the analyst to adroitly handle information from a variety of sources and disciplines, weighing each according to its inherent strengths and weaknesses. Analysts must also know how to generate alternate scenarios for analytical and preparation purposes. Advanced analysis is the distillation of the intelligence product into information that can prepare leaders and policy makers for otherwise unexpected contingencies. This course teaches the finer points of advanced analysis, including how to present briefings geared to the context of the intelligence customer.

INT521 - Advanced Intelligence Collection (4.5)

This course teaches all-source intelligence collection methodologies as they relate to satisfying national intelligence requirements. It explores in depth the major sources of finished intelligence and the methods for collecting that information. It examines the need for a

collection priorities framework; the concept of an integrated collection strategy; and some of the more sophisticated techniques for collecting, processing and exploiting intelligence information. It discusses the value of synergy in collection and how synergy among collection assets is achieved. Students will learn operational tradecraft employed for each intelligence discipline, as well as how each discipline enables the others.

INT535 - Cover (4.5)

This course defines "Cover" as it is used in the arena of clandestine activity. It explores the different types of cover and their relative strengths and weaknesses. The course examines Cover for Action, Cover for Status, Official Cover, and Non-official Cover (including proprietary and front companies). The course will discuss use of aliases during operations, and problems that may be encountered with aliases. Students will examine the federal law and limits in protecting cover, as well as cover used in actual espionage cases.

INT550 - Advanced Open Source Intelligence (4.5)

This course is an advanced open source intelligence research course. The student will demonstrate the ability to use advanced OSINT research methods, including but not limited to grey literature, elicitation, foreign language documents, and satellite imagery to develop and produce a research paper based on a current United States National Security issue.

INT551 - Double Agents, Denial and Deception (4.5)

This course defines double agents and illustrates their importance in counterintelligence operations. It examines historically significant double agent cases and deception operations, as well as, the underlying precepts and principles for deceptions to be effective. The course examines strategic Denial and Deception (D & D) as used by various countries. The student will participate in an interactive exercise to apply deception concepts and principles to a real world problem.

Prerequisite: INT535.

INT552 - Counterespionage (4.5)

Counterespionage is that aspect of counterintelligence designed to detect, destroy, neutralize, exploit, or prevent espionage activities through identification, penetration, manipulation, deception, and repression of individuals, groups, or organizations conducting or suspected of conducting espionage activities. In recent US history a number of infamous spies have been uncovered through one method or another. The military, FBI, and CIA have all been affected. This course will look at counterespionage organizations and the spies that have been exposed.

INT560 - Strategic Intelligence (4.5)

This course provides an examination of how the president of the United States and national policymakers use strategic intelligence in foreign policy. Upon completion of this course students will be able to describe and explain of the role strategic intelligence plays in United States foreign policy from both a historical and contemporary perspective.

INT570 - All Source Intelligence (4.5)

To provide the current and thorough Intelligence Analysis required today by senior policy makers, military leadership, and corporate America, all-source analysts utilize HUMINT, IMINT, SIGINT, GEOINT, MASINT, and OSINT. Professional analysts also use a variety of linking, modeling and data manipulation or artificial intelligence software packages. In this course, we will look at several means of collecting and analyzing multi-discipline information, but remain focused on the need and ability to synthesize all of this data, however into objective and cohesive all source products.

INT575 - Intelligence Policy and Reform (4.5)

This course examines and surveys United States intelligence policy and reform efforts, including the most recent intelligence reform proposals. In a world that has become increasingly aware of potential terrorist threats, the United States' activities and policies in the Intelligence Community (IC) have become considerably more open to the public and presumably have undergone major changes.

INT580 - Leadership and Political Analysis (4.5)

Leadership analysis consists of examining leaders' personal and professional lives to identify their ability to address the problems and challenges of the leadership position. Some leaders just manage their jobs, while others truly lead. This course teaches the craft of analyzing leaders; how to review available biographical information in an effort to discern the leader's personality traits and skills, and analyzing available information on the leader's professional record in dealing with a variety of issues.

INT584 - Area Studies Analysis (4.5)

This course presents the primary role of the political analyst and the tools used in analysis. Students will conduct research on intelligence related political issues and learn how to weigh a variety of factors influencing how a political situation is likely to develop. The student also considers how the analyst evaluates information and determines probabilities for various situations. Finally, the student investigates how to handle low-probability, high-impact situations from an analytical standpoint.

INT595 - Advanced Intelligence Operations (4.5)

This course is designed to familiarize graduate students from diverse backgrounds with the principles, practices, and vernacular of intelligence operations in the U.S. government. Students will study the history and

current make up of the U.S. Intelligence Community (IC). The course defines and distinguishes positive or foreign intelligence collection operations from paramilitary or covert operations and counterintelligence operations.

INT600 - Intelligence Team Management (4.5)

This course presents human resource management issues that can be encountered in an operational intelligence team. Students will learn how to maintain group productivity and cohesion by examining many different approaches, situations, and examples. Students will also demonstrate knowledge of management principles that are particularly appropriate for intelligence organizations and workforces.

INT609 - Case Studies in Covert Operations (4.5)

This course is a graduate-level seminar in which students study and evaluate various declassified covert operations in light of their goals, planning, execution, success or failure, and fallout that may have resulted. Students will use these case studies to gain a deeper understanding of how to plan, run, and terminate covert operations for maximum benefit and minimal negative fallout while maintaining the necessary degree of deniability.

INT680 - Operational Concepts and Planning (Targeting) (4.5)

Intelligence target packages are centralized collections of research that provide information and analysis to support the monitoring, the acquisition, and/or the neutralization of a threat. This course will teach students how to prepare target packages on personnel and inanimate targets for use in military, national, and competitive intelligence sectors, to evaluate target packages to predict future threat activities, and to provide cogent recommendations to decision makers based on target packages.

LA - Law

LA6570 - Human Resource Law (4.5)

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

LA7100 - Legal Environment of Business (4.5)

This course provides students with an overview of the legal environment of business with emphasis on bridging the gap between understanding legal doctrines that impact corporate environment and how corporate managers use legal insight to manage risk.

MA - Mathematics

MA6100 - Statistics (4.5)

This focus of statistical methods includes the theory and application of commonly used statistical methods and models. Students will explore the methods used for the analysis of a variety of data and basic statistical concepts. Descriptive statistics are used to summarize data, and then basic concepts of probability are explored as are sampling and statistical inference. Simple linear regression analysis/relationships variables models are introduced. Coursework is approached from an applied perspective using case studies and other examples.

Prerequisite: MT6255.

MA6600 - Quantitative Methods for Management Decisions (4.5)

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

Prerequisite: MT6255 and MA6100 or equivalent.

MG - Marketing

MG6200 - Marketing and Sales Management (4.5)

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

Prerequisite: MT6255.

MG6250 - Marketing Essentials (4.5)

MG6500 - Marketing Administration (4.5)

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

international, and institutional foundations of marketing. Course can be substituted for MG6200.

Prerequisite: MT6255.

MG6600 - Internet Marketing (4.5)

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

Prerequisite: MT6255 and MG6500 (MBA) or MG6200 (MM).

MG6610 - E-Commerce (4.5)

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

Prerequisite: MT6255 and MG6500 (MBA) or MG6200 (MM).

MG6620 - Social Media Marketing (4.5)

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

Prerequisite: MT6255 and MG6500 (MBA) or MG6200 (MM).

MG6630 - E-Marketing Analytics (4.5)

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

Prerequisite: MT6255 and MG6500 (MBA) or MG6200 (MM).

MG6640 - Marketing Research (4.5)

This course is designed for students to gain an understanding of marketing research and its value in analyzing consumers, markets, and the environment. Topics include an overview of market research and research design, exploratory research; descriptive research; scaling; sampling; and data analysis and reporting.

MT - Management

MT6030 - Introduction to Business Communications and Student Success (4.5)

This course introduces students to best practices in business communications that are foundational to career advancement. Scholars learn to: organize and write business messages, and to apply style techniques that result in efficient prose. As well, students refine the personal communication documents needed to obtain employment, including a resume, cover letter, LinkedIn profile; while also learning how to prepare for an interview. Finally, students gain knowledge of how technology, such as the web and mobile devices, can improve business communication today. They do so by beginning their personal digital portfolio which serves as a repository for their key course achievements across the curriculum.

MT6050 - Managing Organizations and Leading People (4.5)

This course explains principles of effective management and leadership that maximize organizational performance. The following topics are included: the roles and functions of a manager, analysis of personal leadership styles, and application of foundational leadership and management skills. The emphasis is to help develop effectiveness in leadership situations by better understanding the complex challenges involved.

MT6100 - Research Methods (4.5)

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

proposal. Ethical issues in quantitative and qualitative research are also addressed.

Prerequisite: MT6255.

MT6255 - Introduction to Leadership and Quality (4.5)

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

MT6270 - Independent Research (4.5)

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

Prerequisite: MT6255.

MT6300 - Managing Human Resources (4.5)

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

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

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

Prerequisite: MT6255.

MT6315 - Analysis for Human Resource Professionals (4.5)

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

Prerequisite: BA or BS.

MT6320 - Employee Evaluation and Compensation (4.5)

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

Prerequisite: MT6255.

MT6330 - Employment and Labor Law (4.5)

This overview of employment law will expose students to an in-depth analysis of U.S. Employment Law. Students will use critical thinking skills to analyze a variety of real-world scenarios and respond, based upon the laws that apply to that situation. Topics will include the Fair Labor Standards Act, Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, USERRA, and more.

MT6350 - Strategic Human Resource Management (4.5)

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

Prerequisite: MT6255 and credits of master's-level human resources classes.

MT6504 - International Supply Chain System Design (4.5)

Examine supply chain as a complete system from raw materials to the customer. Recognize and evaluate supply chain designs and match supply chain systems to their

environments. Discusses current trends in international supply chain management.

MT6510 - Environmental Economics (4.5)

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

Prerequisite: MT6255.

MT6515 - Domestic and International Ethics, Law, and Contracts (4.5)

Explore the domestic and international ethics, law, and contracts in the context of supply chain management. Topics include the overlapping roles of ethics and regulation in enabling world class supply chain management, and obligations and remedies in an international setting.

MT6520 - Manage Supply Chain and Logistic Technologies (4.5)

Examine supply chain technologies and technological change, its use and effect on firms and sustainability. Topics include selecting technologies, justifying adopting technologies, and ensuring full utilization of technologies across the entire supply chain system, i.e. suppliers, as an enterprise, and for customers.

MT6530 - Manage Global Supply Chain Operations (4.5)

Evaluate directing operations of supply chain and how operations are coordinated within manufacturing, distribution, and retail organizations. Topics include supply, logistics, inventory, production and distribution systems, cost estimation, and continuous improvement.

MT6570 - International Business (4.5)

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

Prerequisite: MT6255.

MT6580 - International Management (4.5)

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

Prerequisite: MT6255.

MT6610 - Managing and Optimizing Projects (4.5)

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

Prerequisite: MT6255.

MT6612 - Optimize Enterprise Operations (4.5)

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

Prerequisite: MT6255.

MT6619 - Project Management Essentials (4.5)

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

Prerequisite: MT6255.

MT6621 - Intermediate Project Management (4.5)

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

Prerequisite: MT6619.

MT6622 - Advanced Project Management (4.5)

This course focuses on the primary responsibilities of a project manager: managing project costs and time, while completing the project to the expected degree of quality. This requires close attention to detail before beginning actual construction, as well as during the project. Taking proactive measures will help the project manager determine possible obstacles before they occur. This course will analyze all three primary areas. The student will learn how to implement proven methods to manage most effectively.

MT6650 - Strategy and Policy (4.5)

This is a capstone course designed to integrate concepts, theories, and skills learned in other master's core courses. The student will learn to view business challenges from the perspective of senior-level management in order to develop, implement, and assess strategic planning options. The student will also learn to develop creative responses to challenges and opportunities that the organization may face. Must be completed with a 3.0 GPA or higher for degree completion.

Prerequisite: Six master's core courses.

MT6651 - Strategy and Policy (4.5)

This is a capstone course designed to integrate concepts, theories, and skills learned in other master's core courses. The student will learn to view business challenges from the perspective of senior-level management in order to develop, implement, and assess strategic planning options. The student will also learn to develop creative responses to challenges and opportunities that the organization may face. Must be completed with a 3.0 GPA or higher for degree completion.

Prerequisite: Six master's core courses.

MT6655 - Strategy and Policy in Higher Education (4.5)

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

MT6805 - Master's Thesis I (4.5)

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

Prerequisite: Approval of dean of graduate studies; MT6255.

MT6810 - Master's Thesis II (4.5)

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

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

MT6990 - Special Problems in Business (4.5)

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

Prerequisite: MT6255.

PRO - Protection

PRO500 - Advanced Executive Protection (4.5)

The modern personal security specialist has evolved far beyond the dull, stereotypical "bodyguard" or "muscle men" whose primary approach is intimidation. Today's executive protection specialist is highly trained and sophisticated and protects clients by preventing trouble rather than relying on ad hoc responses during a crisis. Students who complete this course will learn more advanced methods and techniques for ensuring the safety of a client in more unstable and rapidly evolving situations. They will also learn to plan, conduct, and maintain protection operations as a team leader or manager.

PRO510 - Advanced Protocol, Manners, Etiquette (4.5)

This course teaches the rules of social interaction, protocol and etiquette for diplomatic and military occasions, with special emphasis on working with international guests and doing business overseas. This information will help the student learn to blend in and to do his or her work in such situations without inadvertently embarrassing themselves or the client.

PRO520 - Stalking and Workplace Violence (4.5)

This course focuses on the development and implementation of safe hiring methods, discipline and termination methods, the management of stalking threats, violent and potentially violent incidents, and the role of security directors and security personnel in efforts to protect employees. In addition to the above skills, students will learn the principles of evaluating possible threats in "stalking" situations, how to build a profile of a stalker, different strategies for securing the client, the role of law enforcement in stalking situations, and distinguishing the most effective means of intervening if necessary.

PRO521 - Building and Perimeter Security (4.5)

As part of the task of protecting people, the executive protection specialist must also protect property as part of their duties. Physical security concerns the protection of buildings and perimeters through the use of locks, fences, lighting, alarm systems, and other access control methods. Upon completion of this course, the student will be able to apply advanced concepts of perimeter and building security to conduct a systematic security and safety evaluation, taking into account the function of the building being evaluated and the needs of its occupants. They will also be able to develop a plan for procedures and process that will make that property less vulnerable to security breaches. Students will also be able to distinguish the pros and cons of different options available to the security professional, including guards, card keys and alarm systems, fencing, and improved training of the people who work in or use the facility.

PRO535 - Advanced Vehicular Security (4.5)

This course equips the student to apply essential principles of executive/dignitary protection to the problem of conveying the client via motor vehicle. Students will be able to explain how to protect the client when entering and exiting a vehicle, planning and executing a motorcade. The class will discuss how to secure vehicles from threats, employ proper responses during an ambush, and use correct driving strategies.

PRO540 - Topics in Advance Work (4.5)

This course provides an examination of the security work necessary to prepare for a principle's arrival at a particular location or prior to the occurrence of a scheduled event. Students taking this course will learn to apply techniques of intelligence gathering, use of an assortment of checklists, how to set up security posts and surveillance posts, and plan and carry out an advance as the leader of an advance team for a client with particularly high security risk or other factors beyond those encountered in a typical advance.

PRO595 - Advanced Protection Operations (4.5)

Students will receive a broad understanding of executive protection and protective operations. They will explore the basic tenets and terminology used in protection of persons in both the public and private sectors. Students will learn about protective concepts including assessing the threat; working the principle; comprehensive security planning; developing a relationship with the person being protected; skills and resources needed.

PRO596 - Advanced Protective Intelligence (4.5)

This course will prepare the student to conduct a protective intelligence assessment of a client. Unlike threat assessments, which concentrate on the determination of the general level of danger faced by a particular client, protective intelligence concentrates on the investigation of historical background of a specific subject who shows an "unusual direction of interest" towards a client, the determination of the subject's threat to a client, and finally, the management of the subject's interest towards a client.

PRO605 - Advanced Consequence Management and Incident Command System (4.5)

This course addresses issues relating to consequence management of natural disasters and acts of terrorism, including weapons of mass destruction (WMD) events. Students receive an introduction to the Incident Command System (ICS) at the local, state, and federal levels. Students gain a foundational knowledge of higher level ICS training. After completing the course, the student can describe and explain the history, features and principles, and organizational structure of the ICS. At the federal level, the student will review the National Incident Management System (NIMS), including the Unified Command System, to deal with disaster events over multi-jurisdictional areas (e.g., several governmental entities). Additionally, the student will be able to discuss the relationship between ICS and NIMS.

PRO660 - Explosives and Arson Security (4.5)

Explosives and Arson Security is based on a thorough understanding of safety conditions in and around organizations and companies. This course teaches the student how to apply standard methods to prevent security breaches that allow an attack on a client or the client's property using explosive devices. Students will learn such topics as risk identification, personal and property security, and protection of information. The student will also learn how to identify explosive devices, how to conduct searches, and how to respond in the event of a bomb threat.

PRO690 - Advanced Threat Assessment (4.5)

The findings from threat assessments determine the type and level of protection required for a client and the level of resources that should be devoted to stopping a particular adversary. This course builds on the introductory course and provides more detailed methods for analyzing potential threats and types of targets, as well as possible defenses based on proper planning, training and observations. Case studies include profiles of threats from foreign countries, terrorists, fans of celebrities and stalkers.

RES - Research

RES500 - Academic Writing and Research (4.5)

This course is designed to be taken as the first course in all HPSSS master's programs coursework. This is a research and writing course in which students will devote significant time to improving upon their research, writing, sourcing, and citing skills. Students will learn the importance of accuracy, brevity, and clarity in strategic security communications. Students will focus on academic essay organization including thesis statements, ethical use of source materials using scholarly methods.

SEC - Security

SEC360DC - Information Security (4.5)

The information age has brought with it added vulnerabilities, especially regarding electronic information and computer networks, but also added opportunities for intelligence gathering. Students taking this course will be able to identify the dangers and opportunities presented by information warfare. They will be able to describe and explain basic cyber warfare strategies and tactics. Students will be able to secure a computer network through such measures as proactive vulnerability analysis, firewalls, and secure remote access. This entails addressing computer hacking techniques (viruses, worms, password sniffers) and security holes in popular platforms like UNIX and Windows.

SEC505 - Advanced Strategies/Crisis Preparedness (4.5)

Experience has shown that the best way to deal with crises is to have a plan prepared in advance for coping with them. Planning for disasters and accidents is an important aspect of the security professional's job. This course teaches methods and techniques for developing and updating crisis preparedness procedures to anticipate and prepare for the consequences of a wide range of natural and man-made crises.

SEC537 - Crisis Negotiation (4.5)

By the end of this course, students will be able to explain and discuss the history of hostage negotiation. They will be able to describe the psychological profiles of typical hostage takers and how to apply those profiles to various hostage negotiation scenarios. The class will also provide insights into hostage survival, explain the principles of hostage negotiation, and describe the role of local law enforcement personnel.

SEC621 - Background Investigations (4.5)

Strategic security professionals must know as much as possible about the people with whom they must deal. This often requires at least a limited background check and sometimes a more detailed investigation. Students taking this course will learn how to plan and conduct efficient, thorough, and accurate background investigations and analysis while adhering to legal and ethical guidelines.

SEC665 - Cyber Security (4.5)

This course covers the development and effect on business and government of computer hacking, with special emphasis on methods, tools, and hacker culture. Students will learn to describe the specific tools of hackers and system administrators as well as the literature and subcultures of hackers and groups dedicated to malicious computer hacking. They will also be able to distinguish appropriate countermeasures to be applied to shore up specific vulnerabilities and to fend off specific types of intrusion attempts.

TCT - Terrorism and Counterterrorism

TCT508 - Extremist Organizations (4.5)

Extremist organizations have grown in numbers and, due to modern communication and transportation systems, in influence. Such organizations espouse extreme economic, political, religious, and/or social ideologies. This course will examine these organizations, the individuals that join them, and the views they express.

TCT517 - WMD Terrorism (4.5)

This course reviews key elements of Weapons of Mass Destruction technology and introduces characteristics and motivations of terrorist groups that might acquire and use WMD. It will familiarize the students with critical issues being debated about the WMD terrorist threat and place that threat into a broader political and strategic context. The course will also discuss various measures for coping with (preventing or responding to) terrorist attacks using WMD. In addition, it will cover how to collect information about this topic, how to analyze it and how to prepare reports about this topic for government decision makers.

TCT525 - Advanced Counterterrorism Analysis (4.5)

The task of counterterrorism is one that is particularly analysis-intensive. It requires its practitioners to employ a melded set of analytical tools and interoperable capabilities. This objective can be complicated by the fact that many counterterrorism operations might involve several entities, including both the intelligence community and unclassified counterterrorism efforts. This course will explore how to create a unified, integrated, and multi-disciplinary counterterrorism analysis program that makes the best use of all available resources.

TCT570 - Cults and Charismatic Leaders (4.5)

This course offers an introduction to thought reform techniques employed by various states and organizations that have exercised extraordinary degrees of social control

over their members. Students taking this course will be able to describe the "brainwashing" methods used by the Chinese and North Korean communists and the social control mechanisms employed by religious cults and other highly authoritarian groups to recruit, control, and deploy their followers. They will be able to explain and discuss the nature of charismatic leadership. Among the groups covered as case studies in this course are the Manson Family, the Unification Church, the People's Temple, the Order of the Solar Temple, Aum Shinrikyo, and Heaven's Gate.

TCT571 - Secret Societies (4.5)

This course is designed to provide an understanding on secret societies and how they operate. Students will learn to distinguish between clandestine and semi-clandestine operations. It will address issues of membership and influence, operations, the underground economy, and how this relates to intelligence and counterterrorism.

TCT576 - Analyzing the Terrorist Mind (4.5)

Popular belief is that "normal" people do not kill civilians indiscriminately. Add to this the use of suicide as a terrorist tactic, and all acts of terrorism are viewed as irrational. Hence, the search is for some inner attributes to explain these acts as well as try to understand the basics of how terrorists think. This course will explore and assess various characteristics that may explain this behavior as well as delve into de-humanization factors that affect these individuals. This course will also address behavior and verbal signs the student can learn to assist in predicting the level of danger presented.

TCT595 - Advanced Counterterrorism Operations (4.5)

This course provides an overview of the prevalent types of terrorism, their impact throughout the world, and its relative significance to the United States. The course will also look at the genesis of terrorist organizations and the moral, financial and logistical support they receive. By the end of this course, students will understand the strategies and tactics terrorist groups employ to achieve their aims as well as the role of the international community in defining terrorism, controlling the supply of money and weapons, and developing and implementing an active international counterterrorism policy.

TCT596 - Origins, Evolutions, and Trends in Terrorism (4.5)

This course provides an accelerated introduction to terrorism by exploring the circumstances that promote terrorism and terrorist activity. Special emphasis is given to social extremists, including efforts to manipulate such marginalized groups by sponsors of terrorism, and their rationalizations for terrorist behaviors. Case studies from throughout history are used to give students an exposure to the diversity of identities and motivations that give rise to terrorism. This course is designed for upper level students who need an expository class on terrorism and not those who have studied it at the undergraduate level.

TCT600 - Advanced Counterterrorism (4.5)

This course will focus on U.S. Domestic based terrorist organizations including those subscribed to by convicted Oklahoma City Bomber, Timothy McVeigh. The course will identify known organizations, their perceived structure, goals and degree of operational capacity. Further, this course will present historical perspectives on international terrorism, which through legal and illegal immigration and infiltration can now be considered "domestic" in nature.

Prerequisite: TCT525 or INT584.

TCT617 - Cyberterrorism, Cyberwarfare, Cybercrime (4.5)

This course will teach the student to identify the ways that computers can be used by terrorists and criminals. Students completing this course will be able to appraise and assess the potential of different kinds of cyber attacks. The course examines technological advancements on the horizon and the opportunities they may present for terrorists, as well as how one can devise plans, countermeasures, and contingencies against future attacks. Students will also learn how to determine the efficacy of current U.S. policy regarding critical infrastructure protection and future avenues for addressing the threat.

TCT620 - Advanced Domestic Terrorism (4.5)

This course will explore the phenomenon of domestic terrorism by directing the focus of the student on a single violent or potentially violent domestic extremist group, chosen by the student in consultation with the instructor. Students will develop a group history, create profiles of key members, identify allies and rivals of the group, pinpoint any relationships with foreign extremist groups or governments, and create a general threat assessment of the target organization's potential for violence.

TCT640 - Advanced Islamism and Terrorism (4.5)

By the end of this course, students will be able to explain and discuss the history, philosophy, political and theological tenets across the modern Islamist movement, with special focus on those segments that have embraced violence. The student will also select at least one major Islamist thinker or founding ideologist for whom they will be able to demonstrate specialized knowledge and describe in detail the influence of that person in the larger context of violent Islamism.

DOCTORAL COURSE DESCRIPTIONS

DSS - Doctor of Strategic Security

DSS700 - Advanced Strategic Security Analysis and Critique (4.5)

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

DSS710 - Advanced Counterterrorism Research Methods (4.5)

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

Prerequisite: DSS700. Corequisite: DSS700.

DSS720 - Strategic Security Information Literacy (4.5)

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

Prerequisite: DSS710. Corequisite: DSS710.

DSS730 - Applied Research Methodology (4.5)

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

Prerequisite: DSS720. Corequisite: DSS720.

DSS740 - Topics in the History of Strategic Security (4.5)

This course will use historical examples to explore recurring issues, problems, and approaches in the component sub-disciplines of strategic security, namely personal protection, intelligence management, and counterterrorism. Students will use case studies from ancient, medieval, Enlightenment, and modern history to distinguish sound operating and administrative principles for the individual sub-disciplines of strategic security and for the field at large.

DSS750 - Briefings, De-briefings, and Presentations (4.5)

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

DSS760 - Advanced Leadership and Management (4.5)

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

DSS770 - Case Studies in Intelligence Regulation and Reform (4.5)

By means of case studies, this course applies legal and ethical principles of accountability and integrity to the operational and political realities of intelligence collection and production, and assesses contemporary proposals for intelligence reform. Through individual research projects, students will derive principles and criteria for evaluating and implementing intelligence reform policies, and apply them to the dynamic environment of security threats and challenges.

DSS780 - The Strategic Intelligence Process and Policy (4.5)

This course prepares the student to manage and coordinate large-scale intelligence collection and analysis operations involving a variety of intelligence types. The student will prepare a model collection plan and analysis procedure, and specify the design to communicate the findings of the operation for three different kinds of client. The student will demonstrate the ability to exploit conflicting views among team members to disclose unstated assumptions on each side in order to arrive at consensus. Finally, the student will develop short- and long-term strategies to counter attempts by outside parties to politicize the intelligence collection and analysis process.

DSS790 - The Strategic Security Community (4.5)

This course studies the interactions of the principal intelligence, counterterrorism, and protection agencies of the United States. This includes their organizational structures and select operational successes and failures. Students will review the structure and working philosophies of the major intelligence, counterterrorism, and protection agencies in the United States and her allies. The students will evaluate case studies of interaction between these organizations in order to identify the inherent strengths and weaknesses of their interaction.

DSS800 - Protection and Operations Management (4.5)

This course covers the planning and conduct of protection operations at the senior management level. Students will explore the preparation, planning, personnel selection, and conduct of both short- and long- term protection operations, both domestic and overseas. They will learn methods for coordinating with local law enforcement, corporate security, and local business entities in the planning and conduct of protection operations. This course will distinguish intelligence gathering and threat assessment methods used in protection from those seen in other intelligence and counterterrorism applications. Students will learn how to integrate protection assets into multi-faceted strategic security operations with maximum efficiency.

DSS810 - Advanced Business Communications (4.5)

This course is an exploration of advanced concepts in general communication theory that are particularly applicable to strategic security. The course will examine the use of language and how to identify and evaluate semantic, logical, conscious and unconscious nonverbal communication channels, and what can be learned thereby about the speaker's view of reality. These concepts will give students the ability to "read" individuals with considerable accuracy, and enhance their ability to persuade and negotiate with others. The course will give students an opportunity to evaluate their own personal communication style in light of their newly acquired skills, and make the adjustments needed to become more effective communicators.

DSS820 - Advanced Research in Terrorism/Counterterrorism (4.5)

This course examines current critical issues in the field of Terrorism and Counterterrorism. It develops advanced analytical and writing skills and provides a basis for dissertation research and writing. It requires the student to research information from other disciplines and integrate it into current research and applied decision making on Terrorism and Counterterrorism.

DSS830 - Intelligence Practicum (4.5)

This course focuses on that segment of the intelligence community that performs intelligence analysis and produces finished intelligence. Students will learn about the sources of intelligence information. In addition, they will learn how analysts use that information in the analysis process. The course discusses analytic tradecraft, as well as some associated pitfalls. The student will also learn about the types of analytic products. The course will discuss how the analysts produce those products to inform decision makers, operational units, and policy makers. Finally, the course will investigate some current issues of national intelligence concern, such as intelligence reform, information sharing, relationships with law enforcement, a theory of intelligence, and the increase in single-source analysis.

DSS840 - Protection Practicum (4.5)

This course examines current critical issues in the field of Personal Protection. It develops advanced analytical and writing skills and provides a basis for dissertation research and writing. It requires the student to research information from other disciplines and integrate it into current research and applied decision making on Personal Protection.

DSS851 - Directed Dissertation Research I (4.5)

This course begins the dissertation process. Typically, during this course, the student will take the doctoral comprehensive exams. Upon passing the exams, the student will gain the status of doctoral candidate. The student will then select a possible research topic for his or

her dissertation. The student will formulate a research problem, purpose, and questions. The student will consider a possible research design. Finally, the student will complete Chapter One, the dissertation's introduction.

Prerequisite: All course from DSS700 to DSS840 and Doctoral Comprehensive Exam.

DSS852 - Directed Dissertation Research II (4.5)

This is the second course in the dissertation process for the doctoral candidate. Typically, during this course, the student will complete Chapter Two of the dissertation, an extensive review of the related literature. This chapter establishes a conceptual framework - a research philosophy and foundation upon which the student's study may be constructed.

Prerequisite: DSS851.

DSS853 - Directed Dissertation Research III (4.5)

This is the third course in the dissertation process for the doctoral candidate. Typically, during this course, the student will complete Chapter Three, the methodology chapter. Combining completed Chapters One, Two, and Three, the student will submit file as the dissertation proposal to his or her dissertation committee for approval. Upon committee approval, the student will then submit the dissertation proposal, along with a research application, to the school's Institutional Review Board (IRB) for IRB approval.

Prerequisite: DSS851.

DSS854 - Directed Dissertation Research IV (4.5)

This is the fourth course in the dissertation process for the doctoral candidate. Typically, during this course, the student will conduct the study, analyze the results, and write up the results in narrative form for the results chapter, Chapter Four.

Prerequisite: DSS851.

DSS855 - Directed Dissertation Research V (4.5)

This is the fifth course in the dissertation process for the doctoral candidate. Typically, during this course, the student will write Chapter Five, the conclusion chapter of the dissertation. Chapter Five covers how the study compared to what had been expected from the related literature, as well as what implications the study might have for policy, practice, and future research. The student will create PowerPoint slides and orally defend the dissertation, via the web, live before his or her dissertation committee.

Prerequisite: DSS851.

DSS856 - Directed Dissertation Research VI (4.5)

This is the sixth course in the dissertation process for the doctoral candidate. The graded activities in the dissertation guide the dissertation candidates towards completion in a typical timeline. However, the candidate can continue directed dissertation research that was not previously completed in this course. Candidates who need additional time to complete the dissertation can continue in FRP806.

Prerequisite: DSS851, DSS852, DSS853, DSS854, DSS855.

DSS857 - Directed Dissertation Research VII (4.5)

This is the seventh course in the dissertation process for the doctoral candidate. With the concurrence of the dissertation chair that sufficient progress is being made on the graded activities of the dissertation the candidate can continue directed dissertation research that was not previously completed. Candidates who need additional time to complete the dissertation can continue in FRP807.

Prerequisite: DSS856. Corequisite: DSS856.

DSS858 - Directed Dissertation Research VIII (4.5)

This is the eighth and final course in the dissertation process for the doctoral candidate. The candidate can continue directed dissertation research to finish the dissertation. Students who show sufficient progress may be allowed an incomplete if they can reasonably be expected to complete the dissertation defense within the time period. Candidates must successfully complete all dissertation phase requirements by the end of FRP808 or they will be dropped from the program without receiving the degree.

Prerequisite: DSS857. Corequisite: DSS857.

ED - Doctor of Education

ED8000 - Emerging Issues in Education (3)

This course offers students the opportunity to identify and analyze emerging local, state, national, and global issues impacting colleges in the context of the historical development of the college and the events that shaped its evolving mission.

ED8106 - Leadership Development (6)

The Leadership Development course provides an introduction to individual, interpersonal, group, and organizational leadership theory, and includes practical applications. Because the field of leadership behavior is emerging and continues to grow, relevant concepts, models, and theories come from a variety of research studies and case studies. A residency will convene during which students will take a leadership self-assessment and meet with educational leaders to discuss leadership issues.

ED8200 - Managing Change - Leading Institutional Transformation (3)

Leaders at all levels of the organization must become adept at responding to rapid and systematic change in the coming decades. "Managing Change: Leading Institutional Transformation" provides students with an introduction to

principles of managing change in colleges and organizations within the real context of change and institutional transformation efforts. The course includes the practical application of principles to complex change processes and working with individuals, teams, and organizations to lead institutional transformation.

ED8300 - Organization Design and Development (3)

This course is designed to compare traditional organizations developed for production and manufacturing (e.g., Taylor and hierarchical structures) with contemporary models that have evolved (e.g., virtual organizations that include open systems with continuous learning, involvement, and information transfer). The course will provide relevant practical experience for applying theory pertaining to organization design and development, with opportunities for team planning, presentations, and analytical reports.

ED8400 - Ethics and Values (3)

The purpose of this course is to help students become aware of ethical issues confronting leaders and educational value choices and, to systematically apply theory and morality lenses to the analysis of real-world issues through case studies of leadership and organizational issues, writing, team discussions, and reflection.

ED8500 - Governance and Administration (3)

This course addresses the respective roles of institutional and organizational leaders, CEOs, faculty, and other stakeholders; the principles and practices of good governance; the use of data, inquiry, and stakeholder involvement to inform policy/decision making and improve effectiveness. Doctoral students will be exposed to current issues and leadership strategies pertaining to governance and administration. Learning experiences will include a combination of virtual instructor-facilitated sessions, attendance at organizational board and executive team meetings, teleconferences and interaction with nationally renowned speakers, structured team interaction, and organizational analyses and report and/or case study writing.

ED8600 - Planning, Finance, and Resource Development (3)

The course will address the elements of strategic and master planning, resource allocation, funding issues, and resource development through analyses of organizational or system case studies, group projects and presentations that are tailored to explore critical issues at the institution or organization. Students will be exposed to aligning mission, strategic plan, goals, budget and resource development endeavors.

ED8700 - Policy, Politics, and Public Affairs (3)

This course is about the politics of higher education, educational agencies, educational institutions, and other organizations. The course focuses on six key ideas that are central to political thought, policy, and public affairs. It applies these ideas to contemporary and historical cases in order to develop students' understanding, analytic skill, and capacity for effective action in leading higher education institutions and other organizations. The six key ideas are: (1) Politics as a means for transforming individual interests into collective goods; (2) Institutions as the expression of political interests in society and as incentives that structure individual and group behavior; (3) Policy as an expression of collective interests, and policymaking as a process for aggregating and shaping individual and group interests; (4) Power as it is constructed in political relationships and expressed in institutions and political processes; (5) Public affairs as a process in shaping individual and group behavior; and (6) Analysis as a deliberative, data-driven decision making process.

ED8800 - Education Analytics (3)

Students will learn how to present, analyze, and interpret institutional data; and, communicate about and apply data for decision making at the institutional, program, and course levels. They will be asked to identify barriers to institutional effectiveness, student learning, equity, success, and completion. Students will work in teams to: analyze identified gaps and dropout/or "leakage points" – based on data – in student progression and achievement at their home institutions; evaluate the effectiveness of a current intervention strategy; and assess the institutional culture for fostering a culture of evidence and inquiry. Students will learn about the use of data for strategic planning, policy development, and resource allocation. They will be required to write team reports and make team presentations for improving student outcomes.

ED8900 - Understanding and Educating the Contemporary College Student (3)

This course is designed to provide students an understanding of the characteristics of the contemporary college student. It draws upon a broad range of research documenting the experiences of the diverse student populations in the American college. This course provides an overview of theories, research, practices, and other issues relevant to creating institutional environments for college success.

ED9000 - Introduction to Research Methodology (3)

This course is designed to present the major research approaches in education, including inherent assumptions, key concepts, and central procedures associated with research approaches. Through a combined focus on qualitative, quantitative, and mixed methods research perspectives, students will gain a broad understanding of the diversity of research approaches. Students will apply their understanding of these fundamentals to the critical interpretation of the design and conduct of educational research and educational research reports. The course will also provide a foundation for further specialized study in research methods by offering multiple opportunities for

students to collaborate in authentic research activities. It is the intention of this course, as others in the program, that both a theoretical and practical interpretation of research is achieved by the students in this class.

ED9020 - Designing and Shaping the Dissertation (6)

This course provides an immersion in scholarly inquiry for students to identify and further explore quantitative, qualitative, and mixed methodologies for application in their dissertation. Students will discuss when to use different kinds of research, how to frame research questions, and formulate and refine initial thoughts on dissertation development. Through supervised research and writing, students will learn about and prepare for the rigor involved in proposing to committee members in the third year of the program. By the end of the course, students will have: affirmed the dissertation topic and initial research questions and approach; developed a dissertation prospectus; developed a dissertation outline, a proposal-ready literature review (chapter two), and drafts of chapters one and three; become familiar with IRB policies and procedures; and initiated committee member contact. (rev. 12/5/2017)

Prerequisite: All courses with the exception of ED9600, ED9601, ED9700, ED9800, ED9801, ED9802, ED9900, ED9901 and ED9902.

ED9043 - Capstone (3)

The capstone is designed to build upon the knowledge gleaned from previous courses. It is designed to integrate concepts, theories, and skills learned in other doctoral core courses. Students will learn what is involved in developing a constituency base and garnering its support to foster and improve strategic partnerships, college readiness and success, resource development, community services, economic and workforce development, and other priorities of the colleges or organizations. Students will be asked to develop plans to renew or reinvent a college or organization and to engage internal and external stakeholders who are critical to achieving targeted goals. Students will work in teams to develop executive reports and presentations. These are to include in-depth institutional or organizational analyses of complex issues, and provide recommendations for systemic improvements.

Prerequisite: All core courses.

ED9500 - Innovation and Sustainability in Education (3)

This course will address elements of creating and maintaining a culture of innovation and inquiry in educational organizations. Topics include assessment and evaluation of current and emerging technology in education environments through analysis of a variety of case studies, group projects, and presentations. Additional topics include planning for and sustaining operations in various educational and workforce training online and face-to-face settings.

ED9501 - Training Essentials for Business, Industry, and Organizations (3)

The course will address elements of training and workforce development in business, industry, and organizations. Concentration on the alignment of training and development, career development, and organization development. Focused topics include strategic planning for staffing, human resource, and workforce development, needs assessment and evaluation, current trends in labor resource demands and shortages, and challenges in training a viable, diverse, and sustainable workforce.

ED9502 - Education Partnerships (3)

The course will address the facilitation of learning and performance improvement in the workplace. Application of instructional methods, formal and informal learning strategies, coaching, team building, and formal and informal on-the-job learning tactics. Focus on development and sustaining education programs between institutions and industry partners, and grant development and management for education and training providers partnering with business and industry.

ED9600 - Individual Project I (3)

The project is a critical aspect of the doctoral students' experience. It offers an opportunity for students to communicate with a CEO or leadership team at a designated college or organization to examine a significant problem, with structured deliverables. Students will be required to develop proposed plans for their own learning outcomes for the project which will culminate in a comprehensive presentation or report for the college or organization, the focus of which will be developed by the doctoral student with approval of the course instructor. The project plan may include participation in short leadership institutes as part of the proposed learning plan worth of three credit hours of doctoral studies. The course will include an introduction to the EdD program.

ED9601 - Individual Project II (3)

The project is a critical aspect of the doctoral students' experience. It offers an opportunity for students to communicate with a CEO or leadership team at a designated college or organization to examine a significant problem, with structured deliverables. Students will be required to develop proposed plans for their own learning outcomes for the project which will culminate in a comprehensive project or report for the college or organization, the focus of which will be developed by the doctoral student with approval of the course instructor. The practicum plan may include participation in short leadership institutes as part of the proposed learning plan worth of three credit hours of doctoral studies.

ED9700 - Trends and Challenges in Education (3)

The course will address trends and challenges associated with the demands and industry drivers for workforce

training and education. Additional topics include collaboration and problem-solving between organization leaders, policymakers and other public and private stakeholders, and innovations and investments in all forms of education including community colleges, apprenticeships, and public-private partnerships. Challenges such as flexibility and portability of education and training are reviewed.

ED9701 - Workforce Partnerships (3)

The course will provide a study of workforce partnerships. Additional topics include educational leadership and planning for growth opportunities resulting from partnerships between business, industry and community colleges concentrating efforts on innovative technical training and workforce development. Opportunities for collaboration focused on re-trained or reskill workers as a result of advances in technology are explored, along with re-thinking resource allocation prospects.

ED9702 - Advanced Leadership Seminar (3)

The course is designed to provide students with an overview of the process of how educators become leaders in the community college environment. Course focus includes information management and evaluation leadership, developing leaders with vision and purpose, leadership competencies, understanding and effective utilization of information, and concepts of developing and sustaining the leader-follower relationship.

ED9800 - Dissertation Proposal (3)

The primary goal of this course is for the student to develop a proposal of the key elements of the dissertation to be used as a road map to guide the dissertation. Successful completion of the course will require the approval of the proposal by the dissertation chair and the dissertation committee.

ED9801 - Dissertation Proposal Extension (3)

The primary goal of the extension courses is for the student to finalize development of a proposal of the key elements of the dissertation to be used as a road map to guide the dissertation. If a student is unable to complete ED9800, Dissertation Proposal, within one trimester, a student may subsequently register for ED9801 or ED9802. Successful completion of either of these courses will require the approval of the proposal by the dissertation chair and the dissertation committee.

ED9802 - Dissertation Proposal Extension (3)

The primary goal of the extension courses is for the student to finalize development of a proposal of the key elements of the dissertation to be used as a road map to guide the dissertation. If a student is unable to complete ED9800, Dissertation Proposal, within one trimester, a student may subsequently register for ED9801 or ED9802. Successful completion of either of these courses will require the approval of the proposal by the dissertation chair and the dissertation committee. If a student has not completed an approved proposal after completing ED9802, the student must meet with the dissertation chair for further instructions.

ED9900 - Dissertation Completion (3)

Students whose proposals have been approved are required to enroll in a dissertation completion course each trimester to work with the dissertation chair and committee on a continuing basis until the final dissertation has been completed and approved. The primary goal of this course is for the student to proceed with research, finalize, and successfully defend the dissertation.

ED9901 - Dissertation Completion Extension (3)

The primary goal of ED9901 and ED9902, Dissertation Completion Extension, is for the student to finalize and successfully defend the dissertation. If a student is unable to complete ED9900, Dissertation Completion, within one trimester, a student may subsequently register for ED9901 or ED9902. Successful completion of either of these courses will require the approval of the proposal by the dissertation chair and the dissertation committee.

ED9902 - Dissertation Completion Extension (3)

The primary goal of ED9901 and ED9902, Dissertation Completion Extension, is for the student to finalize and successfully defend the dissertation. If a student is unable to complete ED9900, Dissertation Completion, within one trimester, a student may subsequently register for ED9901 or ED9902. Successful completion of either of these courses will require the approval of the proposal by the dissertation chair and the dissertation committee. If a student has not completed an approved dissertation after completing ED9902, the student must meet with the dissertation chair for further instructions.

NATIONAL AMERICAN UNIVERSITY DIRECTORY

Board of Governors

Dr. David Wendler	Chair
Dr. Michael Westerfield	Vice Chair
Dr. Edward Buckingham	Member
Dr. Blake Faulkner	Member
Dr. Michael Hillyard	Member
Dr. Susan Murphy	Member
Dr. Joe Pace	Member
Dr. Ronald Shape	Ex-Officio Member
Mr. Ariel Sokol	Member

Ownership

National American University is owned and operated by Dlorah, Inc., a South Dakota corporation, which is a wholly owned subsidiary of National American University Holdings, Inc., a Delaware corporation. National American University Holdings, Inc. is a publicly traded company with its principal office located at PO Box 677, Rapid City, SD 57709.

National American University Holdings, Inc. Board of Directors

Dr. Edward Buckingham	Chairman
Dr. Michael Hillyard	Director
Mr. Ariel Sokol	Director

National American University Holdings, Inc. Officers

Dr. Ronald L. Shape	President and Chief Executive Officer
Mr. Tom Bickart	Chief Financial Officer

Central Administration

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

Provost and Chief Academic Officer
Cindy Mathena, BS, Medical University of South Carolina (1986); MS, Old Dominion University (1990); PhD, Walden University (2004)

Chief Financial Officer
Tom Bickart, BS, DePaul University (1987); MBA, Pepperdine University, (1997)

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

Vice President of Enrollment and Student Services
Amanda Oppel, BA, William Jewell College (2008); MM, National American University (2013); MS, Grand Canyon University (2020)

Vice President of Information Systems and IT Operations
Trip Bauer, BS, Westwood College (2005); MS, Capella University (2008)

Associate General Counsel
Michael Trump, BS, Black Hills State University (1990); MA, University of Wyoming (1994); JD, University of South Dakota (1999)

Dean, Undergraduate Business, Technology, and Health Management Programs
Steven Balke, BBA, Eastern Michigan University (1983); MBA, University of Phoenix (2002)

Associate Dean, Health Management
LaShunda Smith, BS, Alabama State University (2003); MSM, Troy University (2004); PhD, Capella University, (2014)

Associate Provost and Graduate Dean
F. Lynn Moore, BS, University of Phoenix (1999); MBA, Baker College (2002); PhD, The University of Texas at Austin (2004)

Associate Dean, General Education
Autumn Miller, M.A., Wake Forest University (2004)

Associate Dean, Henley-Putnam School of Strategic Security
Susie Kuilan, BA, Henderson State University (1988); MA, Northwestern State University (2000); MS, Army War College (2011); PhD, Louisiana State University (2010)

Dean, Henley-Putnam School of Strategic Security
Barbara Burke, BS, University of the State of New York (1991); MSHS, Touro University (2004); MSS, US Army War College (2005); PhD, Capella University (2016)

Associate Dean, Curriculum and Assessment
Brigit McGuire, BA, St. Olaf College (2005); MA, Columbia University (2006); MPHIL, Columbia University (2009); PhD, Columbia University (2015)

Executive Director of Human Resources
Gordon Brooks, BA, Chadron State College (2003); MM, National American University (2008)

Executive Director of Compliance
Cheryl Bullinger

Executive Director of Student Accounts
Linda Pottorff, BS, National American University (1995)

University Librarian
Marsha K. Stacey, JD, University of South Dakota (1986), MSLIS, University of Illinois at Urbana-Champaign (2011), BA, Morningside College (1978).

Director of Accreditation Services
Toni Brumbaugh, BA, University of Minnesota-Twin Cities (1985)

Associate Registrar
Diane Lang, BS, National American University (1990)

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

Business Programs

Mark Anderson, EdD, Black Hills Corporation, Rapid City, SD

Ericka Heiser, Manager Valuation Dept, Ketel Thorstenson, LLP, Rapid City, SD

Sarah Huffman, Store Leader, JC Penny, Coon Rapids, MN

Anastacio Melero, President, Melero Inc., Albuquerque, NM

Criminal Justice Program

Dr. Tracy D Diefenbach, PhD, CHSSO, CCTP; Trauma Response, Safety, and Security Contract Coordinator for the White Earth Tribal Nations, Red Lake Nation, Leech and Cass Lake Tribal Reservations

Lawrence McCall, Chief of Police, Marlin Police Department, Marlin, TX

Cecil Prime, Deputy Sheriff on patrol, Bell County Sheriff's Department, Bell County, TX

Healthcare Management Program

Dr. LaShunda Smith, PhD, RHIA, CHDA, CHC, CP, CHTS, Associate Dean of Health Management Programs

Robin Bolton, MBA, Current consultant for professional healthcare organizations for business planning

Vanesia Boyd, MBA, BS Healthcare Management, Compliance Risk and Education Manager, Baptist Health System

Judy Domalewski, MA, Grant Director, Black Hills Works

Dr. Colleen Halupa, EdD, Dean, Online Learning, East Texas Baptist University

Dr. Jenifer Henke, DNP, RN, RN Care Manager, VA Hospital

Dr. Robert Kane, EdD, MBA, MEd, MSIT, Past President and CEO of a Joint Commission Accredited national healthcare human resources, clinical outplacement, and human resources firm

Dr. Leslie King, PhD, MHA, Dean, Arts and Science, Health and Public Administration, Franklin University

Eugena White, JD, RHIA, Director of Compliance, UAB West

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

Paralegal Studies Program

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

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.

Undergraduate Faculty

Abhayaratne, Praveen, MA, Monterey Institute of International Studies, International Policy Studies (2003)

Acharya, Tulasi, MA, MAPW - Professional Writing, Kennesaw State University (2010); MA, Women's Studies, Florida Atlantic University, (2012); PhD, Public Administration, Florida Atlantic University, (2019)

Ackerman, George, BA, Criminal Justice, Florida Atlantic (1999); MS, Criminal Justice, Nova Southeastern University (2006); PhD, Public Safety, Capella University (2012)

Ahluwalia, Priya, MA San Francisco State University, Chinese (2016)

Al-Asfour, Ahmed, BS, Business Administration, New York Institute of Technology (2004); MS, Administrative Studies, University of South Dakota (2006)

Anderson, Mark, AS, Construction Technologies, Community College of the Air Force (1993); MS, Organizational Management, University of LaVerne (1996); EdD, Nova Southeastern University (2008)

Ashraf, Shazia, BS, Business Administration Walden University (2006); Certificate, Project Management (PM) California State University, Bakersfield, (2007); MS, Administration, California State University (2008); AA, Health Information Technology, Santa Barbara City College (2009); Certificate, Medical Reimbursement Specialist, Santa Barbara City College, (2009); MS, Health Information and Information Management, University of Tennessee Health Sciences Center (2020)

Auchter, David, BA, English, Denison University (1980); MA, Linguistics, University of Houston (1987); PhD, English, University of Houston (2000)

Bachelder, Francoise, PhD, Purdue University, Curriculum of Instruction (1997); MA, San Diego State, French

Baines, Constance, BS, Bachelor of Science Indiana Wesleyan University (2009); MSM, Master of Science & Health Care Management Indiana Wesleyan University (2011)

Baines, Phillip, BA, Business Marketing, Wright State University (2007); MBA, Indiana Wesleyan University (2011)

Balke, Steven, BBA, Business Computer Systems, Eastern Michigan University (1983); MBA, E-Business, University of Phoenix (2002)

Billingsley, Justin, BA English, Black Hills State University (2011); MM, National American University (2016)

Bissoondial, Radica, BS, Applied Chemistry and Biology, Ryerson University, (1997); DHA, Health Administration, University of Phoenix, (2014); MHA, Health Administration, University of Phoenix, (2007)

Blackwill, Michele, MA, Framingham State University, Public Administration (1998)

Bolton, Robin, AS, Business, Indiana Wesleyan University (2001); BS, Management, Indiana Wesleyan University (2007); MBA, Healthcare Management, American Intercontinental University (2008)

Bora, Bipin, BT, Mechanical Engineering, Indiana Institute of Technology (1983); MS, Mechanical Engineering, Case Western Reserve University (1985)

Bowman, Amie, BA, Contemporary European Studies, Univeristy of South Carolina (1998); MS, Information Systems, Johns Hopkins University (2002)

Braun, Nathan, BBA, Applied Computer Science, Northcentral University (2009); MBA, Computer and Information Security, Northcentral University (2010)

Brinson, Jim, BA, Science Education, Indiana State University (2001); MS, Science Education, Indiana State University (2002); PhD, Curriculum and Instruction, Indiana State University (2017)

Brooks, Jennifer, AA, Education, Miami Dade Community College (2002); BS, Education, Barry University (2004); MA, Teaching and Learning, Nova SE University (2006); EdD, Education, Nova Southeastern University (2016)

Bushman, Chad, BS, Behavioral Sciences, United States Air Force Academy (1995); MS, Aeronautical Science. Embry-Riddle (1999); MA, Naval Postgraduate School, Security Studies (2009); MSc, Special Education Advanced Studies, Montana State University (2015)

Butcher, Jane, BS, Mathematics, The University of Utah (1981); MS, Mathematics, Colorado State University (1983)

Butler, Rufina, AAS, Business, Denver Technical College, (1989); BA, Management, University of Phoenix, (1992); MA, Liberal Studies/Lang & Comm, Regis University, (1998); PhD, Higher Education Leadership, Northcentral University, (2013)

Carmichael, Chris, BA, Intelligence Studies, Mercyhurst College (2010); MS, Intelligence Management, Henley-Putnam University (2017)

Celestin, Natasha, BS, Mathematics, Spelman College (2000); BS, Industrial and Systems Engineering, Georgia Institute of Technology (2000); MS, Health Systems, Georgia Institute of Technology (2001)

Chavez, Suzanne, AAS, Medical Assisting, Remington College (2005); BS, Healthcare Management, National American University (2010); MM, Human Resource Management, National American University (2012)

Christopher, Diana, BS, Bulgarian Languages Literature, Sofia University (1979); MM, Environmental Management, University of Free State (2000); PhD, Dialectology, Bulgarian Academy (1987)

Cistone, James, BS, Physics, Muhlenberg College (1970); MS, Physics and Atmospheric Science, Drexel University (1972); PhD, Aviation, Embry-Riddle Aeronautical University (2014)

Collins, SheKendra, BA, Mathematics, Tuskegee University (2002); MAM, Applied Mathematics, Auburn University (2005)

Corbin, Alexander, BA, Mid East Studies – Arabic, University of Utah (1997); BA Political Science, University of Utah (1997); MA, Military Studies, American Military University (2001); MS, Strategic Intelligence, National Intelligence University (2008)

Covington, Sarah, MBA, Healthcare Administration, Harding University, (2008)

Cummings, Donald, BA, History, The Virginia Military Institute (1965); MA, Political Science, University of California (1974); PhD, Political Science, University of California (1982)

Cunningham, Jennifer, BS, Business Administration, Colorado State (2006); JD, Washburn University School of Law (2010)

Curts, Raymond, BS, Aeronautical and Astronautical Engineering, University of Illinois (1970); MA, Business Administration and Management, Webster College (1977); PhD, George Mason University, Information Technology (1994)

Dantzler-Harris, Carol, BS, Medical Records Administration, University of Central Florida (1985); MS, Education, Capella University (2007)

Davis, Michelle, BS, Physician Assistant Studies, University of Nebraska (1998); MPAS, University of Nebraska (2000); DBH, Behavioral Health, Arizona State University (2019)

DeHart, Brandi, RMA(AMT), BS, Health Services Management, DrVry University (2015); Diploma, Medical Assistant, Brightwood College (2001)

Dershiwsky, Mary, BS, Education/Math, Southern Connecticut State University (1974); MS, Accounting, University of New Haven (1977); PhD, Management, University of Massachusetts (1985)

DeSantis, Lesley, AB, Business, St. Clair Community College (2000); BBA, Marketing, University of Michigan (2002); MBA, National American University (2013)

Devine, Linda, BA, Individualized Studies, Keene State College (1989); MA, Humanities, California State University (1994)

Diefenbach, Tracy, BA, Criminal Justice, Mountain State University (2006); MCJA, Criminal Justice, Mountain State University (2008); PhD ABD, Education, Curriculum Development, Northcentral University (2016)

Diesch Kurt, BS, Industrial Engineering, Iowa State University (1980); MS, Industrial Engineering, Iowa State University (1982); PhD, Industrial Engineering, Iowa State University (1989)

Dodge, Sally Ann, BS, Mathematics, State University of New York (1972); MAT, Mathematics, Webster University (2005)

Dollison-Decker, Tracey, BS, Social Science, University of Wyoming (1995); JD, University of South Dakota, School of Law (1999)

Domalewski, Judy, BS, Business Administration, University of South Dakota (1986); MS, Organizational Management, University of Phoenix (2000)

Eaton, Amanda, BS, Psychology/Sociology, University of Illinois (2007); MA, Sociology, New Mexico State University (2010)

Eisenfeld, Beth, BLA, Landscape Architecture, Michigan State University (1980); MUP, Urban, Technological & Environmental Planning, University of Michigan (1981); Certificate, Computer Career Program, DePaul University (1986); Graduate Certificate in Intelligence Analysis, American Military University (2013); DSS, Henley-Putnam University, Strategic Studies (2016)

Fandey, Layla, BA, Foregin Language Education, University of Maryland (1993); MEd, Curriculum and Instruction, University of Maryland (1995); MLS, Library and Information Services, University of Maryland (2007)

Fields, Charlene, AA, Instructor Technology, Community College of the Air Force (1994); AA, Communications Intelligence, Community College of the Air Force (1994); BS, Management, University of Phoenix (1997); MA, Organizational Management, University of Phoenix (1999); MA, Human Resources Development, Webster University (2002)

Fischer, Jen, BA, English and Psychology, University of South Dakota (1993); MA, English, University of South Dakota (1997)

Francis, Yelena, BA, Russian Language and Literature, Leningrad State University (1987); MA, Russian Language and Literature, Leningrad State University; PhD, Russian Literature, Higher Attestation Commission (2000)

Fraser, Kathy, BS, Management Information System, National American University (2002); MS, Management of Technology, University of Minnesota (2006)

Frogge, Steven, BS, English, University of Central Missouri (1982); MA, English, Northwest Missouri State University (2002)

Garling, Natalie, BA, English, Eastern Illinois University (2005); MS, Technology, Eastern Illinois University (2007)

Gielstra, Dianna, BS, Biology, Coastal Carolina University (1995); MS, Environmental Studies, Medical University of South Carolina (1999); PhD, Geography, Texas A & M University, (2009)

Goldberg, Susan, BA, English and Creative Writing, Brooklyn College of the City of New York (1968); MA, Asian Studies, Seton Hall University (1972)

Graham, Amanda, BS, Business Administration/Health, Adams State College (2011); MBA, Leadership, Adams State College (2013)

Graham, Keith, BA, Economics/Business, Emory and Henry College (1985); MBA, Liberty University (1992)

Granato, Andrew, BS, Management, Wright State University, (2015); MBA, Business Administration, Park University, (2017)

Greaves, Denise, BA, Music, Brigham Young University, (1979); MA, Classics, Brigham Young University, (1985); PhD, Classics, Stanford University, (1994);

Grier, Sean, BS, Religion, Liberty University (2007); MA, Theological Studies, Liberty University (2009); MDiv, Church Ministries, Liberty University (2010); MRE, Religious Education, Liberty University (2010); MS, Criminal Justice, University of Cincinnati (2012); PhD, Criminal Justice, Nova Southeastern University, (2018)

Griffith, Lora, BA, Political Science, University of Washington (1981); MA, International Affairs, The Catholic University of America (1987)

Grime, Emily, BS, Business, The Pennsylvania State University (2005); MS, Leadership and Business Ethics, Dusquesne University (2008)

Guggenberger, Bruce, BS, Management, St. Cloud State University (1987); MMAS, General Studies, US Army Command and General Staff College (2000); PhD, Curriculum and Instruction, Indiana State University (2008)

Haag, David, BA, History, Dickinson College (1973); MSS, Strategic Studies, US Army War College, (2003)

Halupa, Colleen, AAS, Medical Laboratory Technology, Community College of the Air Force (1987); BS, Health Care Management, Southern Illinois University (1989); MS, Administration/Health Administration, Central Michigan University (1994); EdD, Curriculum and Instruction/Leadership, The University of West Florida (2003)

Hamby, Bruce, BS, Business Administration emphasis Marketing, National American University (2000); MBA, National American University (2002)

Harris, Kenneth, AAS, Liberal Arts, City Colleges of Chicago (1985); AAS, Avionics Systems Technology, Community College of the Air Force (1986); BS, Electronics Engineering Technology, South Dakota State University (1991); MBA, University of South Dakota (2000)

Harris, Stella, MBA, Health Care Management, South University Online (2010); BS, Healthcare Administrations, University of Phoenix (2007)

Hayes, Richard, AAS, Medical Staff Services Management, National American University (2011); BSPA, Policy and Administration, Indiana University (1981); MPA, Public Management, Indiana University (1997)

Hedrick, Don, BA, Criminal Justice, Dakota Wesleyan University (2002); MS, Administrative Studies-Criminal Justice, University of South Dakota (2007)

Henke, Jenifer, BBA, Management Information Systems, University of Wisconsin-Milwaukee (2001); BS, Nursing, Milwaukee School of Engineering (2007); MS, Nursing, University of Phoenix (2013); DNP, Nursing Practice, Grand Canyon University (2017)

Hill, Jeff, BS, Microbiology, Texas A&M (1993); PhD, Human Biological Chemistry and Genetics, University of Texas (2001)

Hoff, Janet, BS, Mathematics, University of Evansville (1991); MS, Secondary Education, University of Southern Indiana (2002)

Hoffman, Catherine, BSED, Biology, University of Missouri-Columbia (1984); Certificate, Teaching, University of Missouri-Columbia (1984); MBS, Biological Sciences, University of Minnesota (2013)

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

Huether, Sasha, BS, English, University of South Dakota (1997); MA, English, University of South Dakota (2001)

Hungria, Carol, AA, Butler Community College (1995); BS, Business and Management, University of Maryland University College (1999); MS, Behavioral Sciences, Cameron University (2001); MS, Post-secondary and Adult Education, Capella University (2009)

Hunter, Marcia, BS, Organizational Management and Leadership, Friends University, (2001); MA, Psychology, University of the Rockies, (2011)

Ibarra, Marlene, BS, Social Work, Kansas State University (2008); MS, Social Work, Wichita State University (2010)

Ickler, Lindsay, AAS, Business Software Support, Mitchell Technical Institute, (2002); BS, Applied Information

Technology, National American University, (2014); MA, Psychology, Ashford University, (2018)

Jabra, Khader, BS, Business Administration, Winthrop University, (1990); MBA, Business Administration, Keller Graduate School of Management, (2006); MS, Network Security, Capitol College, (2003)

Jahn, Warren, BS, Hotel, Restaurant and Tourism Management, University of South Carolina (2003); MHRTM, Hotel, Restaurant and Tourism Management (2004); PhD, Human Ecology, University of Tennessee (2008)

Jirkovsky, Dennis, BA, Accounting, Missouri University (1976); AA, Data Processing, Maple Woods Community College (1994); MBA, Accounting, Rockhurst University (1995)

Johnson, Robert BA, Criminal Justice, Saint Leo University (2005); MS, Criminal Justice, Kaplan/Purdue University (2010)

Juwah, Bridget, BA, English Studies, Obafemi Awolowo University, (1979); MS, Political Science, University of Lagos, (1996); MS, Sociology, University of Lagos, (1999)

Kadlubowski, Mary, BPS, Architecture, SUNY at Buffalo (1984); MArch, Architecture, SUNY at Buffalo (1987)

Kane Robert "Todd", BBA, Management, Northcentral University (2008); MBA, Healthcare Administration, Northcentral University (2009); Ed.D., Leadership, Maryville University (2021)

Kerley, Michael, AAS - Agricultural Business, Garden City Community College (2014); BS Criminal Justice, Central Christian University (2014); MBA, National American University (2016); MM, Criminal Justice, National American University (2016)

Keys, Kevin, BS, Business/Management, University of Phoenix (2010); MPA, Homeland Security, Wayland Baptist University (2011)

King, Corey, BS, English, Secondary Education, North Carolina A & T State University (1998); MA English and African American, North Carolina A & T State University (2001)

King, Leslie, AS, Medical Laboratory Technology, Columbus State Community College (1989); BS, Medical Technology, University of Texas (1992); MS, Healthcare Administration, Capella University (2001); PhD, Healthcare Administration, Capella University (2004)

Koenig, Craig, BS, Finance, Winona State University (1998); MBA, Business Administration, University of Minnesota - Duluth (2005)

Kruse Thornton, Renae, BS, Mathematics and Political Science, South Dakota State University (1994); JD, Law, The University of South Dakota (1997)

Lalama, Daniela, AA, Lib Arts & Sci:Hum & Soc Sci (SL), North Country Community College, (2009); BS, Innovation and Entrepreneurship, Clarkson University, (2012); MBA, Business Administration, National American University, (2017)

Lay, Peggy, BA, Political Science, St. Ambrose University (1985); JD, Law, University of Iowa (1990)

Lenz, Jane, BA, Economics and Business, Drake University (1979); MA, Management, College of Saint Scholastica (2002)

Lettau, Lawrence, BS, Composite Accounting and Composite Business Administration, Black Hills State University (1998); MBA, Regis University (2000); PhD, Accounting, Capella University (2016)

Liechty, Sarah, BS, Science Education, Indiana State University (1984); MS, Science Education Teaching, Indiana State University (1990)

Logman, Heidi, BS, Accounting, College of St. Catherine (2005); MA, Organizational Leadership, College of St. Catherine (2008)

Louden, Victoria, BS, Communications, Arkansas State University (1991); MA, Marketing, Webster University (1996)

Lund, Eric, BA, Biology, University of Minnesota (2002); DC, Northwestern Health Science University (2005); MS Human Nutrition & Functional Medicine, University of Western States (2016)

Lutz, Andrew, BS, Biology, Cleveland Chiropractic College (2006); DC, Chiropractic, Cleveland Chiropractic College (2007)

Lutz, Danielle, AAS, Nursing, Butler Community College (2009); BA, Biological Sciences, Wichita State University (2005)

Macon, Don, BA, English, Sul Ross State University (1984); BA General Studies, Charter Oak State College (2008); MA, History, American Public University (2010); MA Humanities, California State University (2004); MS Health and Physical Education, Universidad Azteca (2014); MS, Library and Information Science, Universidad Azteca (2015); EdD, Educational Technology, Northcentral University (2011); PhD, Humanities, Universidad Azteca (2014)

Majid, Nail, BA, Criminal Justice, University of Illinois (1995); MBA, St. Xavier's University, Training and Performance Management (2003); DSS (ABD) Henley-Putnam University, Strategic Studies

Marthaler, Arlene, AAS, Accountant, Minnesota West Community and Technical College (1991); BAS, Applied Business, University of Minnesota (2006); MBA, Strategic Leadership, Amberton University (2009)

McClanahan, Dawn, BA, Individualized Program, The University of Toledo (1991); JD, Law, The University of Toledo (1994); MA, Sociology, The University of Toledo (1999)

McGinnis Jacob, AA, Liberal Arts, Allan Hancock College (1971); AAS, Electronic Engr Technology, Gaston College (1968); BS, Electronics Technology, Central Missouri State University (1975); MS, Industrial Management, Central Missouri State University (1978)

McKinney, Raymond, BSBM, Management, University of Phoenix (2000); MAOM, Organizational Management, University of Phoenix (2002)

McKnight, Jodi, BA, Psychology, Lindenwood University (1995); MEd, Counseling, University of Missouri-St. Louis (1999); PhD, Psychology, Capella University (2010)

McKnight, Mark, BA, English, Virginia Tech (1997); MS, Corporate & Professional Communication, Radford University (2001); PhD, Workforce Education, Southern Illinois University (2005)

McManus, Patrick, BS, Engineering Technology, New Mexico State University (2003); MBA, Business Administration, New Mexico State University (2005); MS, Industrial Engineering, New Mexico State University (2006)

Michalski, Daniel, BSW, Social Work, University of Toledo (2005); MA, English, National University (2010)

Mishler, Shelye, AAS, Health Information Management, Stark State College (1982); BSAHP, Medical Record Administration, The Ohio State University (1990); MBA, Executive Management, Ashland University (2000)

Mitchell, Rani, AA, Sociology, Western Nebraska Community College (1997); BA, Social Work, Chadron State College (1999); MS, Counseling and Human Resource Development, South Dakota State University (2006)

Montano, Alex, BA, Business, University of New Mexico (1982); MA, Organization Management, University of Phoenix (1996)

Moran, Jacey, BA, English Literature, Minnesota State University - Mankato (2005); MA, English Literature, Minnesota State University - Mankato (2007)

Morgan, Linda AA, Law Enforcement Emphasis, Garden City Community College (1975); BS, Criminal Justice Administration, Central Missouri State University (1977); MS, Public Services-Juvenile Justice, Central Missouri State University (1978)

Morrissette, Scott, BS, Finance and Banking, Palm Beach Atlantic University (1998); MBA, Nova Southeastern University (2003)

Mudlin, Holly, BS, Business Administration with an emphasis in Marketing, National American University (2004); MM, National American University (2011)

Mullins, Sandra, BA, History, Western Kentucky University (1977); MA, Human Resource Development/Management, Webster University (2000); MA, History, University of Central Missouri (2015)

Mwangi, George, MBA, Business Administration, Seton Hill University, (2006); DBA, Business Administration, Walden University, (2016)

Neron, Darrell, BA, Marketing, Rowan University (1990); MBA, Marketing/International Business, Drexel University (1993); DBA, Argosy University (2010)

Newton, Rick, BS, ME, University of Colorado (1974); MBA, Business Administration, University of Colorado, (1974)

Nichols, Larry, AS, Computer Science, Missouri Southern State University (2000); BA, History, Missouri Southern State University (2000); JD, University of Arkansas, (2003); MBA, Missouri State University (2014); BAS, General Agriculture, Missouri State University (2018)

Noss, Susan, BS, Psychology, Ramapo College of New Jersey (1982); MS, Applied Physiology and Nutrition, Teachers College, Columbia University (1988)

Olivera, Daisy, BBA, Management, Texas Tech University, (1995); MBA, Business Administration, Texas State University, (1999)

Orlando, Anthony, AA, Liberal Arts, Johnson County Community College (1988); BS, Technical Management, DeVry University (2007); MBA, Management Information Systems, Park University (2012)

Orr, Patricia, AS, Medical Billing & Coding, Anthem College (2005); BS, Healthcare Management, Anthem College (2012)

Passananti, Catherine, BS, Psychology, Western Illinois University, (2005); MS, College Student Affairs, Eastern Illinois University, (2007); MA, Addiction Studies, Hazelden Betty Ford Graduate School Addiction Stud, (2018)

Pavel, Catalin, BS, Applied Psychology, Regis University (2006); MS, Organizational Leadership, Colorado State University (2011); DBA, Business Administration, University of Dallas (2019)

Perkins-Hicks, Debra, BS, Biology, University of Dubuque (1980); Diploma, Respiratory Technician, Northeast Iowa Technical Institute (1982); JD, The John Marshall Law School (1992)

Perttu, Veronica, BBA, Accounting, University of North Dakota, Grand Forks (1985); MBA, Accountancy, University of Mary (2012)

Powers, Charles, AA, General Studies, Florida Community College (1986); BA, Sociology/Music, University of North Florida (1998); MBA, General Business, University of North Florida (2000)

Pritchett, Shavon, BS, Organizational Leadership and Supervision, Purdue University (2000); MA, Management, Indiana Institute of Technology, (2004);

AAS, Health Information Management, Vincennes University, (2009)

Proehl, Carl, BA, History, Florida State University (1969); MPA, Public Administration, The University of West Florida (1975); PhD, Political Science, The University of Georgia (1980)

Rairdon, James BA, International Studies, The Ohio State University (1976); MA, Management, Webster University (1993); DM, Management, Colorado Technical University (2007)

Raml, Kelsey, BS, Nutrition and Food Science, South Dakota State University (2007); MS, Family and Consumer Science, South Dakota State University (2009)

Ramsey, Goldie MS, Admin of Justice and Security, University of Phoenix (2009)

Randall-Clausen, Anthony BS, Liberal Arts, Excelsior College (2000); MS, Strategic Intelligence American Military University (2010)

Richardson, Janet, BA, Art, University of Missouri, (1968); Certificate, Art Education, Avila University, (1994); MA, Liberal Arts, Baker University, (1998)

Richey-Lopez, Amber, BA, Journalism, University of Montana (1993); JD, University of Montana (1997)

Risha, Sam, BS, Aeronautics, Embry-Riddle Aeronautical University (2013); MA, Emergency Management and Homeland Security, ASU (2019)

Rivers, British, AS, Criminal Justice, Colorado Technical University (2010); BS, Business Administration, Colorado Technical University (2012); MA, Human Resources Management, Webster University (2016)

Roberts, Kenny, BA, Pre-Law Studies, National University, (2011); MBA, Business Administration, National University, (2012); PhD, Management, Walden University, (2016)

Saeger, Amanda, AAS Medical Assisting NAU (2004); BS Business Management CTU (2007); MBA, Human Resource Management, CTU (2008); MBA Health Care Administration, CTU (2009)

Sanchez, Michele, BA, German, San Francisco State University (1982); MA, English (English as a Foreign/Second Language), San Francisco State University (1984)

Sayler, Crystal, BS, Computer Networking, Strayer University (2001); MEd, Education, Valley City State University (2010)

Schillinger, Thomas, BS, Interdisciplinary Studies, SUNY Empire State College (2007); MJA, Justice Administration, Norwich University (2008); PhD, Walden University, Public Policy and Administration (2014)

Schmidt, Ethan, BSA, Finance, University of Nebraska (1987); JD, University of North Dakota (1990)

Schroeder, Kathrine, BS, Management and Ethics, Crown College (1998); MS, Computer Information Systems, College of St. Scholastica (2008)

Schwartz, Evan, BSEd, Elementary Education, Ohio State University, (1996); EdS, Middle Grades Education, University of West Georgia, (2003); MBA, Business Administration, Strayer University, (20(19); MEd, Educational Theory and Practice, Ohio State University, (1997); PhD, International Psychology, The Chicago School of Professional Psychology, (2019)

Shah, Pranav, BS, Information Systems, Pace University (2004); MS, Information Systems, Pace University (2007)

Shillander, Jan, BS, Physics, South Dakota School of Mines and Technology (2006); MS, Physics, South Dakota School of Mines and Technology (2013)

Shortridge, Moema, BArch, Architecture, Universidade Gama Filho Rio deJaneiro (1981); MArch, Architecture, University of Colorado (1986); MBA, Business Administration, Westwood College (2012)

Siddiqui, Terry, MAS, Aviation/Aerospace Safety Systems and Management Specializations, Embry-Riddle Aeronautical University (2008); BS, Professional Aeronautics, Embry-Riddle Aeronautical University (2003)

Smith, LaShunda, PhD, Postsecondary and Adult Education, Capella University, 2014; BS, Health Information Management, Alabama State University (2003); MSM, Management, Troy University (2004)

Smith, Lisa, BA, Communication, The University of Michigan - Flint (1989); MA, Communication, Western Michigan University (1990)

Smith-Leavell, Fonzette, BA, Management and Human Relations, Trevecca Nazarene University (2003); MAEd, Adult Education and Distance Learning, University of Phoenix (2005); MBA, Business Administration, Kaplan University (2012)

Sokol, Kyle, BA, Criminal Justice, St. Martin's University (2000); MS, Public Safety, Capella University (2015); PhD (ABD), Capella University

Stern, Jess, BS, Accounting, Brooklyn College (1981); MBA, South University (2008)

Stiers, Julie, BS, Medical Record Administration, Indiana University (1988); MBA, Indiana Wesleyan University (2003)

Story, Rolland, AAS, Business Administration, National American University (1989); BS, Business Administration, National American University (1990); MBA, Colorado Technical University (2001)

Straight, Ben, BA, Spanish, Radford University (2001); MA, Sociology, University of South Florida (2003); JD, University of Florida (2008); PhD, Criminal Justice, Nova Southeastern University (2019)

Stutler, Kristina, BA, Political Science, University of Arizona (1998); BS, Business Administration, University of Arizona (1998); MA, Russian, University of Arizona (2000)

Szymczak, Milosz, BA, Intelligence Studies, American Military University (2011); MPS, Security and Safety Leadership, George Washington University (2015); Certificate, Lifelong Education, Michigan State University (2017)

Thompkins, Letisha, BBS, Accounting, Dallas Baptist University (2006); MBA, Accounting, American Public University System (2013)

Thompsen, Jeffrey, BS, Public Administration, Century University (1994); MS, National Security Strategy, National Defense University (2011)

Thompson, Donna, AS, Medical Record Technology, Indiana University (1991); BS, Healthcare Management, Calumet College of St. Joseph (1998); MBA, Information Systems Management, DeVry (2008)

Tirmizi, Shaukat, MBA, University of Ljubljana (1993)

Tran, Vincent, BS, Computer Science and Engineering, Florida Atlantic University (1995); MS, Computer Science and Engineering, Florida Atlantic University (1997)

Truitt, Benjamin, MA, University of Colorado, Humanities (2008)

Vaishnava, Premlata, MA, Monhanlal Sukhadia University, Public Administration (1997); PhD, Hindi Literature Janardan Rai Nagar Raj Vidhyapeeth (2003)

Vaughn, Corey, BS, PRT Management University of Missouri-Columbia (2001); Executive Master of Business Administration, Benedictine College (2004)

von Kaenel, Brandy, BS, Interior Design, Colorado State University (1999); MArch and MUD (Urban Design), University of Colorado at Denver (2010); Historic Preservation Certificate, University of Colorado at Denver (2010)

Wan, Isabel, BA, Economics, National Taiwan University (2001); MBA, Business Administration, Long Island University (2003); PhD, Global Leadership, Lynn University (2005)

Watson, Nathan, BA, Bible, Central Bible College, (2003); MA, Theological Studies, Assemblies of God Theological Seminary, (2005); MBA, Business Administration, National American University (2019)

Webb, Myhisha N., BA, Political Science, University of New Mexico (2008); MBA, Human Resources, New Mexico Highlands University (2014)

Wenger, Anthony, BS, Pennsylvania State University (1984); MS, Criminal Justice Admin, University of Central Texas (1989); MEd, Educational Psychology, University of Oklahoma (1992); DM, Colorado Technical University, Management (2014)

White, Amber, BS, Chemistry Comprehensive, University of Nebraska (2008); MS, Human Nutrition, University of Alabama (2012)

Wiemann, Michael, BS, Actuarial Science and Mathematics, University of Central Missouri (1994); MS, Applied Mathematics, University of Central Missouri (2001)

Wiley, James, BS, Accounting, Oral Roberts University (1993); MBA, Business Administration/Finance, Clark Atlanta University (1995)

Williams, Doris, AAS, Nursing, Excelsior College (2000); BS, Nursing Excelsior College (2008); MS (Nursing), Excelsior College (2010)

Williford, Rebecca, BS, Marketing Management, Bellevue University (2007); MA, Management, Bellevue University (2010); MBA, Bellevue University (2012); MBA, Marketing, Bellevue University (2014)

Winegar, Rhonda, AAS, Nursing, Redlands Community College (1991); BS, Nursing, Northwestern Oklahoma State University (1994); MSN, Nursing Family Nurse Practitioner, Texas A&M University (2000); DNP, Nursing Practice, Saint Louis University (2014)

Winters, Robert, BSL, Law, Western State University (1987); JD, Western State University (1989)

Wisgerhof, Scott, BA, English, University of Northern Iowa (2002); MFA, Writing, Hamline University (2005); MA, Counseling and Psychological Services, Saint Mary's University (2013)

Master's Faculty

Abhayayaratne, Praveen, BA, International Studies, Washington College (2001); Cert, Conflict Resolution, Middlebury Institute of International Studies (2003); Cert, Nonproliferation Studies, Middlebury Institute of International Studies (2003); MA, Monterey Institute of International Studies, International Policy Studies (2003)

Ackerman, George, BA, Criminal Justice, Florida Atlantic (1999); MS, Criminal Justice, Nova Southeastern University (2006); PhD, Public Safety, Capella University (2012)

Al-Asfour, Ahmed, BS, Business Administration, New York Institute of Technology (2004); MS, Administrative Studies, University of South Dakota (2006); EdD, Educational Leadership, University of Wyoming (2014)

Anderson, Mark, AS, Construction Technologies, Community College of the Air Force (1993); MS, Organizational Management, University of LaVerne (1996); EdD, Nova Southeastern University (2008)

Bowman, Amie, Graduate Certificate in Strategic Foresight, University of Houston, 2016; MS, Information Systems (Security Emphasis) Johns Hopkins University, 2002

Bushman, Chad, BS, Behavioral Sciences, United States Air Force Academy (1995); MS, Aeronautical Science . Embry-Riddle (1999); MA, Naval Postgraduate School, Security Studies (2009); MSc, Special Education Advanced Studies, Montana State University (2015).

Butler, Rufina, AAS, Business, Denver Technical College (1989); BA, Business, University of Phoenix (1991); MA, Communications, Regis University (1998); PhD, Higher Education Leadership, Northcentral University (2013)

Carmichael, Chris, BA, Intelligence Studies, Mercyhurst College (2010); MS, Intelligence Management, Henley-Putnam University (2017)

Corbin, Alex, BA, Mid East Stud: Arabic, University of Utah (1997); BA, Political Science, University of Utah (1997); MA, Military Studies, American Military University (2001); MS, Strategic Intelligence, National Intelligence University (2008).

Courts, Bari, BA, Mathematics, Kenyon College (1989); MBA, Management, University of Cincinnati (1991); Cert, Instructional Design for Online Learning, Capella University (2003); PhD, E-Business, Capella University (2005)

Cunningham, Jennifer, BS, Business Administration, Colorado State University (2006); JD, Washburn University School of Law (2010)

Curts, Raymond, BS, Aeronautical and Astronautical Engineering, University of Illinois (1970); MA, Business Administration and Management, Webster College (1977); PhD, George Mason University, Information Technology (1994)

Drew, Christopher, BS, Criminal Justice/Fire Safety/Security Administration, New Jersey City University (1996); MEd, Administration and Supervision, Seton Hall University (1999). DSc, New Jersey City University, Civil Security Leadership (2016)

Eisenfeld, Beth, BLA, Landscape Architecture, Michigan State University (1980); MUP, Urban, Technological & Environmental Planning, University of Michigan (1981); Certificate, Computer Career Program, DePaul University (1986); Graduate Certificate in Intelligence Analysis, American Military University (2013); DSS, Henley-Putnam University, Strategic Studies (2016).

Finck, Joseph, BS, Criminal Justice Administration, Columbia Southern University (2009); MA, Forensic Psychology, Argosy University (2012); DSS, Strategic Security, National American University (2019)

Flores, Jimmie, BBA, Corporate Financial Management, St. Mary's University (1990); MBA, Finance, University of St. Thomas (1992); MS, Educational Technology, DeVry University (2008); MEd, Curriculum Instruction and Assessment, Regis University (2009)

Gage, William, BA, History, Virginia Military Institute (1999); MA, Criminal Justice, Boston University (2006)

Grier, Sean, BS, Religion, Liberty University (2007); MA, Theological Studies, Liberty University (2009); MDiv, Church Ministries, Liberty University (2010); MRE, Religious Education, Liberty University (2010); MS, Criminal Justice, University of Cincinnati (2012); PhD, Criminal Justice, Nova Southeastern University (2018)

Griffith, Lora, MS, University of Washington, Political Science; MA, Catholic University International Affairs (1989)

Grigoryan, Arsen, MS, Industrial Engineering, University of Illinois (2001); PhD, Industrial Engineering and Operations Research, University of Illinois (2003)

Guggenberger, Bruce, PhD, Indiana State University, Education Technology (2008) – no transcripts on file as of 7/26/19

Halupa, Colleen, AAS, Medical Laboratory Technology, Community College of the Air Force (1987); BS, Health Care Management, Southern Illinois University (1989); MS, Administration/Health Administration, Central Michigan University (1994); EdD, Curriculum and Instruction/Leadership, The University of West Florida (2003)

Henke, Jenifer, BBA, University of Wisconsin Milwaukee (2001); BSN, Milwaukee School of Nursing, (2007); MSN-ED, University of Phoenix (2013); DNP, Grand Canyon University (2017)

Johnson, Hurel, MPM, Project Management, DeVry University (2006); MBA, Business Administration, Webster University (2007); DBA, Business Administration International Business, Argosy University (2012)

Jones, Angela, BS, Accounting, Liberty University (2003); MBA, Webster University (2004); DBA, Argosy University (2013)

Kemp, Herb, BA, Political Science, West Virginia University (1973); MS, Systems Management, University of Southern California (1981); PhD, Capella University, Organization and Management (2014)

Kjellerson, Mark, AAS, Electronics, ND State College of Science (1982); BA, Business Administration, Minot State University (1991); MSA, General Administration, Central Michigan University (1995); EdD, Educational Administration, The University of South Dakota (2009)

Lay, Peggy, BA, Political Science, St. Ambrose University (1985); JD, Law, University of Iowa (1990)

Lervold, John, AAS, Intelligence Operations, Cochise College (2011); BS, Intelligence Operations, Wayland Baptist University (2012); MA, Management, Wayland Baptist University (2013); PhD, Business Management, Capella University (2019)

List, Jill, BS, Clothing Textiles and Related Art, Virginia Tech (1980); MBA, Business Administration, Virginia Tech (1983); PhD, Educational Research and Evaluation, Virginia Tech (1995)

Lucas, Susan, BA, English, St. Catherine University (1988); MA, Teaching English as a Second Language, Saint Michael's College (1992); PhD, Instructional Leadership, University of Alabama (2005)

McCaffery, Jack, JD, Law, Barry University School of Law (2004); DBA, Business Administration, Argosy University (2008); Certificate, Advanced Professional Graduate Business, Argosy University (2008); Certificate, International Economics, Nova Southeastern University (2016)

McKnight, Mark, BA, English, Virginia Tech (1997); MS, Corporate and Professional Communications, Radford University (2001); PhD, Workforce Education, Southern Illinois University (2005); MS, Accounting, Indiana Wesleyan University (2015); CERT, Post Doctoral Certification, Finance and Accounting, University of Florida (2016)

Mitchell, David, BS, Economics, Truman State University (1994); MA, Economics, Central Missouri State University (1996); PhD, Economics, Oklahoma State University (2001)

Mwangi, George, DBA, Business Administration, Walden University, (2016); MBA, Business Administration, Seton Hill University, (2006)

Nimon, Harry, AAS, Criminal Justice Technology, University of Akron (1976); BS, Technical Education, University of Akron (1976); MA, Management and Supervision, Central Michigan University (1980); DBA, University of Phoenix, Business Administration (2008).

Olivera, Daisy, BBA, Management, Texas Tech University, (1995); MBA, Business Administration, Texas State University, (1999)

Paluch, Edward, BA, Biology, New York University (1974); MA, Pathology, Columbia University (1976); PhD, Pathology, Columbia University (1978)

Proehl, Carl BA, History, Florida State University (1969); MPA, Public Administration, The University of West Florida (1975); PhD, Political Science, The University of Georgia (1980)

Randall-Clausen, Anthony, BS, Liberal Arts, Excelsior College (2000); MS, American Military University, Strategic Intelligence (2010)

Schillinger, Thomas, BS, Interdisciplinary Studies, SUNY Empire State College (2007); MJA, Justice Administration, Norwich University (2008); PhD, Walden University, Public Policy and Administration (2014)

Shah, Pranav, BS, Information Systems, Pace University (2004); MS, Information Systems, Pace University (2007).

Sow, Mouhamadou, BS, Accounting and Information Management, The University of Texas at Dallas (2006); Certificate in Project Management from Amberton University (2008); MBA, Strategic Leadership, Amberton University (2009); DBA, Business Administration, Walden University (2015); MS, Information Security, City University of Seattle (2018)

Straight, Benjamin, BA, Spanish, Radford University (2001); MA, Sociology, University of South Florida (2003); JD, Law, University of Florida (2008); PhD, Criminal Justice, Nova Southeastern University (2019)

Sullivan, Adam, BA, Business and Finance, Liberty University (2003); MS, Business Administration, Liberty University (2004); MS, Accounting, Strayer University (2006); PhD, Philosophy in Applied Management and Decision Sciences, Walden University (2007)

Swinehart, Robyn, BAS, Accounting, Mount Mercy University (1984); MBA, Nova Southeastern University (1987); PhD, Management, Colorado Technical University (2014)

Szymczak, Milosz, BA, Intelligence Studies, American Military University (2011); MPS, Security & Safety Leadership, George Washington University (2015); Certificate, Lifelong Education, Michigan State University (2017)

Thomas, Jason, BS, Business/Information Systems, University of Phoenix (1999); MBA, Business Administration, University of Phoenix (2001); PhD, Business Administration - Marketing, Northcentral University (2016); Cert, Information Systems Security, American Military University (2017); Cert, Homeland Security, Texas A&M University (2018); MS, Information Technology, American Military University (2018)

Thomsen, Jeffrey, BS, Public Administration, Century University (1994); MS, National Security Strategy, National Defense University (2011)

Wendt, Jeffrey, BBS, Finance, Dallas Baptist University, (2006); MBA, Business Administration, University of Dallas (2008); MML, Transportation and Logistics, North Dakota State University (2016)

Wenger, Anthony, BS, Pennsylvania State University (1984); MS, Criminal Justice Admin, University of Central Texas (1989); MEd, Educational Psychology, University of Oklahoma (1992); DM, Colorado Technical University, Management (2014)

White, Gary, BA, Environmental Sciences, LaSalle College (1977); MS, Organizational Dynamics, University of Pennsylvania (1992); PhD, Educational Leadership, Union Institute and University (2009)

Williams, Dominique, BS, Mathematics, Prairie View A&M University (2002); MBA, Business Administration, American InterContinental University, (2007); MS, Mathematics, Prairie View A&M

University (2004); PhD, Organization and Management, Capella University (2015)

Winegar, Rhonda, AAS, Nursing, Redlands Community College (1991); BS, Nursing, Northwestern Oklahoma State University (1994); MSN, Nursing Family Nurse Practitioner, Texas A&M University (2000); DNP, Nursing Practice, Saint Louis University (2014)

DSS Faculty and Dissertation Members

Curts, Raymond, BS, Aeronautical and Astronautical Engineering, University of Illinois (1970); MA, Business Administration and Management, Webster College (1977); PhD, George Mason University, Information Technology (1994)

Drew, Christopher, BS, Criminal Justice/Fire Safety/Security Administration, New Jersey City University (1996); MEd, Administration and Supervision, Seton Hall University (1999). DSc, New Jersey City University, Civil Security Leadership (2016)

Eisenfeld, Beth, BLA, Landscape Architecture, Michigan State University (1980); MUP, Urban, Technological and Environmental Planning, University of Michigan (1981); Certificate, Computer Career Program, DePaul University (1986); Graduate Certificate in Intelligence Analysis, American Military University (2013); DSS, Henley-Putnam University, Strategic Studies (2016)

Finley, Ian, BS, Math and Computer Sciences, United States Coast Guard Academy, (1993); MBA, Business Administration, Averett University (2005); MA, National Security and Strategic Studies, Naval War College (2006); MS, Information Technology Management, Trident at American Intercontinental University (2009); PhD, Business Administration, Northcentral University, (2017)

Flores, Ruben BS, Criminal Justice, University of Texas Pan American (1988); MPA, University of Texas Pan American (2008); MBA, Our Lady of the Lake University (2016); PhD, Leadership Studies, Our Lady of the Lake University (2016)

Greaves, Denise, BA, Music, Brigham Young University (1979); MA, Classics, Brigham Young University (1985); PhD, Classics, Stanford University (1994)

Grier, Sean, BS, Religion, Liberty University (2007); MA, Theological Studies, Liberty University (2009); MDiv, Church Ministries, Liberty University (2010); MRE, Religious Education, Liberty University (2010); MS, Criminal Justice, University of Cincinnati (2012); PhD, Criminal Justice, Nova Southeastern University (2018)

Guggenberger, Bruce, PhD, Indiana State University, Education Technology (2008)

Kemp, Herb, BA, Political Science, West Virginia University (1973); MS, Systems Management, University of Southern California (1981); PhD, Capella University, Organization and Management (2014)

Lervold, John, AAS, Intelligence Operations, Cochise College (2011); BS, Intelligence Operations, Wayland Baptist University (2012); MA, Management, Wayland Baptist University (2013); PhD, Business Management, Capella University (2019)

Lucas, Susan, BA, English, St. Catherine University (1988); MA, Teaching English as a Second Language, Saint Michael's College (1992); PhD, Instructional Leadership, University of Alabama (2005)

Nimon, Harry, AAS, Criminal Justice Technology, University of Akron (1976); BS, Technical Education, University of Akron (1976); MA, Management and Supervision, Central Michigan University (1980); DBA, University of Phoenix, Business Administration (2008)

Richey-Lopez, Amber, BA, Journalism, University of Montana (1993); JD, University of Montana (1997)

Schillinger, Thomas, BS, Interdisciplinary Studies, SUNY Empire State College (2007); MJA, Justice Administration, Norwich University (2008); PhD, Walden University, Public Policy and Administration (2014)

Wenger, Anthony, BS, Pennsylvania State University (1984); MS, Criminal Justice Admin, University of Central Texas (1989); MEd, Educational Psychology, University of Oklahoma (1992); DM, Colorado Technical University, Management (2014)

EdD Faculty and Dissertation Members

Catanzaro, Jim, B.A. Philosophy, Barrington College; PhD, Philosophy of Religion, Claremont Graduate University

Clos, Karen, BA, Sociology, Trinity University; MA, Adult Education, University of Incarnate Word; MA, Counseling, University of Texas at San Antonio; EdD, Educational Administration, University of Texas at Austin

Crowe, William, BS, Marketing and Management, University of Texas at Austin, MBA, Management, University of Texas at Tyler, PhD, Community College Leadership, University of Texas at Austin

Ferrell, Ben, AAS, Trinidad State Junior College; BBA, Accounting, University of Texas at Tyler; MA, Student Development, St. Edward’s University; PhD, Community College Leadership, The University of Texas at Austin

Fifield, Mary, BA, Art, Clark College; MFA, Pratt Institute; PhD, Higher Education Administration, St. Louis University

Garcia, Linda, BJ Journalism, The University of Texas at Austin; MAIS Sociology, University of Texas at Brownsville; PhD, Community College Leadership, The University of Texas at Austin

Jane, Courtney, BA, Political Science and Economics, University of California - San Diego, (1988); MBA, Business Administration, Dartmouth College (1992); DBA, Business Administration, Argosy University

(2018); MEd, Instructional Design, Western Governors University, (2019)

Jovanovich, Donna M., BA, Mathematics, Lake Forest College, MST., Mathematics, University of Wisconsin, PhD, Education, Research and Evaluation, Virginia Commonwealth University

Kovac, Jason, MS, Library and Information Science, The University of Illinois-Champaign-Urbana; PhD, Educational Administration, Community College Leadership, The University of Texas at Austin

Martinez, Rose, BA Texas A&M University-Corpus Christi; MPA, Public Affairs; The University of Texas at Austin; Ph.D., Educational Administration, The University of Texas at Austin

McCall, Michael, BS, Physics/Mathematics, University of North Carolina; MS, Physics, Virginia Polytechnic Institute; EdD, Educational Administration, Virginia Polytechnic Institute

McClure, Beverlee, AS, Grayson County College; BS, Business Administration, Texas A&M University Commerce; EdD, Educational Administration, The University of Texas at Austin

McLaughlin, Keith D., BA, Political Science, State University of New York at Albany; MM, Roberts Wesleyan College; PhD, Higher Education Administration, Community College Leadership and a concentration in public affairs, Lyndon B. Johnson School of Public Affairs, University of Texas at Austin

McMillan, Tyson, BBA, Computer Information Systems, West Texas A&M University; MS, Information Technologies, The University of North Texas; PhD, Information Science, The University of North Texas

Moore, F. Lynn, BS, Business Management, University of Phoenix; MBA, Baker College; PhD, Higher Education Administration with concentration in Community College Leadership, The University of Texas at Austin

Persson, Katherine B., BS, Biology, Southwest Texas University; MS, Biology, Texas Women's University; PhD, Educational Administration, Community College Leadership, The University of Texas at Austin

Proudfit, Ann, BA, Sociology, Washington and Jefferson College; MA, Sociology, Ohio State University, PhD, Higher Education Administration, University of Toledo

Silva, Rito, BBA, Finance, Texas A&M University; MS, Guidance and Counseling, Texas A&M University-Kingsville; PhD, Human Resource Development, Texas A&M-College Station

Thomas, Noreen, BS, Management, Daemen College; MEd, Educational Leadership, Eastern Michigan University; EdD, Community College Leadership, University of Texas at Austin

Troyer, Diane, MEd, Health Education, The University of Texas at El Paso; PhD, Educational Administration, Community College Leadership, The University of Texas at Austin

Voorhees, Richard A., BS, Elementary Education, University of North Dakota; MA, Counseling and Guidance, University of North Dakota; PhD, Higher and Adult Education, Arizona State University

Zeiss, Tony, BA, Speech Education, Indiana State University; MA, Speech (Radio and Television), Indiana State University; PhD, Community College Administration, Nova University

INDEX

AC - Accounting 133, 180
Academic Advising Services..... 44
Academic Calendars..... 9
Academic Information..... 23
Academic Integrity..... 23
Academic Placement..... 19
Academic Relief for U.S. Military Service/Absence..... 44
Accelerated Master of Business Administration..... 118
Accelerated Master of Management..... 120
Accounting Program..... 201
Accounting, AAS..... 68
Accounting, BS..... 69
Accreditations - Authorizations - Approvals..... 7
Add/Drop Period..... 59
Administrative Fee..... 60
Admission Requirements..... 126
Admissions..... 19
Admissions Requirements - Doctoral..... 20
Admissions Requirements - Master's..... 19
Admissions Requirements - Undergraduate..... 19
Advanced Placement Program (AP) - Undergraduate..... 24
Alcohol and Drug Use Policy..... 45
Alumni..... 45
AM - Aviation Management..... 135
Americans with Disabilities Act Policy..... 46
Arabic Certificate..... 96
ARB - Arabic..... 136
Associate of Applied Science and Associate of Science Degree Graduation Requirements..... 32
Attendance and Participation Policy..... 24
Attendance Philosophy..... 24
Attendance Policy..... 24
Auditing..... 24
Authentication..... 25
Aviation Management, BS..... 70
Bachelor of Science Degree Graduation Requirements..... 32
Bachelor's and Master's Program Degrees (4+1)..... 28
Background Clearance..... 22
Block Transfer Policy - Bachelor's Degrees..... 25
Board of Governors..... 200
Bookstore..... 47
Business..... 70
Business Administration, AAS..... 71
Business Administration, BS..... 72
Business Logistics, AAS..... 74
Business Programs..... 201
California Student Tuition Recovery Fund..... 60
Cancellation of Courses..... 25
Career Resources..... 47
Central Administration..... 201
Certificate Awarded..... 126
Certificate in Accounting..... 121
Certificate in Accounting, Bookkeeping, and Auditing..... 94
Certificate in Business Administration*..... 94
Certificate in Computer Support Specialist..... 94
Certificate in E-Marketing..... 121
Certificate in Homeland Security..... 127
Certificate in Human Resource Management..... 95, 121
Certificate in Management*..... 95
Certificate in Marketing*..... 95
Certificate in Network and Server Administrator..... 95
Certificate in Office Applications and Software Support..... 96
Certificate in Physical Security and Risk Assessment..... 115
Certificate in Web Development..... 96
Certificate Program Graduation Requirements..... 32
Change of Grades..... 25
Change of Personal Data..... 25
Change of Program..... 25
Change of Program with Grade Deletion..... 25
CHN - Chinese..... 136
CI - Information Technology..... 137, 180
CJ - Criminal Justice..... 141, 181
Classification of Students – Undergraduate..... 26
Clubs and Organizations..... 47
CM - Construction Management..... 144
Cohorts – EdD..... 26
College of Legal Studies..... 5, 97
College of Undergraduate Studies..... 5, 68
Commencement..... 26
Completion Rate..... 64
Conduct..... 47
Construction Management AAS..... 75
Construction Management BS..... 76
Corporate Training Certificate Credit..... 38
Counseling Services..... 58
Counterterrorism Certificate..... 113
Course Load Policy..... 26
Course Registration..... 26
Credit Hour Policy..... 26
Criminal Justice Program..... 201
Criminal Justice, AAS..... 97
Criminal Justice, BS..... 98
CS - College Studies..... 146
Cumulative Grade Point Average..... 64
DARI - Dari..... 147
Dari Certificate..... 97
Definition of a Student..... 59
Definitions..... 36
Diploma Program Graduation Requirements..... 32
Direct Parent Loan for Undergraduate Students (PLUS)..... 62
Direct Student Loans..... 62
Doctor of Education (EdD)..... 20, 129
Doctor of Education (EdD) - Academic Calendar..... 13
Doctor of Education (EdD) (Trimester)..... 66
Doctor of Strategic Security..... 131
Doctor of Strategic Security (DSS)..... 20
Doctor of Strategic Security (DSS) (Quarter)..... 66
Doctoral..... 64
Doctoral - DSS..... 30
Doctoral - EdD..... 30
Doctoral Academic Programs..... 129
Doctoral Course Descriptions..... 194
DSS - Doctor of Strategic Security..... 194
DSS - Doctor of Strategic Security..... 182
DSS Degree..... 33
DSS Faculty and Dissertation Members..... 212
DSS Learning Outcomes..... 131
DSS Student Transfer Credits..... 42
Dual Degrees - HPSSS Programs..... 27
Dual Use of Credit - High School..... 28
Dual Use of Credit Policy..... 28
EC - Economics..... 147, 182
ED - Doctor of Education..... 196
EdD Academic Calendar 2021-2022..... 13

EdD Academic Calendar 2022-2023 14
EdD Academic Calendar 2023-2024 15
EdD Academic Calendar 2024-2025 15
EdD Academic Calendar 2025-2026 16
EdD Degree 34
EdD Faculty and Dissertation Members 212
EdD Grading Standards 31
EdD Learning Outcomes 129
EdD Program Format and Credit Hours 129
EdD Student Transfer Credits 42
Education 129
EN - English 147
Energy Management, BS 77
Enrollment Dates and Term System 29
Enrollment Status 29
Entry-Level Certificate in Counterterrorism 113
Entry-Level Certificate in Executive Protection 114
Entry-Level Certificate in Intelligence Analysis 114
Equal Educational Opportunity Policy 8
Experiential Learning and Portfolio Credit 38
External Complaint Filing 58
External Resources 58
Fall 2021 - Summer 2022 9
Fall 2022 - Summer 2023 10
Fall 2023 - Summer 2024 11
Fall 2024 - Summer 2025 11
Fall 2025 - Summer 2026 12
Falsification of Educational Records 22, 30
Farsi Certificate 97
Federal Pell Grants 62
Federal Student Loan Programs 62
Federal Supplemental Education Opportunity Grants (FSEOG) 62
Fees 59
Finances 22
Financial Aid Programs 62
FN - Finance 148, 183
Foreign Language Certificates 5, 96
FREN - French 149
French Certificate 97
FRP - Final Research Project 183
FRSI - Farsi 149
General Education 67
General Education Core Curriculum 67
General Information 7
Good Standing Status 64
Grade Appeal Policy 30
Grading Guidelines and Standards 30
Graduation Requirements 32, 126
HA - Health Care 150, 183
Harassment, Non-discrimination, and Non-retaliation Policy 49
Harold D. Buckingham Graduate School - Business and Management Programs 116
Harold D. Buckingham Graduate School (HDB) 6
HB - Health and Beauty 152
HE - Higher Education 183
Health and Beauty Management, AAS 81
Healthcare Coding, Diploma 78
Healthcare Management Program 202
Healthcare Management, BS 79
Henley-Putnam School of Strategic Security 106, 122
Henley-Putnam School of Strategic Security (HPSSS) 5
HI - History 153
HIND - Hindi 153
Hindi Certificate 97
Honors 34
HPSSS Stand-Alone Certificate Programs 113
HPSSS Stand-Alone Undergraduate Certificates 5
HT - Health Information Technology Health Care Coding 153
HU - Humanities 155
Human Resource Management, BS 82
Immunization Requirements 22
Incomplete Grade Policy 34
Independent Study 35
Index 214
Information Technology Program 202
Information Technology, AAS 83
Information Technology, BS 84
Information Technology, BS, Emphasis in Cybersecurity and Forensics 85
Institutional Review Board Policy 35
INT - Intelligence 155, 184
Intelligence Management 126
Intelligence Management Certificate 114
Intelligence Management, BS 107
Interdisciplinary Studies, AA* 86
Interdisciplinary Studies, BA* 87
International Student Admission Requirements 20
International Student Doctoral Program Admission Requirements 21
International Student Undergraduate and Master's Program Requirements 21
Internet Policy 36
Iowa Refund Policy 61
IRB Mission 35
Journal of Strategic Security 51
LA - Law 157, 186
Learner Services 51
Learning Outcomes 107
Listing of Academic Programs 5
Local Resources* 58
MA - Mathematics 158, 186
Management, AAS 88
Management, BS 89
Mandarin Chinese Certificate 97
Master of Business Administration 116
Master of Business Administration and Master of Management 33
Master of Management 118
Master of Science in Intelligence Management 122
Master of Science in Strategic Security and Protection Management 123
Master of Science in Terrorism and Counterterrorism Studies 124
Master's 64
Master's Academic Programs 116
Master's and DSS Grading Standards 31
Master's Certificates 66
Master's Course Descriptions 180
Master's Degree 29
Master's Degrees 66
Master's Faculty 209
Master's Student Transfer Credits 42
Master's to Doctor of Strategic Security 20
Master's/Doctorate Dual Credit Courses 29
Maximum Time Frame 64
MBA and an MM Dual Degree 33
ME - Medical 158
Medical Administrative Assistant, AAS 90
Medical Billing and Coding, Diploma 91
Medical Staff Services Management, AAS 92
MG - Marketing 160, 186
Mid-Level and Advanced Certificates 126
Mid-Level Certificate in Counterterrorism 127
Mid-Level Certificate in Executive Protection 127
Mid-Level Certificate in Intelligence Analysis 126
Military Training Credit 39

Military Transfer Credits 43
Mission Statement 7
MS Intelligence Management; MS Strategic Security and Protection Management 33
MT - Management 162, 187
National American University Directory 200
National American University Faculty 203
National American University Locations 4
National Testing 39
Natural Disaster Academic Accommodation 37
NAU Foundation Scholarship Opportunities 63
Notification of Change in SAP Status 65
NUC - Nuclear 166
Nuclear Enterprise Security Studies, BS 108
OL - Organizational Leadership 166
OM - Operations Management 167
OneStop 51
Online Library 51
Order of the Sword and Shield (OSS) 47
Orientation 51
Outcomes Assessment Philosophy 37
Ownership 200
Paralegal Studies Program 202
Paralegal Studies, AAS 101
Paralegal Studies, BS 102
PHIL - Philosophy 168
PL - Paralegal 168
PO - Political Science 170
PORT - Portuguese 170
Portuguese Certificate 97
Pregnant and Parenting Students 57
Prerequisites 38
Prior Learning Credit Policy 38
PRO - Protection 171, 190
Probation Status 65
Procedures and Appeals 49
Professional Legal Studies, AAS 103
Professional Legal Studies, BS 104
Program Advisory Committees 201
Program Length 500- and 600-Level Courses 126
Program Requirements 126
PS - Psychology 173
Purpose 7
Reentry Policy 39
Re-Establishing Federal Financial Aid Eligibility 65
References 66
Refund Distribution Policy 61
Regular and Substantive Interaction Learner Statement 39
Repeating Courses 39
RES - Research 192
Resolution of Transfer Disputes - Texas 40
Right to Privacy - FERPA 51
RUSS - Russian 173
Russian Certificate 97
Sanctions 48
Satisfactory Academic Progress Policy 64
Satisfactory Academic Progress Status 64
Satisfactory Academic Progress Tables 66
SC - Science 173
Scholarships 62
SEC - Security 174, 192
Sexual Assault Hotlines 58
Sexual Assault Reporting 57
Sexual Harassment and Discrimination Reporting 57
Small Business Management, AAS 93
SO - Sociology 176
SPAN - Spanish 176
Spanish Certificate 97
Special Student Status 40
Stand-Alone Business Certificates 121
Stand-Alone Certificate Guidelines 6
Stand-Alone Certificate Programs 94
Stand-Alone Henley-Putnam Certificates 126
Strategic Security 131
Strategic Security and Protection Management 127
Strategic Security And Protection Management Certificates 114
Strategic Security and Protection Management, BS 110
Student and Learner Services 44
Student Code of Conduct 48
Student Concerns 53
Student Concerns - Missouri Students 57
Student Veterans Association 47
Substitution of Instructors 40
Suggestions from Students 40
Summer 2021 9
Suspended Programs 6
Suspension Status 65
TCT - Terrorism and Counterterrorism 176, 192
Terrorism And Counterterrorism 127
Terrorism and Counterterrorism Studies, BS 111
The Catalog 8
The NAU Story 18
Thesis – Master's Program 41
Time Commitment and Student Expectations 41
Time Limitations and Program Terminations - Graduate Programs 41
Title IX Sex Discrimination and Sexual Misconduct 57
Transcripts of Records 42
Transfer of Credit 42
Transferability of Credit Disclosure 43
Tuition 59
Tuition, Fees, Withdrawals, and Refunds 59
Undergraduate 64
Undergraduate Academic Programs 67
Undergraduate Associates and Bachelor's Degrees 66
Undergraduate Certificates 66
Undergraduate Course Descriptions 133
Undergraduate Degree 29
Undergraduate Diplomas 66
Undergraduate Faculty 203
Undergraduate Grading Standards 30
Undergraduate Stand-Alone Certificates 5
Undergraduate Student Core Abilities 67
Undergraduate/Master's Dual Credit Courses 28
URDU - Urdu 178
Urdu Certificate 97
Veteran Financial Assistance 63
Violence and Weapons Policy 58
Virtual Externships and Internships 43
Vision 7
Warning Status 65
Withdrawal and Refund Policy 59
Withdrawal Policy 43
Withdrawals and Refunds 59