University Catalog
2026-2027

National American University prepares graduates for success in professional and technical fields and inspires a commitment to lifelong education. The university provides innovative and career-relevant learning experiences in a caring and supportive environment for students of diverse backgrounds, cultures, and abilities.

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EFFECTIVE SEPTEMBER 1, 2026

PUBLISHED SEPTEMBER 2026

UPDATES - OCTOBER 2026

Removed faculty member Dr Leslie King
Added new faculty members Aiko Eto and Janki Sharma
Added BS Accounting Licensure Information
Updated Student Concerns and Complaints section
NC-SARA information added under State Authorization

NATIONAL AMERICAN UNIVERSITY LOCATION

RAPID CITY
4020 Jackson Boulevard, Suite 1
PO Box 677
Rapid City, SD 57709-0677
(605) 721-5200
(605) 721-5241 (FAX)

LISTING OF ACADEMIC PROGRAMS

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.

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.

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

College of Undergraduate Studies

Accounting, AAS (p. 74) *Suspended*
Accounting, BS (p. 75)
Aviation Management, BS (p. 77)
Business Administration, AAS (p. 78)
Business Administration, BS (p. 79)
Business Logistics, AAS (p. 81) *Suspended*
Construction Management, AAS (p. 82)
Construction Management, BS (p. 83)
Health and Beauty Management, AAS (p. 84) *Suspended*
Healthcare Coding Diploma (p. 85) *Suspended*
Healthcare Management, BS (p. 86)
Human Resource Management, BS (p. 87)
Information Technology, AAS (p. 88)
Information Technology, BS (p.97)
Information Technology - Focused, BS (p. 90)
Information Technology Emphasis in Cybersecurity and Forensics, BS (p. 93)
Interdisciplinary Studies, AA (p. 94)*
Interdisciplinary Studies, BA (p. 94)*
Management, AAS (p. 95)
Management, BS (p. 96)
Management - Focused, BS (p.97)*
Medical Administrative Assistant, AAS (p. 100)
Medical Billing and Coding Diploma (p. 101)
Medical Staff Services Management, AAS (p. 102)
Small Business Management, AAS (p. 103) *Suspended*

Undergraduate Stand-Alone Certificates**

Certificate in Business Administration* (p. 104) *Suspended*
Certificate in Human Resource Management (p. 104) *Suspended*
Certificate in Management* (p. 104) *Suspended*
Certificate in Marketing* (p. 105) *Suspended*
Certificate in Network and Server Administrator (p. 105) *Suspended*
Certificate in Web Development (p. 105) *Suspended*

College of Legal Studies

Paralegal Studies, AAS (p. 106)
Paralegal Studies, BS (p. 107)
Professional Legal Studies, AAS (p. 108) *Suspended*
Professional Legal Studies, BS (p. 109)

Henley-Putnam School of Strategic Security (HPSSS)

Criminal Justice, AAS (p. 111)
Criminal Justice, BS (p. 112)
Criminal Justice - Focused, BS (p. 114)*
Intelligence Management, BS (p. 119) *Suspended*
Intelligence Management, MS (p. 143)
Nuclear Enterprise Security Studies, BS (p. 121) *Suspended*
Strategic Security, DSS (p. 152)
Strategic Security and Protection Management, BS (p. 122)
Strategic Security and Protection Management - Focused, BS (p. 124)*
Strategic Security and Protection Management, MS (p. 144)
Terrorism and Counterterrorism Studies, BS (p. 129) *Suspended*
Terrorism and Counterterrorism Studies, MS (p. 146)

HPSSS Stand-Alone Undergraduate Certificates**

Entry-Level Certificate in Counterterrorism (p. 131)* *Suspended*
Entry-Level Certificate in Executive Protection (p. 132)* *Suspended*
Entry-Level Certificate in Intelligence Analysis (p.132)* *Suspended*
Certificate in Physical Security and Risk Assessment (p. 132)* *Suspended*

HPSSS Stand-Alone Graduate Certificates**

Mid-Level Certificate in Counterterrorism (p. 147) *Suspended*
Certificate in Cybersecurity (p. 148) *Suspended*
Mid-Level Certificate in Executive Protection (p. 148) *Suspended*
Certificate in Homeland Security (p. 148) *Suspended*
Mid-Level Certificate in Intelligence Analysis (p.149) *Suspended*

Harold D. Buckingham Graduate School (HDB)

Doctor of Education (p. 151)
Master of Business Administration (p. 134)
Accelerated Master of Business Administration (p. 137) *Suspended*
Master of Management (p.138)
Accelerated Master of Management (p. 141) *Suspended*

HDB Stand-Alone Graduate Certificates**

Certificate in Accounting (p. 142)
Certificate in E-Marketing (p. 143)
Certificate in Human Resource Management (p. 143)

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.

Accounting, AAS
Business Logistics, AAS
Health and Beauty Management, AAS
Professional Legal Studies, AAS
Small Business Management, AAS
Intelligence Management, BS
Nuclear Enterprise Security Studies, BS
Terrorism and Counterterrorism Studies, BS
Business Administration, Certificate
Counterterrorism, Entry-Level Certificate
Executive Protection, Entry-Level Certificate
Human Resource Management, Certificate
Intelligence Analysis, Entry-Level Certificate
Management, Certificate
Marketing, Certificate
Network and Server Administrator, Certificate
Physical Security and Risk Assessment, Certificate
Web Development, Certificate
Healthcare Coding, Diploma
Counterterrorism, Mid-Level Certificate
Executive Protection, Mid-Level Certificate
Intelligence Analysis, Mid-Level Certificate
Master of Business Administration (Accelerated)
Master of Management (Accelerated)

GENERAL INFORMATION

Mission Statement

National American University prepares graduates for success in professional and technical fields and inspires a commitment to lifelong education. The university provides innovative and career-relevant learning experiences in a caring and supportive environment for students of diverse backgrounds, cultures, and abilities.

Purpose

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

Vision

An innovative university transforming your future.

Accreditations - Authorizations - Approvals

Institutional 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 online programs and courses in 49 states and the District of Columbia through its participation in the State Authorization Reciprocity Agreement (SARA). A list of SARA member states is available at https://nc-sara.org.

National American University is also registered to offer online programs to students residing in the state of California through the Bureau for Private Postsecondary Education at https://www.bppe.ca.gov.

Specialized Accreditation

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

The College of Business, Technology and Healthcare Management and Harold D. Buckingham Graduate School at National American University have received specialized accreditation for their business programs through the International Accreditation Council for Business Education (IACBE) located at 11960 Quivira Road in Overland Park, Kansas, USA. For a list of accredited programs, please view our IACBE member status page at http://iacbe.org/memberpdf/NationalAmericanUniversity.pdf. Our current Public Disclosure of Student Achievement may be found at https://national.edu/NAU-Public-Disclosure-of-Student-Achievement.pdf.

The Paralegal Studies and Professional Legal Studies associates and bachelor's programs are approved by the American Bar Association (ABA), 321 North Clark Street, Chicago, IL 60654.

National American University is approved for veterans' 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 the business office, PO Box 677, Rapid City, SD 57709, email: busoff@national.edu, or phone: (605) 721-5217.

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

Except for the EdD, National American University operates on a quarter term schedule. Within each quarter there are three starts, A, B and C. Undergraduate courses are offered in all three start dates each term (ABC), Master's courses are offered in two start dates per term (AB), and the Doctor of Strategic Security is offered once per term (B).

The EdD operates on the trimester schedule. Each trimester, fall, spring, and summer include terms A and B.

See Next Section in BLUE for the Doctor of Education (EdD) Calendar.

Fall 2026 - Summer 2027

Academic and Financial Deadlines	Fall A 2026	Fall B 2026	Fall C 2026
Quarter begins	Sep 8	Oct 5	Nov 2
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Sep 14	Oct 11	Nov 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.	Oct 23	Nov 19	Dec 17
Final exams	Nov 17-23	Dec 14-20	Jan 11-17
Quarter ends	Nov 23	Dec 20	Jan 17
Quarter break	Nov 24-Dec 6	Dec 21-Jan 3	Jan 18-31
Academic and Financial Deadlines	**Winter A 2026-27**	**Winter B 2027**	**Winter C 2027**
Quarter begins	Dec 7	Jan 4	Feb 1
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Dec 13	Jan 10	Feb 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.	Jan 21	Feb 18	Mar 18
Final exams	Feb 15-21	Mar 15-21	Apr 12-18
Quarter ends	Feb 21	Mar 21	Apr 18
Quarter break	Feb 22-28	Mar 22-Apr 4	Apr 19-May 2
Academic and Financial Deadlines	**Spring A 2027**	**Spring B 2027**	**Spring C 2027**
Quarter begins	Mar 1	Apr 5	May 3
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Mar 7	Apr 11	May 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.	Apr 15	May 20	Jun 17
Final exams	May 10-16	Jun 14-20	Jul 12-18
Quarter ends	May 16	Jun 20	Jul 18
Quarter break	May 17-Jun 6	Jun 21-Jul 4	Jul 19-Aug 1
Academic and Financial Deadlines	**Summer A 2027**	**Summer B 2027**	**Summer C 2027**
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 2027 - Summer 2028

Academic and Financial Deadlines	Fall A 2027	Fall B 2027	Fall C 2027
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 2027-28**	**Winter B 2028**	**Winter C 2028**
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 23
Final exams	Feb 14-20	Mar 13-19	Apr 17-23
Quarter ends	Feb 20	Mar 19	Apr 23
Quarter break	Feb 21-Mar 5	Mar 20-Apr 2	Apr 24-30
Academic and Financial Deadlines	**Spring A 2028**	**Spring B 2028**	**Spring C 2028**
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 2028**	**Summer B 2028**	**Summer C 2028**
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 2028 - Summer 2029

Academic and Financial Deadlines	Fall A 2028	Fall B 2028	Fall C 2028
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 2028-29**	**Winter B 2029**	**Winter C 2029**
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 22
Final exams	Feb 12-18	Mar 13-19	Apr 16-22
Quarter ends	Feb 18	Mar 19	Apr 22
Quarter break	Feb 19-Mar 4	Mar 20-Apr 1	Apr 23- May 6
Academic and Financial Deadlines	**Spring A 2029**	**Spring B 2029**	**Spring C 2029**
Quarter begins	Mar 5	Apr 2	May 7
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Mar 11	Apr 8	May 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.	Apr 19	May 17	Jun 21
Final exams	May 14-20	Jun 11-17	Jul 16-22
Quarter ends	May 20	Jun 17	Jul 22
Quarter break	May 21-Jun 3	Jun 18-Jul 1	Jul 23-Aug 5
Academic and Financial Deadlines	**Summer A 2029**	**Summer B 2029**	**Summer C 2029**
Quarter begins	Jun 4	Jul 2	Aug 6
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Jun 10	Jul 8	Aug 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.	Jul 19	Aug 16	Sep 20
Final exams	Aug 13-19	Sep 10-16	Oct 15-21
Quarter ends	Aug 19	Sep 16	Oct 21
Quarter break	Aug 20-Sep 3	Sep 16-30	Oct 22-Nov 4

Fall 2029 - Summer 2030

Academic and Financial Deadlines	**Fall A 2029**	**Fall B 2029**	**Fall C 2029**
Quarter begins	Sep 4	Oct 1	Nov 5
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Sep 10	Oct 7	Nov 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.	Oct 19	Nov 15	Dec 20
Final exams	Nov 13-19	Dec 10-16	Jan 14-20
Quarter ends	Nov 19	Dec 16	Jan 20
Quarter break	Nov 20-Dec 2	Dec 17-Jan 6	Jan 21-Feb 3
Academic and Financial Deadlines	**Winter A 2029-30**	**Winter B 2030**	**Winter C 2030**
Quarter begins	Dec 3	Jan 7	Feb 4

Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Dec 9	Jan 13	Feb 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.	Jan 17	Feb 14	Mar 21
Final exams	Feb 11-17	Mar 18-24	Apr 15-21
Quarter ends	Feb 17	Mar 24	Apr 21
Quarter break	Feb 18-Mar 3	Mar 25-30	Apr 22- May 5
Academic and Financial Deadlines	**Spring A 2030**	**Spring B 2030**	**Spring C 2030**
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 2030**	**Summer B 2030**	**Summer C 2030**
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 2030 - Summer 2031

Academic and Financial Deadlines	**Fall A 2030**	**Fall B 2030**	**Fall C 2030**
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 16-22	Jan 13-19
Quarter ends	Nov 18	Dec 22	Jan 19
Quarter break	Nov 18-Dec 1	Dec 23-Jan 5	Jan 20-Feb 2
Academic and Financial Deadlines	**Winter A 2030-31**	**Winter B 2031**	**Winter C 2031**
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 2031	Spring B 2031	Spring C 2031
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 2031**	**Summer B 2031**	**Summer C 2031**
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

Doctor of Education (EdD) - Academic Calendar

EdD Academic Calendar 2026-2027

Fall Trimester 2026	
August 31	Fall Course A Begins
September 6	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
October 19	Fall Course A Ends Fall Course B Begins
October 26	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
December 18	Fall Trimester Ends
December 19- January 3	Winter Break

Spring Trimester 2027	
January 4	Spring Course A Begins
January 10	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
March 1	Spring Course A Ends Spring Course B Begins
March 10	**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 23	Spring Trimester Ends
April 24-May 2	Spring Break

Summer Trimester 2027	
May 3	Summer Course A Begins
May 9	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
June 28	Summer Course A Ends Summer Course B Begins
July 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.**
August 20	Summer Trimester Ends
August 21-29	Summer Break

EdD Academic Calendar 2027-2028

Fall Trimester 2027	
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 25	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 17	Fall Trimester Ends
December 18-January 2	Winter Break

Spring Trimester 2028	
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 28	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 21	Spring Trimester Ends
April 22- 30	Spring Break

Summer Trimester 2028	
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 26	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 18	Summer Trimester Ends
August 19-27	Summer Break

EdD Academic Calendar 2028-2029

Fall Trimester 2028	
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 23	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 15	Fall Trimester Ends
December 16- January 1	Winter Break

Spring Trimester 2029	
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 26	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 21	Spring Trimester Ends
April 22- 29	Spring Break

Summer Trimester 2029	
April 30	Summer Course A Begins
May 6	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
June 25	Summer Course A Ends Summer Course B Begins
July 4	**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 17	Summer Trimester Ends
August 18- 26	Summer Break

EdD Academic Calendar 2029-2030

Fall Trimester 2029	
August 27	Fall Course A Begins
September 2	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
October 22	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 14	Fall Trimester Ends
December 15- January 6	Winter Break

Spring Trimester 2030	
January 7	Spring Course A Begins
January 13	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
March 4	Spring Course A Ends Spring Course B Begins
March 13	**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 26	Spring Trimester Ends

April 27-May 5	Spring Break

Summer Trimester 2030	
May 6	Summer Course A Begins
May 12	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees.**
July 1	Summer Course A Ends Summer Course B Begins
July 10	**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 23	Summer Trimester Ends
August 18-Sept 2	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 is an online university offering certificate, diploma, associate, bachelor’s, master’s, and doctoral degree programs.

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 offices located at 4020 Jackson Boulevard, Suite 1, 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

A student who seeks to enroll in an academic program offered by National American University must have graduated from a recognized U.S. high school, passed the GED exam, successfully completed a home school program that complies with the applicable rules and regulations of the student's home state, or Canadian province recognized equivalent.

- A state recognized high school diploma not obtained through testing or correspondence.
- The official GED completed at a national testing site (NOT obtained online or through correspondence).
- A home school program that complies with the applicable rules and regulations of the student's home state.

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.

CS1202 / 04 Placement Process

For the majority of its students, NAU requires one of two different first-year experience courses: CS1202 Strategies for Professionals, or CS1204 Advanced Strategies for Professionals.

Students who transfer to NAU as part of a block transfer articulation agreement that covers it are not required to take CS1202/04.

Military students who bring in transfer credit and for whom CS1202/04 tuition is not covered under their financial aid package will be able to substitute a different course.

Otherwise, placement is dependent on a student's past record of academic success in online learning.

- Students who transfer in online courses taken within the past 10 years in which they achieved a 3.5 or higher GPA will be placed in CS1204.
- Students who transfer in online courses taken within the past 10 years in which they achieved below a 3.5 GPA will be placed in CS1202.
- Students who have not previously taken online courses will be placed in CS1202.

A waiver process exists for students who believe they can demonstrate the mastery of CS1202/04 course objectives.

To qualify for a waiver, the student must:

- Initiate the process on or before the Tuesday before a start.
- Complete the Virtual Maverick Orientation
- Complete the CS1204 Waiver – Writing Sample Prompt housed in the Virtual Maverick Orientation and receive an 80% or higher on it as evaluated by an academic dean or dean-designee.

If all 3 criteria are met, the student's SSA or ESA will use the regular waiver & course substitution process to substitute another General Education course for CS1202/04.

Digital Literacy Placement Process

As a fully online institution, NAU requires all students to possess an appropriate degree of digital literacy skill to be successful. To ensure this, NAU will place students in CI1000 in their first term unless they are able to provide evidence of one of the following:

1. Successful completion of a digital literacy skill or equivalent course at a regionally or nationally accredited or ministry-approved institution within the past five years ("C" grade or above) and has submitted a copy of a college transcript as documentation.
2. Successful completion of a minimum of three months in a professional civilian or military job role within the past five years that required an appropriate degree of digital literacy skill and has submitted a verifiable resume as documentation.
3. Successful completion of an approved experiential learning portfolio in accordance with NAU's portfolio credit guidelines (see Prior Learning Credit Policy).

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 (My College Reading and Writing Skills Profile) to all diploma and degree-seeking students in their first term CS1202 or CS1204 course.

- Students who score 65 or above on the CRW are placed in EN1150 Composition I.
- Students who score below 65 on the CRW are placed in EN1000 College Writing and must pass it before they can enroll in EN1150 Composition I. These students are also offered additional resources and the opportunity for 1-on-1 tutoring.
- Students who do not complete the CRW are placed in EN1000 College Writing and must pass it before they can enroll in EN1150 Composition I.

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 with a score of 50 or better on both the "Word Knowledge" and "Paragraph Comprehension" sections if taken at the 11th or 12th grade level.-
6. The student has successfully completed the CS1204 waiver process.

Math Placement Process

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. Without such evidence, students will automatically be placed in CS1302 Consumer Mathematics. Evidence that may exempt the student from CS1302 is defined as follows:

1. A student has successfully completed an associate degree of 72 quarter credits with a GPA of 2.0 or above at a regionally or nationally accredited or Canadian ministry-approved institution.
2. A student has successfully completed one 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.
3. 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.
4. 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.
5. A student has completed the ASVAB with a score of 50 or better on both the "Arithmetic Reasoning" and "Mathematics Knowledge" sections if taken at the 11th or 12th grade level.
6. A student has completed any one of the following high school courses with at least a C: Algebra II, Trigonometry, Geometry, Pre-Calculus, or Calculus and has submitted a copy of the high school transcript.
7. The student has successfully completed the CS1302 waiver process.

Admissions Requirements - Master's

For admissions to NAU's master's degree programs, students 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 enrollment agreement application.
2. Documentation of a bachelor's degree with a cumulative GPA of 2.75 or higher.
3. Additional prerequisite requirements located in the program specific descriptions of this catalog.

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.
- 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.

Master's to Doctor of Strategic Security

There are two 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:** A master's student has four open elective courses for which they can elect to take DSS courses. The DSS courses will count toward both the master's and doctorate degrees. After completing the requirements for the master's program and having the degree conferred, the student can then be admitted to the DSS program having already completed DSS- level courses. The dual credit path maintains the integrity, scope, and objectives of both degrees while allowing for program completion in an accelerated timeframe.

Doctor of Education (EdD)

Admission to the EdD requires the following:

- A completed enrollment agreement 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)

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 transcript 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

Governing and/or regulatory agencies or bodies may require the demonstration of a criminal background clearance prior to employment in certain fields. 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 consulate or ambassador for educational benefits sponsored by their home country or obtain a private sponsor.

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; misusing Artificial Intelligence (AI); 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. Similarly, students should learn to harness the benefits of technology such as AI while respecting its limitations. Like committing plagiarism, using AI to generate graded activities without having been explicitly instructed to do so, is in violation of NAU's academic integrity policy. 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, including work that is generated by AI without express permission

Misuse of Artificial Intelligence (AI):

- NAU will provide assessment opportunities for students to practice with and use AI. These assessments will clearly describe how the technology should be used and cited. Should a student use AI in a manner that was not outlined or directed in the course, the student will be subjected to the same process and/or penalties as outlined in this policy.

Fabrication and Falsification:

- Submitting contrived or altered information in an academic exercise. Examples: inventing data, research results, information or procedures in an academic exercise; intentional inaccurate reporting of sources or reporting of sources that do not exist; 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.

The university believes that students are more successful if they regularly participate in a course, 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 needs tutoring or other academic support if the student is regularly logging into and 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
- 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

Online Course Attendance

In accordance with NAU's attendance policy, students enrolled in online 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 is not sufficient to demonstrate academic attendance.

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 calendar 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 submittal of a post to the Discussion Board. This post must meet the requirements of the assignment. Students who are flagged for submitting words, letters, errant sentences or other submissions that do not show academic effort may be in jeopardy of being counted absent and therefore at risk of losing their student funding. The minimum weekly submission must show academic quality and intent to address the assignment. If a student is flagged, a thorough investigation will take place. The online student's participation is permanently recorded through the learning management system.

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 federal practices for verification of student identity 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 intersperse 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 student services advisor and then submit a completed Academic Program Change Request form, which sets forth the requirements and procedure for requesting a change of program. The registrar will then determine which courses and/or credits previously earned by the student will apply to the new program.

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 timeframe (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

All National American University undergraduate and graduate courses comply with the Federal Credit Hour Definition and the Higher Learning Commission's policy governing the assignment of credit hours:

US Department of Education Credit Hour Definition (34 CFR 600.2)

https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-600

Credit hour: 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 practice 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 of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different period of time; or*
- *At least an equivalent amount of work as required 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.*

HLC Assignment of Credits, Program Length and Tuition Policy (FDCR.A.10.020)

https://www.hlcommission.org/Policies/assignment-of-credits.html

An institution shall be able to equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education, to justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education, and to justify any program-specific tuition in terms of program costs, program length, and program objectives. Institutions shall notify HLC of any significant changes in the relationship among credits, program length, and tuition.

Assignment of Credit Hours. The institution's assignment and award of credit hours shall conform to commonly accepted practices in higher education. Those institutions seeking, or participating in, Title IV federal financial aid, shall demonstrate that they have policies determining the credit hours awarded to courses and programs in keeping with commonly-accepted practices in higher education and with any federal definition of the credit hour, as may appear in federal regulations and that institutions also have procedures that result in an appropriate awarding of institutional credit in conformity with the policies established by the institution.

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, students are expected to spend a minimum of three (3) hours per week on course requirements for each credit earned. One semester credit hour consists of 15 hours of academic engagement and 30 hours of preparation, a total of 45 hours in a semester. One quarter credit hour consists of 10 hours of academic engagement and 20 hours of preparation, or 30 hours in a quarter. The number and kind of activities estimated to fulfill academic engagement and preparation time requirements vary by degree level, student learning style, student familiarity with delivery method, and student familiarity with the curricular content.

Online Courses: Required contact (engagement) time can be satisfied by several means, including, but not limited to: 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, labs, group discussions moderated by faculty, virtual study/project groups, engaging with class peers and computer tutorials reviewed and graded by faculty.

Internship 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 2.5 hours each week during the 10-week period for each credit awarded.

Module Courses/Accelerated Courses: Courses offered: a) that are shorter in length than the standard quarter and trimester, b) in which contact time is reduced or c) both shorter in length and contact time. The content and substantive learning outcomes are the same as those in the standard quarter or semester. 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, assessment of learning, portfolio submission, or a product demonstrating mastery of learning.

Digital Badges

National American University awards verified digital badges to recognize specific knowledge, skills, abilities, and competencies that students achieve during their academic journey, based on rigorous assessments. These credentials align directly with the program's learning objectives and are embedded within the required coursework or co-curricular activities.

Badges may be stand-alone recognitions, stackable toward milestones, or milestone badges that represent the completion of a defined set of outcomes. Each badge is a portable, validated credential that includes metadata explaining what was earned, how it was achieved, and who issued it. Students can showcase badges on resumes, portfolios, email signatures, and professional networks, with granular evidence of mastery helping them communicate accomplishments before degree completion.

NAU's digital badges are issued through Open Badge Factory and align with the global Open Badge Standards, ensuring they are trusted and transferable. For more details, including examples of badges and how they may be used, visit: https://www.national.edu/digital-badges-at-national-american-university/.

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 Degrees: Master of Science

Students who elect to pursue additional master's level degrees are required to complete the following requirements once the first degree has been conferred:

- All of the degree requirements for the additional degree
- A minimum of three (3) additional courses per degree regardless of degree requirements
- An Applied Capstone Project that proves mastery of the program learning outcomes in the additional degree area.

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 MA2000 Quantitative Reasoning;
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.

Master's/Doctorate Dual Credit Courses

Dual credit courses offer NAU master's students the opportunity to participate in advanced-level courses with doctorate students while completing the master's program. Taking and passing the DSS dual credit courses can also allow for completion of the Doctor of Strategic Security degree in a reduced amount of time. The dual credit courses are offered on the master's schedule, at the master's tuition rate, and are taught by doctoral faculty. Because the courses are taught on the master's schedule, the students in the dual credit courses are considered master's 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 master's students to be eligible, they must have the following at the time the dual credit course application is submitted:

- Completed the equivalent of 27 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 9.0 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 9.0 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 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.

DSS and 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**. The student meets the course requirements of a dissertation course and is awarded credit hours that count toward graduation.

F **Failure**. The student failed to meet the minimum requirements for the course. 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. Requirements must be completed within four (4) weeks of the end of the term.

U **Unsatisfactory.** The student did not complete all requirements of the dissertation course and must retake the 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 CGPA of 2.0/4.0 scale on all courses completed at the university.
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
3. A graduation application must be submitted no earlier than three terms and no later than two terms prior to their anticipated graduation date.
4. The student must satisfy all financial obligations with the university.

Diploma Program Graduation Requirements

The requirements for obtaining a diploma are as follows:

1. A minimum CGPA of 2.0/4.0 scale 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.

Associates Degree Graduation Requirements

The requirements for obtaining an associates degree are as follows:

1. Capstone courses must be completed with a minimum "C" grade.
2. A minimum CGPA of 2.0/4.0 scale 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’s Degree Graduation Requirements

The requirements for obtaining a bachelor’s 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 of 2.0/4.0 scale is required overall and in the MAJOR CORE,
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. The student must satisfy all financial obligations with 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 Graduation Requirements

The master's 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.
- 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.
- Have official transcripts from all previous post-secondary institutions on file in the registrar's office, and hold a declared degree status.
- The student must satisfy all financial obligations with the university.
- 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 MM Dual Degree Graduation Requirements

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.

MS Intelligence Management; MS Strategic Security and Protection Management; MS Terrorism and Counterterrorism Studies Graduation Requirements

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

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" as a final grade in a doctoral-level course in no more than two courses upon graduation (Courses in which a "C" is received may be repeated a maximum of one time by the student at his/her discretion.)
- 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 19 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 bachelor's 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 Activity and route the activity 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 activity.

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 human subject 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 $100 non-refundable portfolio processing fee, plus a $50 per credit hour fee (refundable if not approved), is charged for each portfolio at the time of submission. Students have 3 days following portfolio submission to cancel and receive a refund of the processing fee.

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 and federal regulations.

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, along with the lower grade. 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 studentservicesteam@national.edu 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.

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 includes the student's 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. 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 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. For a minimum charge, you may order your CCAF transcript through Parchment.com. https://www.parchment.com/u/registration/459603/institution
3. 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

You may order your official transcript through Parchment.com. *Notice: 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 Relief for U.S. Military Service/Absence

NAU recognizes the sacrifices, commitment, and hardships of our servicemen and women. This policy is intended to relieve the 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. This policy also applies to veterans who have a documented service-related disability that prevents them from successfully attending and/or completing a course. The following documentation will be presented to the Military Finance Team (militaryfinance@national.edu) for approval:

1. For Active-Duty Military Students: Proof of orders is required and can be accomplished by visual inspection of a letter or email from the commander or the unit's most senior enlisted such as a 1st Sergeant. Eligibility will generally be based on an extended deployment, being called to active duty, training or other service that will require the student to be away from job duty for a period of time that would keep the student from being successful in the course.
2. For Veteran Students: 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.

The Military Finance Specialist will also provide guidance on the time limits and recommended term of absence for Option 3 (see below).

Instructions: Once it is determined that the student may benefit from an Academic Relief for Military Absence, the student will work with their SSA to submit the orders and supporting documentation to the Military Finance Specialist (militaryfinance@national.edu). The student must work directly with this person to assure they choose the most appropriate option. This person will also assure that all of the supporting military paperwork is valid. If the student elects Option 3, the student must work with the instructor to develop a course completion workplan to fulfill discussions, written assignments, quizzes, and other course requirements upon return from the absence.

Note: In some cases, the student 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, the student contact the military education office (at their assigned military institution) to determine the military branch's specific policy for recoupment of tuition assistance funds. 120 days is standard.

Please elect one of the options for each class (the same option may be used for all or different options for some classes.) For example, the 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 term and classes which will be affected by this policy, the name of the instructor for each class, and the Academic Relief for Military Service option for each class. Include the last date of attendance and sign and date this form. **This form must be completed within 30 days of the last date of attendance.** If not, the university withdrawal policy as found in the current catalog will be applied. **Before signing, please speak to an NAU financial services representative and an NAU Military Finance Specialist.**

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. This option should be discussed with the instructor prior to completion. 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). In order to consider this option, the student must present their orders to determine eligibility. Eligibility will generally be based on an extended deployment, being called to active duty, training or other service that will require the student to be away from job duty for a period of time that would keep the student from being successful in the course. 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.

Depending on the time and type of orders, the student's ability to access coursework, and the time away, the coursework should be completed within the following parameters:

a. If the student will be away for 30 days or less, they will follow the standard Incomplete Policy and complete coursework within four weeks. There will be no need to utilize this form or the Academic Military Relief policy, have the instructor submit an Incomplete through the typical process.

b. If the student will be away for more than 30 days and less than two months, consider whether the standard four-week incomplete extension is sufficient, or grant the student up to six months.

c. If the student will be away for two to six months, they will be provided six months to complete coursework.

d. If the student will be away for more than six months, they will be provided up to a year to complete coursework.

e. The student may be granted one additional extension beyond a year, for up to six months, no more.

If the deployment or orders allow for course access, the student may be able to complete their work prior to the deadline. In all scenarios, the incomplete deadline date is based on the known conclusion of military duty. In a situation where the conclusion date is unknown, the incomplete deadline date is based on the student self-reporting conclusion of military duty.

Grade: An "I" will appear on the transcript until the work is completed or the allotted time has passed. When the work is completed per the course completion workplan and within the allotted time, 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. Students with an active Military Relief Absence on file, will not be able to register for additional courses until they resolve the incomplete grade.

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 the student's record for an extended time, therefore the student should check with the education office to ensure they will not be personally billed for the class(es).

Option Four:

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

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

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

Option Five:

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

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

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

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 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 (ADA). 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 or an appointed representative, who serves as a resource for students with disabilities, verifies and maintains documentation, considers accommodation requests, and determines reasonable accommodations.

ada@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 or appointed representative will review the request and supporting documentation and will communicate with the student and other persons as appropriate.

If the provost or appointed representative 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 –

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.nationalamericanbookstore.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 National American University (NAU), you are expected to maintain the highest standards of conduct and integrity. Membership in the NAU community is a voluntary commitment to professional and personal growth. Students serve as stewards of a professional academic environment and commit to upholding the values of integrity, professionalism, and digital citizenship.

NAU is committed to providing a safe, responsive, and high-quality digital learning experience. To ensure the welfare and educational opportunities of all students, the university maintains regulations regarding academic honesty and restricts behavior that is prejudicial, harassing, or illicit. Respect and tolerance are core expectations for all interactions within the university community. In every instance of alleged misconduct, NAU provides procedural fair play and due process.

When conduct falls short of university values, NAU utilizes Restorative Resolution Pathways designed to repair harm to the community and equip students with the ethical literacy required for professional success. However, to maintain the safety and integrity of the institution, the university reserves the right to issue formal sanctions. Depending on the severity of the violation, these sanctions may include a written warning, disciplinary probation, suspension, or dismissal from the university.

The Service Agreement: Standards of Conduct

Specific violations of the Student Code of Conduct include, but are not limited to:

1. Acts of Dishonesty & Credential Fraud:
   - Furnishing false information to any University official.
   - Forgery or misuse of University records or digital identification.
   - Credential Fraud: Engaging in "contract cheating," identity misrepresentation, or the unauthorized use of generative tools to bypass the learning process.
2. Digital Disruption & Operational Interference:
   - Communication Flooding: Sending repetitive, aggressive inquiries to multiple departments simultaneously to circumvent standard response times.
   - Interfering with the normal operation of the Learning Management System (LMS) or University computing systems.
   - Obstruction of University proceedings or authorized administrative activities.
3. Professional Presence & Personal Conduct:
   - Cyber-Harassment & Doxxing: Threats, intimidation, bullying, or the unauthorized release of private information (doxxing) regarding any member of the University community.
   - Abusive Communication: Use of profanity, personalized attacks, or hostile language across any medium (email, chat, calls, or live session).
   - Unauthorized audio/video recording of faculty or peers without express written consent.
4. Intellectual Property & Theft:
   - Unauthorized entry into, or transfer of, University digital files.
   - The unauthorized sharing, selling, or uploading of University-owned course materials to external websites.
5. Compliance & Staff Interactions:

- Failure to comply with the reasonable directives of University officials acting in performance of their duties.
- Institutional Right to Disengage: NAU staff and faculty have the right to pause or terminate any interaction that becomes abusive. Such instances are logged.

Restorative Resolution Pathways and Sanctions

The following sanctions may be imposed upon any student found to have violated the Student Code of Conduct: The University employs a tiered model of resolution to ensure procedural fair play while fostering student growth.

- Level 0: Situational Reset (Internal/Informal): Minor tonal infractions addressed through immediate coaching and "I-statement" resets. If the student adjusts, no formal record is created.
- Level 1: Restorative Success Agreement (Warning): A formal written notice of violation. The student must complete a "Success Plan," which may include reflective assignments or digital ethics modules.
- Level 2: Educational Probation: A formal status for repeated or moderate violations. The student remains enrolled but must complete specific character-formation milestones.
- Level 3: Community Separation (Temporary or Permanent Suspension): Reserved for behaviors that fundamentally threaten the safety, integrity, or "Service Agreement" of the University (e.g., threats, systemic fraud).

More than one of the sanctions listed above may be imposed for any single violation.

Administration and Appeals

Every incident is recorded in the NAU Conduct Tracker to ensure equitable enforcement. While restorative outcomes (Level 0 and Level 1) are kept in the student's internal conduct file, outcomes resulting in punitive measures—specifically Level 2 Educational Probation and Level 3 Community Separation—will be explicitly indicated in the Student Information Systems to reflect the student's current status. Students have the right to a virtual hearing for Level 2 and 3 violations and may appeal the decision of the Student Conduct Committee within 72 hours of receipt by responding to the official notification.

Procedure

1. **Filing a Report**: Any staff or faculty member may file a report regarding an allegation of a potential violation of the Student Code of Conduct. Reports must be submitted via the NAU Conduct & Professionalism Incident Report within 30 days of the incident and submitted to the first-line supervisor. For minor tonal or netiquette issues, community members are encouraged to apply Level 0 (Situational Coaching) immediately and before filing a formal report.
2. **Immediate Administrative Action:** The University reserves the right to temporarily suspend a student's access to the Learning Management System (LMS), email, or other digital resources immediately if their conduct is considered a threat to the safety, well-being, operations, or "Service Agreement" of the community. Such action, if taken, is interim and temporary until a formal review is conducted and a final decision is rendered.
3. **Initial Review & Tiered Resolution**: Upon receipt of a report, a designated university official will determine the appropriate Resolution Pathway. Following a review of the report and any relevant evidence, the official may determine the necessary action.
   - Level 0, Situational Reset (Internal/Informal): Any member of the university community may attempt to resolve the situation at this level. These include but are not limited to minor tonal infractions addressed through immediate coaching and "I-statement" resets. If the student adjusts, no formal action is necessary, though a record may be kept for internal data purposes to identify behavioral patterns.
   - Level 1, Restorative Success Agreement (Warning): The designated university official may meet virtually with the student to establish a Restorative Success Agreement. If the student completes the assigned milestones, the matter is resolved.
   - Level 2, Educational Probation (Formal Educational Sanction): For repeated violations at levels 0 and 1, or moderate violations, the designated university official may proceed directly to convene a Student Conduct Committee.
   - Level 3, Community Separation (Formal Punitive Sanctions, temporary or permanent): For repeated violations and for behaviors that fundamentally threaten the safety, integrity, or "Service Agreement" of the University (e.g., threats, systemic fraud), the designated university official will move directly to convene a Student Conduct Committee.
4. **The Student Conduct Committee:** The Committee investigates Level 2 and Level 3 violations to determine formal sanctions. The committee is composed of three neutral parties: a designated university official, an academic representative, and a front-line student support representative. All members must be independent of the incident.
5. **Notice of Hearing:** Before the Student Conduct Committee meets, the student will receive written notice of a virtual disciplinary hearing via their university email. The date for the hearing will be scheduled within 10 business days and the hearing will take place within 20 business days of the notification.

6. **Evidence & Virtual Testimony:** Relevant digital evidence (logs, screenshots, recordings) and witnesses with direct knowledge may be presented. The student may choose to appear or submit written statements and evidence. All evidence must be submitted to the Committee 48 hours prior to the hearing.
7. **Decisions & Sanctions:** The Committee's decision will be delivered via the Student Conduct Form within five business days of the hearing.
   - Restorative Sanctions: May include reflective modules, ethics training, or communication coaching.
   - Punitive Sanctions: Temporary or permanent suspension or degree revocation may only be imposed by the Provost upon Committee recommendation. Committee recommendations should include whether the proposed sanction is temporary or permanent, and whether the student's separation from the university is for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified. Notification to the student may be from the Provost, the Provost's designee, or the Chair of the Student Code of Conduct Committee.
8. **Right to Appeal**: The student may appeal the decision of the Student Conduct Committee within 72 hours of receipt by responding to the notification. The appeal is a formal review of the Committee's decision, process, and procedures conducted by an impartial Appeals Officer (Provost's designee). During the appeal process, all interim restrictions on LMS or digital community access remain in effect to protect the learning environment.
9. **Finality of Decision:** The Appeals Officer will render a final decision within 10 business days of receipt of the appeal. Absent Provost intervention, this decision is final.
10. **Records:** Official documentation of conduct incidents, including the Student Conduct Form and supporting evidence, is maintained in alignment with NAU record-keeping guidelines. Every incident may be logged in an NAU conduct tracking record to ensure equitable enforcement and identify behavioral patterns. While restorative outcomes (Level 0 and Level 1) are kept in records, outcomes resulting in punitive measures—specifically Level 2 Educational Probation and Level 3 Community Separation—will be explicitly indicated in the Student Information Systems to reflect the student's current status.

Non-discrimination, Hazing, Harassment, and Non-retaliation Policy

National American University (NAU) employees and students should be able to work and learn in an environment free from discrimination, hazing 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 Discrimination, Hazing and Sexual and Other Forms of Harassment

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. Hazing consists of any act, even if consensual, that poses a risk to a student's mental or physical health during initiation, or to maintain membership, in a group or organization. Examples of virtual harassment include forcing online participants to perform demeaning acts on camera, creating embarrassing content to be shared publicly, or isolating individuals in digital chats.
3. 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.

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 specific 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 discrimination, hazing and harassment in any form, including verbal, physical and visual harassment. NAU prohibits sexual harassment in any form, including verbal, physical and virtual 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 discrimination, hazing, harassment, 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, hazed or harassed to report any and all incidents of perceived discrimination, hazing or harassment.
3. NAU will investigate discrimination, hazing 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, hazing 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, hazing or discrimination, or for participating in an investigation of any claim regarding harassment, hazing 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, hazing or discrimination will be subject to appropriate corrective action, which may include discipline up to and including termination of employment or permanent suspension of a student. If an employee or student feels that he/she has experienced such retaliation, the individual should immediately report any such retaliation to the system director of human resources.
3. A person who files a false or malicious complaint of discrimination,hazing 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, hazing 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, hazing or discrimination or acts that can be construed as harassment, hazing or discrimination.
c. Immediately report any acts of discrimination or harassment, hazing or acts that can be construed as such.
d. Cooperate with any investigation regarding discrimination, hazing, 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, hazing 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, hazing, discrimination or other inappropriate behavior.

Journal of Strategic Security

The *Journal of Strategic Security* (JSS) is a double-blind peer-reviewed professional journal started by the Henley-Putnam School of Strategic Security. It is published quarterly by the Global and National Security Institute at the University of South Florida. The JSS provides a multi-disciplinary forum for scholarship and discussion of strategic security issues, international relations, intelligence, and terrorism, from global sec 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 by clicking the Brainfuse link located in the student's D2L portal.

The Math Resource Center, found in OneStop, provides tutoring support for students 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.

Military Students and Dependents

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.

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.

NAU provides services specifically designed to meet military personnel and their dependents needs:

- offers 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.

New Student Onboarding and Orientation

NAU provides multiple opportunities to assure students are comfortable with the online course experience. New students have the opportunity to be "onboarded" in a personal 1:1 session with their student services advisor. All students also have access to a virtual online orientation course which they should complete prior to beginning their first course. The orientation course, as well as the university's student success courses (CS1202 and CS1204) provides students with an opportunity to learn more about the skills necessary for 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.

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.

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 and Complaints

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.

Complaint Procedures for SARA Member States (All states with the exception of California): https://nc-sara.org/directory/

The complaint procedures for SD-SARA can be found in Section C.3 of SDBOR SARA Policy 1.5.2.: https://public.powerdms.com/SDRegents/documents/1729391. Complaints must first be processed through NAU's procedures for resolution of complaints under Concerns and Complaints. The State Portal Entity Contact will verify that all complaints have been received and processed by the institution and will not consider complaints that have not gone through the institutional complaint process. Complainants who processed their complaints through institutional complaint procedures but remain dissatisfied with the outcome of the institutional process may request that the State Portal Entity Contact review the institutional resolution of the complaint.

Complaints to the State Portal Entity Contact must specify:

- The basis for believing that the institutional action is inconsistent with the accreditation or SARA requirements,
- The harm caused to the complainant by virtue of the inconsistency, and
- The corrective action that the complainant seeks.
- If the complainant alleges that institutional documents were misleading, the request should contain the portions of the catalog, letters or email exchanged between the complainant and the institution and should identify with specificity statements that the complainant found to be misleading and what the complainant understood the statements to mean.

SARA Complaint Resolution Form:
https://tdx.sdbor.edu/TDClient/33/Portal/Requests/Service/104/SD-SARA-Complaint-Resolution-Form

SARA Complaint Procedures Flow Chart:
https://tdx.sdbor.edu/TDClient/33/Portal/Home/381/SD-SARA

Contact Information for Students Residing in States Other Than South Dakota Who Have Complaints Relating Specifically to Distance Learning or Correspondence Education

Pursuant to the United States Department of Education's Program Integrity Rule, National American University is required to provide all prospective and current students with the contact information of the state agency or agencies that handle complaints against post-secondary education institutions offering distance learning or correspondence education within that state. Students residing in other states while enrolled in a course offered by National American University are encouraged to utilize NAU's Concerns and Complaints policies and procedures prior to filing a complaint with a state agency or agencies. However, if the complaint is not resolved through these processes, a student may use the following list to identify the office(s) in the state in which the student resides to which the complaint against any institution in South Dakota may be filed.

California: Complaints involving out-of-state institutions may be filed with the California Department of Consumer Affairs, Consumer Information Center, 1625 North Market Blvd., Suite N-112, Sacramento, CA 95834. Students can file complaints online, https://www.dca.ca.gov/consumers/complaints/oos_students.shtml, or call toll-free 833-942-1120.

For all other states, use the State Authorization Reciprocity Agreement (SARA) provisions stated above for ensuring a timely response to your complaint.

If a student is not able to contact the appropriate agency in his or her state of residence, please contact the Offices of the South Dakota Board of Regents and assistance will be provided. (306 East Capitol Ave, Suite 200, Pierre, SD 57501; phone: 605-773-3455; e-mail: info@sdbor.edu).

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

Private School Licensure Division
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: https://gnpec.georgia.gov/student-resources/complaints-against-institution
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.gov/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 Higher Education Commission
217 East Redwood Street, Suite 2100
Baltimore, MD 21202
Phone: (410) 767-3300
collegiatecomplaint.mhec@maryland.gov
https://onestop.md.gov/forms/student-complaints-mhec-5f74bfc0ab0f9d00fc796766

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

NAU's 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

Consumer Protection Laws

Allegations involving violation of consumer protection laws may also be filed with Office of Attorney General, Division of Consumer Protection; 1302 E Hwy 14 Ste. 3; Pierre SD 57501; Phone 605-773-4400, 1-800-300-1986 (in-state only); Fax 605-773-7163; consumerhelp@state.sd.us; Online Complaint Form: https://atg.sd.gov/complaintform.aspx#gsc.tab=0

Student Concerns and Complaints - 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.

Student 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 studentservices@national.edu.

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.

Cost of Attendance, Withdrawals, and Refunds

Cost of Attendance

The 2026-27 Cost of Attendance is used to determine eligibility for federal funding. Students may not receive funding in excess of their total Cost of Attendance. Cost of Attendance includes both Direct Costs and Indirect Costs. The Direct Costs are those cost items billed directly to the student's account, such as tuition and fees. The Indirect Costs are those cost items not billed directly to the student's account; however, these amounts are estimates of expenses that a student may have while attending NAU and may be included when determining financial aid eligibility. Students should be aware that student loan borrowing may be limited by annual student loan limits, aggregate loan limits and/or federal need.

NAU encourages the use of grant aid first and supplemented with self-help aid in the form of educational loan programs. This philosophy should reduce the student loan burden and possible default of federal student loans. In addition, NAU encourages all students to borrow for expected Direct Costs only.

The Cost of Attendance examples are available at https://www.national.edu/information-disclosures/. Cost of Attendance varies by program, degree level and tuition rates.

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 (per NAU course)

- Non-refundable portfolio processing fee - $100
- Cost per credit hour (refundable if not approved) - $50

DSS Comprehensive Exam Fee - $200.00

Technology Fee - $100 mandatory per course, applicable to all courses

Resource Material Fee - $50 per eligible course

Specialty Course Fee - $250 per applicable dual credit course. Courses are subject to change based on course availability.

Tuition does not include the cost of resources, materials and supplies. Contact a financial services 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, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 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. Federal Pell Grants are awarded to students who are eligible based on the results of the Free Application for Federal Student Aid (FAFSA). Pell Grant awards for the 2026-27 award year ranges from $740 to $7395.

Federal Supplemental Education Opportunity Grants (FSEOG)

The FSEOG program is designed to assist undergraduate students with an exceptional financial need. Priority is given to Federal Pell Grant recipients with the lowest EFC. National American University FSEOG awards range from $750 to $1000 per quarter. Like the Federal Pell Grant, the FSEOG does not have to be repaid. Funding is very limited in the FSEOG program 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 Direct Student 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

FEDERAL STUDENT LOAN ANNUAL LOAN LIMITS				
Grade Level	**Dependent Annual Loan Limits**		**Independent Annual Loan Limits**	
	SUB	UNSUB	SUB	UNSUB
1st year - Freshman	$3,500	$2,000	$3,500	$6,000
2nd year - Sophomore	$4,500	$2,000	$4,500	$6,000
3rd year - Junior	$5,500	$2,000	$5,500	$7,000
4th & 5th year - Senior	$5,500	$2,000	$5,500	$7,000
Graduate (Masters & Doctoral)	N/A	N/A	N/A	$20,500
Undergraduate – Dependent – PLUS (effective 7/1/26) [1]	$20,000 minus other financial assistance			

FEDERAL STUDENT LOAN AGGREGATE LOAN LIMITS	
Degree Level & Dependency Status	**Aggregate Limits**
Undergraduate - Dependent	$31,000 (no more than $23,000 may be Subsidized)
Undergraduate - Dependent - PLUS (effective 7/1/26) [2]	$65,000 (per dependent, includes both parents)
Undergraduate - Independent	$57,500 (no more than $23,000 may be Subsidized)
Graduate - Legacy Provision [3]	$138,500 (no more than $65,500 may be Subsidized) Undergraduate Loans Included
Graduate (effective 7/1/26)	$100,000 Unsubsidized loans only Undergraduate Loan NOT Included
All Students Lifetime	$257,500 all student federal loans combined

[1] Prior to July 1, 2026, the limitation for annual loan limits is not applicable to parent borrowers, who borrowed a loan on behalf of a dependent student, during the period of the student's expected time to credential, if—
-the student is enrolled in a program of study at an institution as of June 30, 2026; and
-a Direct Loan was made to the parent borrower for such program of study on behalf of the dependent student, or a Direct Loan was made to the dependent student for such program of study. A student who changes majors within the same degree or certificate shall be considered to be enrolled in the same program of study.

-If the student withdraws or otherwise ceases to be enrolled in the program of study at any point after July 1, 2026, the parent is subject to the new annual loan limits, below.
For periods of enrollment beginning on or after July 1, 2026, the total amount of all Direct PLUS Loans that all parents may borrow on behalf of each dependent student for any academic year of study may not exceed $20,000 minus other financial assistance for the student.

[2] For periods of enrollment beginning on or after July 1, 2026, the total amount of all Direct PLUS Loans that all parents may borrow on behalf of each dependent student may not exceed $65,000, without regard to any amounts repaid, forgiven, canceled, or otherwise discharged on any such loan.
Any amount of loan funds that have been returned by the institution, or the borrower will not count against the aggregate loan limit.
The aggregate limit on or after July 1, 2026, applies on a per student basis. This means the total that all of the student's parents can borrow on behalf of that individual student is $65,000.
Each parent cannot separately borrow $65,000 on behalf of the same student.

[3] Graduate student borrowers who meet specific legacy provisions may continue to borrow under the pre-July 1, 2026, aggregate limits. Graduate students must be actively enrolled in their program of study prior to July 1, 2026.
Legacy eligibility is limited to the lesser of three academic years or the student's expected time to credential. Expected time to credential is defined as the remaining program length based on the difference between the total program length and the portion completed as of the determination date.
Students who withdraw or cease enrollment in their program of study (change of program of study) lose legacy eligibility. Upon re-enrollment or enrollment in new program of study, these students will be subject to the new annual and aggregate loan limits.

2026-27 Changes to Federal Loans

Significant changes to federal financial aid programs were recently signed into law and are effective beginning July 1, 2026
The information below reflects the most current guidance available and is subject to change as the Department of Education releases official guidance.

Part-Time Enrollment and Loan Eligibility
Beginning with the 2026-2027 academic year, Federal Direct Subsidized and Unsubsidized loans are required to be reduced for students enrolled less than full-time. Loans will be reduced proportionally based on the number of enrolled credits. Students must still be enrolled at least half-time to be eligible for a loan disbursement.
Direct Subsidized Loans and Direct Unsubsidized Loans have three different types of loan limits:

1. **Annual loan limit**-The maximum loan amount you can borrow each academic year
2. **Aggregate loan limit-** The maximum loan amount of the unpaid principal balance minus any capitalized interest that you can have outstanding at any point in time on all of your subsidized and unsubsidized loans for undergraduate, graduate, or professional study.
3. **Lifetime Maximum loan limit-**The Maximum amount you can receive, regardless of any amount paid or discharged, in any combination of subsidized loans, unsubsidized loans, and Plus loans.

The annual and aggregate limits vary depending on your program of study and, for undergraduate students, how far along you are in your program and whether you're a dependent or independent student.

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 limited to $20,000 minus other financial assistance. 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.gov/understandaid/types/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 awards academic achievement through offering periodic, 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 31,33, or 35 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 31,33, or 35 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, 33, or 35 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, 33, or 35 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 or additional information necessary to properly certify enrollment during the add/drop period for the quarter which is being reviewed. For more information please contact militaryfinance@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 were not received. Qualitative progress is measured by cumulative grade point average. Quantitative progress is measured by completion rate and maximum timeframe.

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.
- 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 Timeframe

- 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 timeframe.
- Once a student reaches maximum timeframe or it is determined to be mathematically impossible for the student to complete his/her academic program within the maximum timeframe, 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 timeframe 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.

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 timeframe.

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 timeframe, 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 timeframe 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
Current 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.
- Exchange ideas and experiences with others in a collaborative learning environment to build understanding of course concepts and achieve academic goals.
- Develop goals, personal mission, and strategies that achieve life and career aspirations, better one's community, and integrate the perspectives and needs of others.

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)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

Total Credits – 39

Bachelor of Science General Education Core Curriculum

Communications (18 credits)

EN1150	Composition I	4.5
EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5
EN3070	Advanced Research and Writing	4.5

Science (9 credits)

Mathematics (9 credits)

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

Humanities (9 credits)

Behavioral/Social Science (18 credits)

General Education (12 credits)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

Total Credits – 75

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.CS1302: Transfer students with an associate degree or 60 or more quarter credits are not required to complete CS1302 (a general elective may serve in place of this course.)

COLLEGE OF UNDERGRADUATE STUDIES

Accounting, AAS

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

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:

- Describe how generally accepted accounting principles support organizational decisions.
- Classify current accounting technologies in support of organizational operations.
- Explain the leadership skills required to achieve strategic accounting objectives.
- Recognize appropriate ethical perspectives in a global business environment.
- Distinguish effective communication strategies in a professional business setting.
- Discuss productive collaboration methods 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 (13.5)

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

Science (4.5)

	Science Elective	4.5

Mathematics (4.5)

MA2000	Quantitative Reasoning	4.5

Humanities/Behavioral/Social Science (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

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.

General institutional disclosure: While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accountancy (NASBA®), National American University cannot, and will not, provide any assurance that completion of this program will allow a student to obtain licensure.

Individual notice: Our accounting courses do not lead to licensure as a CPA. So before enrolling, please check with your state accountancy board, as each state sets the standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA.

Contact information for state licensing authorities for accounting: National Association of State Boards of Accountancy https://nasba.org/stateboards/

Many professional organizations provide voluntary certification. Students may contact the dean for additional information on such certifications.

Course availability is subject to minimum class size requirements.

Program Learning Outcomes

Graduates of the program will be able to:

- Analyze how generally accepted accounting principles guide organizational decision-making.
- Use current accounting technologies in support of organizational continuity.
- Show the leadership skills required to achieve strategic accounting objectives.
- Apply appropriate ethical perspectives in a global business environment.
- Demonstrate effective communication strategies across multiple stakeholder groups.
- Employ productive collaboration methods in a professional business setting.

Accounting: Bachelor of Science Degree Requirements

180 Credits

Accounting Major Core (67.5)

AC1060	Principles of Accounting I	4.5
AC1160	Principles of Accounting II	4.5
AC1260	Principles of Accounting III	4.5
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 (33)

FN3000	Business Finance I	4.5
	OR	
FN6200DC	Accounting and Finance for Managers	4.5
LA3100	Business Law I	4.5
	OR	
LA7100DC	Legal Environment of Business	4.5
MG3000	Marketing	4.5
	OR	
MG6200DC	Marketing and Sales Management	4.5
	OR	
MG6500DC	Marketing Administration	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 (4.5)

	Elective	4.5
	OR	
FN6350DC	Financial Management	4.5
	OR	
MT6255DC	Introduction to Leadership and Quality	4.5

General Education Core (75)

(Available for block transfer)

General Education (31.5)

Communication (4.5)

EN1150	Composition I	4.5

Science (9)

	Science Electives	9

Humanities (9)

HU2000	Critical Thinking and Problem Solving	4.5
	Humanities Elective	4.5

Behavioral/Social Science (9)

PS2100	Human Relations	4.5
	Behavioral/Social Science Elective	4.5

General Education (43.5) Course-by-Course Transfer

Communication (13.5)

EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5
EN3070	Advanced Research and Writing	4.5

Mathematics (9)

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

Behavioral/Social Science (9)

EC2050	Macroeconomics	4.5
	OR	
EC6100DC	Economic Analysis	4.5
EC2100	Microeconomics	4.5
	OR	
EC6150DC	Managerial Economics	4.5

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

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.

DC Courses: Students who do not have 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, support core, or open elective 6000DC+ and 3000+ courses. Maximum of three DC courses allowed.

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 85 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.

In addition to the required core courses, this degree program offers two specialized options. The first option is available to individuals who currently have or had a pilot's license; technicians with airframe and powerplant (A&P) training and knowledge; and active military or veterans of the Air Force.

Please Note: Prior to enrollment, the individual must complete a professional pilot training program and share verification. As an alternative, the individual can demonstrate completion of prior education or training in an approved sub-specialty. Examples of sub-specialties include military training in aviation, and FAA certifications in Airframe and Powerplant, or avionics.

The second option allows for anyone who aspires to work in the airline industry to complete this degree. The program offers a combination of aviation and business courses to round out a degree option for those wishing to advance or lead in the aviation industry.

This degree will prepare graduates for a career in the aviation field related to management for airlines, aerospace and 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:

- Analyze how concepts in the principal areas of aviation management guide organizational decision-making.
- Use current aviation management technologies in support of organizational continuity.
- Show the leadership skills required to achieve strategic aviation management objectives.
- Apply appropriate ethical perspectives in a global business environment.
- Demonstrate effective communication strategies across multiple stakeholder groups.
- Employ productive collaboration methods in a professional business setting.

Aviation Management: Bachelor of Science Degree 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

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
	OR	
MT6580DC	International Management	4.5

Option #1 (60)

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.)

Restricted Electives (9)

3000+	Elective	4.5
	OR	
MT6255DC	Introduction to Leadership and Quality	4.5
3000+	Elective	4.5

3000+ electives must be AC, FN, LA, MG, MT, OL, or OM courses.

Option #2 (60)

Aviation Non-Specialty Core (42)

FN3000	Business Finance I	4.5
	OR	
FN6200DC	Accounting and Finance for Managers	4.5
MG3000	Marketing	4.5
	OR	

MG6200DC	Marketing and Sales Management	4.5
	OR	
MG6500DC	Marketing Administration	4.5
MT3050	Human Resource Management	4.5
	OR	
MT6300DC	Managing Human Resources	4.5
MT3230	Employment Law	4.5
	OR	
LA6570DC	Human Resource Law	4.5
MT3300	Supervision	4.5
	OR	
MT6255DC	Introduction to Leadership and Quality	4.5
MT3500	Management Information Systems	4.5
MT4200	Business Ethics	4.5
MT4444	Management Review Lab	4.5
MT4450	Strategic Management	4.5
OM3000	Operations Management	4.5

Open Elective (18)

	Elective	4.5
	OR	
MT6255DC	Introduction to Leadership and Quality	4.5
	Electives	13.5

General Education Core (57)

(Available for block transfer)

General Education (22.5)

Communications (4.5)

EN1150	Composition I	4.5

Science (4.5)

	Science Elective	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Science (4.5)

PS2100	Human Relations	4.5

General Education (4.5)

	General Education Elective	4.5

General Education (34.5) Course-by-Course Transfer

Communications (13.5)

EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5
EN3070	Advanced Research and Writing	4.5

Mathematics (9)

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

Behavioral/Social Science (9)

EC2050	Macroeconomics	4.5
	OR	
EC6100DC	Economic Analysis	4.5
EC2100	Microeconomics	4.5
	OR	
EC6150DC	Managerial Economics	4.5

General Education (3)

CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

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.

DC Courses: Students who do not have 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, support core, specialty, or open elective 6000DC+ and 3000+ courses. Maximum of three DC courses allowed.

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

Business Administration, AAS

The business administration associate degree program gives students a foundation for the breadth of knowledge and strategic mindset 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 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:

- Describe how concepts in the principal areas of business support organizational decisions.
- Classify current business technologies in support of organizational operations.
- Explain the leadership skills required to achieve strategic business objectives.
- Recognize appropriate ethical perspectives in a global business environment.
- Distinguish effective communication strategies in a professional business setting.

- Employ productive collaboration methods in a professional business setting.

Business Administration: Associate of Applied Science Degree Requirements

90 Credits

Business Administration Major Core (33)

AC1060	Principles of Accounting I	4.5
AC1160	Principles of Accounting II	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

Restricted Electives (9)

(Restricted electives must be AC, FN, LA, MG, MT, OL, or OM courses.)

General Education Core (48)

Communications (13.5)

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

Science (4.5)

	Science Elective	4.5

Mathematics (4.5)

MA2000	Quantitative Reasoning	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Science (9)

EC2050	Macroeconomics	4.5
	OR	
EC2100	Microeconomics	4.5
PS2100	Human Relations	4.5

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

MT3653: Capstone course, minimum "C" grade required.

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

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.

Program Learning Outcomes

Graduates of the program will be able to:

- Analyze how concepts in the principal areas of business guide organizational decision-making.
- Use current business technologies in support of organizational continuity.
- Show the leadership skills required to achieve strategic business objectives.
- Apply appropriate ethical perspectives in a global business environment.
- Demonstrate effective communication strategies across multiple stakeholder groups.
- Employ productive collaboration methods in a professional business setting.

Specialties

The Bachelor of Science degree in Business Administration also offers specialties in Accounting; Entrepreneurship; Financial Management; International Business; Management; Management Information Systems; Marketing; Operations 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 six (6) 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

- 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 Management Information Systems

- CI1320 Computer Concepts
- CI1420 Principles of Programming
- CI2011 Introduction to Database
- CI2211 Internetworking Fundamentals
- CI2440 Introduction to Computer Security
- CI3140 Systems Architecture

Specialty in Marketing

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

Specialty in Operations Management

- OM3025 Logistics and Transportation Management
- OM3050 Purchasing and Supply Chain Management
- OM3075 Demand Forecasting and Inventory Management
- OM3200 Marketing and Distribution Channels

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

Business Administration: Bachelor of Science Degree Requirements

180 Credits

Business Administration Major Core (60)

AC1060	Principles of Accounting I	4.5
AC1160	Principles of Accounting II	4.5
AC1260	Principles of Accounting III	4.5
FN3000	Business Finance I	4.5
	OR	
FN6200DC	Accounting and Finance for Managers	4.5
LA3100	Business Law I	4.5
	OR	
LA7100DC	Legal Environment of Business	4.5
MG3000	Marketing	4.5
	OR	
MG6200DC	Marketing and Sales Management	4.5
	OR	
MG6500DC	Marketing Administration	4.5
MT1050	Introduction to Business	4.5
MT2050	Principles of Management	4.5
MT3050	Human Resource Management	4.5
	OR	
MT6300DC	Managing Human Resources	4.5
MT3500	Managing Information Systems	4.5
MT4200	Business Ethics	4.5
MT4441	Business Review Lab	1.5
MT4450	Strategic Management	4.5
OM3000	Operations Management	4.5

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

Restricted Electives (27)

(Restricted Electives must be AC, FN, LA, MG, MT, OL or OM 3000+ courses or Specialty courses.)

	Restricted Elective	4.5
	OR	
FN6350DC	Financial Management	4.5
	Restricted Elective	4.5

	OR	
MT6255DC	Introduction to Leadership and Quality	4.5
	Restricted Electives	18

Open Electives (18)

General Education Core (75)

(Available for block transfer)

General Education (31.5)

Communications (4.5)

EN1150	Composition I	4.5

Science (9)

	Science Electives	9

Humanities (9)

HU2000	Critical Thinking and Problem Solving	4.5
	Humanities Elective	4.5

Behavioral/Social Science (9)

PS2100	Human Relations	4.5
	Behavioral/Social Science Elective	4.5

General Education (43.5) Course-by-Course Transfer

Communications (13.5)

EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5
EN3070	Advanced Research and Writing	4.5

Mathematics (9)

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

Behavioral/Social Science (9)

EC2050	Macroeconomics	4.5
	OR	
EC6100DC	Economic Analysis	4.5
EC2100	Microeconomics	4.5
	OR	
EC6150DC	Managerial Economics	4.5

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

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.

DC Courses: Students who do not have 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. Maximum of three DC courses allowed..

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

Business Logistics, AAS

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

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:

- Describe how concepts in the principal areas of business support organizational decisions.
- Classify current logistics technologies in support of organizational operations.
- Explain the leadership skills required to achieve strategic logistics objectives.
- Recognize appropriate ethical perspectives in a global business environment.
- Distinguish effective communication strategies in a professional business setting.
- Discuss productive collaboration methods in a professional business setting.

Business Logistics: Associate of Applied Science Degree Requirements

93 Credits

Business Logistics Major Core (27)

OM1000	Introduction to Business Logistics	4.5
OM2300	Demand Forecasting and Inventory Management	4.5
OM3000	Operations Management	4.5
OM3025	Logistics and Transportation	4.5

	Management	
OM3050	Purchasing and Supply Chain Management	4.5
OM3100	Business Logistics Internship	4.5
	OR	
OM3150	Business Logistics Projects	4.5

Support Core (18)

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

General Education Core (48)

Communications (13.5)

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

Science (4.5)

	Science Elective	4.5

Mathematics (4.5)

MA2000	Quantitative Reasoning	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Science (9)

EC2050	Macroeconomics	4.5
	OR	
EC2100	Microeconomics	4.5
PS2100	Human Relations	4.5

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

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:

- Describe how concepts in the principal areas of construction management support organizational decisions.
- Classify current construction management technologies in support of organizational operations.
- Explain the leadership skills required to achieve strategic construction management objectives.
- Recognize appropriate ethical perspectives in a global business environment.
- Distinguish effective communication strategies in a professional business setting.
- Discuss productive collaboration methods in a professional business setting.

Construction Management: Associate of Applied Science Degree 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 (13.5)

EN1150	Composition I	4.5
EN1300	Composition II	4.5
EN2100	Speech	4.5

	OR	
EN2150	Interpersonal Professional Communication	4.5

Science (4.5)

	Science Elective	4.5

Mathematics (4.5)

MA2000	Quantitative Reasoning	4.5

Humanities/Behavioral/Social Science (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

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:

- Analyze how concepts in the principal areas of construction management guide organizational decision-making.
- Use current construction management technologies in support of organizational continuity.
- Show the leadership skills required to achieve strategic construction management objectives.
- Apply appropriate ethical perspectives in a global business environment.
- Demonstrate effective communication strategies across multiple stakeholder groups.
- Employ productive collaboration methods in a professional business setting.

Construction Management: Bachelor of Science Degree 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
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
MT4300	Management Across Cultures	4.5
	OR	
MT6580DC	International Management	4.5

Open Electives (13.5)

General Education Core (66)

(Available for block transfer)

General Education (31.5)

Communications (4.5)

EN1150	Composition I	4.5

Science (9)

	Science Electives	9

Humanities (9)

HU2000	Critical Thinking and Problem Solving	4.5
	Humanities Elective	4.5

Behavioral/Social Science (9)

EC2050	Macroeconomics	4.5
	OR	
EC6100DC	Economic Analysis	4.5
EC2100	Microeconomics	4.5
	OR	
EC6150DC	Managerial Economics	4.5

General Education (34.5) Course-by-Course Transfer

Communications (13.5)

EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5
EN3070	Advanced Research and Writing	4.5

Mathematics (9)

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

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.

DC Courses: Students who do not have 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, support core, or open elective 6000DC+ and 3000+ courses. Maximum of three DC courses allowed.

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

Health and Beauty Management, AAS

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

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:

- Describe how concepts in the principal areas of health and beauty management support organizational decisions.
- Classify current health and beauty management technologies in support of organizational operations.
- Explain the leadership skills required to achieve strategic health and beauty management objectives.
- Recognize appropriate ethical perspectives in a global business environment.
- Distinguish effective communication strategies in a professional business setting.
- Discuss productive collaboration methods 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)

HB2100	Mastering Cosmetology Business	6

Health and Beauty Vocational Core (45)

Open Electives (16.5)

General Education Core (22.5)

Communications (9)

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

Mathematics/Science (4.5)

MA	Mathematics Elective	4.5
	OR	
SC	Science Elective	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Science (4.5)

PS2100	Human Relations	4.5

Students have up to three terms from the date of enrollment to present a copy(ies) 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.)

Healthcare Coding, Diploma

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

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.
- Demonstrate effective communication and relationship management skills in healthcare organizations.
- Demonstrate effective teamwork through collaboration.

Healthcare Coding: Diploma Requirements

63 Credits

Healthcare Coding Major Core (30)

HT1000	Introduction to Health Information Management and Health Care	4
HT2117	ICD Coding and Pathophysiology I with Lab	6
HT2127	ICD Coding and Pathophysiology II with Lab	6
HT2130	Current Procedural Terminology Coding with Lab	3
HT2135	Advanced Coding with Lab	3
HT2230	Healthcare Reimbursement	3
HT2300	Healthcare Coding Practicum	3
ME1140	Medical Terminology for Health Professions	2

HT1000, HT2117, HT2127, HT2130, HT2135, HT2230, ME1140: Professional course (minimum "C" grade required)

General Education Core (33)

Communications (4.5)

EN1150	Composition I	4.5

Science (12)

SC1221	Essentials of Anatomy and Physiology with Lab	6
SC1224	Advanced Essentials of Anatomy and Physiology with Lab	6

SC1221, SC1224: Professional course (minimum "C" grade required.)

Behavioral/Social Science (4.5)

	Behavioral/Social Science Elective	4.5

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

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 by leveraging digital and AI-assisted technologies while fostering collaboration, professionalism, and patient-centered care.
- Demonstrate integrity and ethical and inclusive behavior in decision-making.
- Create plans for ongoing professional development and advancing the profession.
- Apply conflict resolution and negotiation skills.
- Demonstrate effective teamwork through collaboration.

Healthcare Management: Bachelor of Science Degree Requirements

180 Credits

Healthcare Management Major Core (49)

HA3010	Introduction to U.S. Healthcare Delivery	4
HA3110	Quality Improvement and Risk Management	4
HA3120	Essentials of Managed Care	4
HA3220	Health Information Systems	4
HA3300	Healthcare Policy and Ethics	4
HA4050	Healthcare Law	4
HA4070	Regulatory Environment in Health Care	4
HA4110	Healthcare Planning and Evaluation	4
HA4120	Management of Continuum Care Services	4
HA4200	Healthcare Financial Management	4
HA4300	Healthcare Management and Supervision	4
HA4501	Healthcare Management Action Research Project	5
	OR	
HA4521	Healthcare Management Capstone	5

HA3010, HA3110, HA3120, HA3220, HA3300, HA4050, HA4070, HA4110, HA4120, HA4200, HA4300: Professional Course, minimum "C" grade required

HA4501 or HA4521: 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
	OR	
MT6300DC	Managing Human Resources	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, FN, LA, MG, MT, OL, or OM courses) if <42.5 credits in transfer

6000DC+	Elective	
6000DC+	Elective	
	OR	
	Electives	42.5

Open Elective (4.5)

6000DC+	Elective	
	OR	
	Elective	4.5

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
6000DC+	Elective	4.5

	OR	
3000+	Elective	4.5
3000+	Elective	4.5
3000+	Elective	4.5

Open Electives (18)

6000DC+	Elective	
	OR	
	Elective	18

General Education Core (66)

(Available for block transfer)

General Education (22.5)

Communications (4.5)

EN1150	Composition I	4.5

Humanities (9)

HU2000	Critical Thinking and Problem Solving	4.5
	Humanities Elective	4.5

Behavioral/Social Science (9)

PS2100	Human Relations	4.5
	Behavioral/Social Science Elective	4.5

General Education (43.5) Course-by-Course Transfer

Communications (13.5)

EN1300	Composition II	4.5
EN2150	Interpersonal Professional Communication	4.5
EN3070	Advanced Research and Writing	4.5

Science (9)

	Science Electives	9

Mathematics (9)

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

DC Courses: Students who do not have 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, support core, or open elective 6000DC+ and 3000+ courses. Maximum of three DC courses allowed..

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 interested 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 mindset in the context of human resource management policies 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:

- Analyze how concepts in the principal areas of business guide organizational decision-making.
- Use current business technologies in support of organizational continuity.
- Show the leadership skills required to achieve strategic business objectives.
- Apply appropriate ethical perspectives in a global business environment.
- Demonstrate effective communication strategies across multiple stakeholder groups.
- Employ productive collaboration methods in a professional business setting.

Human Resource Management: Bachelor of Science Degree Requirements

180 Credits

Human Resource Management Major Core (31.5)

MT3050	Human Resource Management	4.5
	OR	
MT6300DC	Managing Human Resources	4.5
MT3080	Compensation and Benefits	4.5
MT3100	Employee and Labor Relations	4.5
MT3230/ PL3230	Employment Law	4.5
	OR	
LA6570DC	Human Resource Law	4.5
MT4050	Training and Development	4.5
MT4420	Strategic Human Resource Management	4.5
MT4501	Human Resource Management Internship	4.5
	OR	
MT4505	Human Resource Management Action	4.5

	Research Project	

Support Core (51)

AC2760	Financial Accounting for Managers	4.5
FN3000	Business Finance I	4.5
	OR	
FN6200DC	Accounting and Finance for Managers	4.5
MG3000	Marketing	4.5
	OR	
MG6200DC	Marketing and Sales Management	4.5
	OR	
MG6500DC	Marketing Administration	4.5
MT1050	Introduction to Business	4.5
MT2050	Principles of Management	4.5
MT3300	Supervision	4.5
	OR	
MT6255DC	Introduction to Leadership and Quality	4.5
MT3500	Managing Information Systems	4.5
MT4200	Business Ethics	4.5
MT4300	Management Across Cultures	4.5
	OR	
MT6580DC	International Management	4.5
MT4444	Management Review Lab	1.5
MT4450	Strategic Management	4.5
OM3000	Operations Management	4.5

MT4450: Capstone Course (minimum "C" grade required).

Open Electives (40.5)

	Elective	4.5
	OR	
FN6350DC	Financial Management	4.5
	Elective	36

General Education Core (57)

(Available for block transfer)

General Education (22.5)

Communications (4.5)

EN1150	Composition I	4.5

Science (4.5)

	Science Elective	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Science (4.5)

PS2100	Human Relations	4.5

General Education (4.5)

	General Education Elective	4.5

General Education (34.5) Course-by-Course Transfer

Communications (13.5)

EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5
EN3070	Advanced Research and Writing	4.5

Mathematics (9)

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

Behavioral/ Social Science (9)

EC2050	Macroeconomics	4.5
	OR	
EC6100DC	Economic Analysis	4.5
EC2100	Microeconomics	4.5
	OR	
EC6150DC	Managerial Economics	4.5

General Education (3)

CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

DC Courses: Students who do not have 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, support core, or open elective 6000DC+ and 3000+ courses. Maximum of three DC courses allowed..

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.*

**Prior NAU CI course credit or transfer credit must have been completed within ten (10) years of application to the IT program. Exceptions may apply.*

Course availability is subject to minimum class size requirements.

Program Learning Outcomes

Graduates of the program will be able to:

- Describe how Artificial Intelligence (AI)-powered IT analysis and design concepts guide organizational decision-making.
- Classify current and appropriate AI-powered tools and techniques in support of organizational IT continuity.
- Explain the AI-powered project management skills required to achieve strategic IT business objectives.

- Recognize appropriate ethical perspectives in an AI-powered IT business environment.
- Distinguish effective AI-powered communication strategies across multiple IT stakeholder groups.
- Discuss productive AI-powered collaboration methods in an IT business setting.

Information Technology: Associate of Applied Science Degree 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
CI3140	Systems Architecture	4.5
Support Core (4.5)		
MT1050	Introduction to Business	4.5
Open Electives (18)		
General Education Core (39)		
Communications (13.5)		
EN1150	Composition I	4.5
EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5
Science (4.5)		
	Science Elective	4.5
Mathematics (4.5)		
MA2000	Quantitative Reasoning	4.5
Humanities/Behavioral/Social Sciences (4.5)		
HU2000	Critical Thinking and Problem Solving	4.5
General Education (12)		
CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

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

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

Information Technology, 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.*

**Prior NAU CI course credit or transfer credit must have been completed within ten (10) years of application to the IT program. Exceptions may apply.*

Course availability is subject to minimum class size requirements.

Specialties

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

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

Specialty in Networking

- CI3679 Windows Operating System and Server Administration Fundamentals
- CI3710 Internet Security
- CI3725 Network Security
- CI4151 Windows Hybrid Server I
- CI4161 Windows Hybrid Server II
- CI4297 Interconnecting Cisco Network Devices

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

Program Learning Outcomes

Graduates of the program will be able to:

- Analyze how Artificial Intelligence (AI)-powered Information IT analysis and design concepts guide organizational decision-making.
- Use current and appropriate AI-powered tools and techniques in support of organizational IT continuity.
- Show the AI-powered project management skills required to achieve strategic IT business objectives.
- Apply appropriate ethical perspectives in an AI-powered IT business environment.
- Demonstrate effective AI-powered communication strategies across multiple IT stakeholder groups.
- Employ productive AI-powered collaboration methods in an IT business setting.

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
CI3160	Introduction to Artificial Intelligence	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 (27)

Specialty IT Courses or Open Electives (13.5)

Open Electives (18)

6000DC+ or Elective	Elective	13.5
	Elective	4.5

General Education Core (57)

(Available for block transfer)

General Education (31.5)

Communications (4.5)

EN1150	Composition I	4.5

Science (4.5)

	Science Elective	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Science (4.5)

PS2100	Human Relations	4.5

General Education (13.5)

	General Education Elective	13.5

General Education (25.5) Course-by-Course Transfer

Communications (13.5)

EN1300	Composition II	4.5
EN2100	Speech OR	4.5
EN2150	Interpersonal Professional Communication	4.5
EN3070	Advanced Research and Writing	4.5

Mathematics (9)

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

General Education (3)

CS2080	Career Management	3

DC Courses: Students who do not have 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, support core, or open elective 6000DC+ and 3000+ courses. Maximum of three DC courses allowed.

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.

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

Information Technology - Focused, BS

This information technology degree is designed to focus on integrating specialized technology and skills in a reduced credit format. It is recommended for individuals with degrees, diplomas, certifications, or prior work experience in areas such as programming, networks, database, or other

related areas. A minimum of 18 credit hours in one focus area is required to complete this program. This degree prepares the graduate for advancement in management or technical areas associated with their selected focus area.*

**Prior NAU CI course credit or transfer credit must have been completed within ten (10) years of application to the IT program. Exceptions may apply.*

Course availability is subject to minimum class size requirements.

Focus Areas

The Bachelor of Science degree in Information Technology - Focused currently offers focus areas in Artificial Intelligence and Machine Learning, Cloud Computing, Cybersecurity, and Network Administration. A focus area is a grouping of electives that focuses on particular interests and career paths. NAU also offers the ability to create a custom focus area based on student interest, credit transfer, and course availability.

Focus in Artificial Intelligence and Machine Learning

- CI3160 Introduction to Artificial Intelligence
- CI3161 AI Foundations Using AWS
- CI3162 Data Engineering Using AWS
- CI3163 Machine Learning Using AWS

To earn the BSIT-Focused Artificial Intelligence and Machine Learning badge, a student must be enrolled in NAU's BSIT-Focused program and successfully complete the following courses (see the University Catalog for prerequisites): CI3160 Introduction to Artificial Intelligence, CI3161 AI Foundations Using AWS, CI3162 Data Engineering Using AWS, and CI3163 Machine Learning Using AWS. Students earning this focus area badge will be able to:

- Craft effective prompt engineering.
- Create rigorous AI research.
- Produce strategic AI business proposals.
- Lead appropriate AI adoption in the workforce.
- Optimize the secure and ethical use of AI tools and solutions.
- Design AI strategies that contribute organizational value.

Focus in Cloud Computing

- CI3170 Introduction to Cloud Computing
- CI3171 Cloud Foundations Using AWS
- CI3172 Cloud Operations Using AWS
- CI3173 Cloud Solutions Using AWS

To earn the BSIT-Focused Cloud Computing focus area badge, a student must be enrolled in NAU's BSIT-Focused program and successfully complete the following courses (see the University Catalog for course prerequisites): CI3170 Introduction to Cloud Computing, CI3171 Cloud Foundations Using AWS Cloud Infrastructure and Virtualization, CI3172 Cloud Operations Using AWS Cloud Services and Development, and CI3173 Cloud Solutions Using AWS Cloud Security and Cost Management. Students earning this focus area badge will be able to:

- Produce strategic cloud computing business proposals.
- Craft effective cloud services and deployment strategies.
- Create appropriate governance frameworks for cloud environments.
- Lead appropriate cloud computing adoption in the workforce.
- Optimize the use of secure, scalable, resilient, and cost-effective cloud environments.
- Build strategic business value through the use of cloud computing solutions.

Focus in Cybersecurity

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

To earn the BSIT-Focused Cybersecurity focus area badge, a student must be enrolled in NAU's BSIT-Focused program and successfully complete the following courses (see the University Catalog for course prerequisites): CI3710 Internet Security, CI3715 Cybercrime and Information Systems, CI3725 Network Security, and CI3730 Computer Forensics. Students earning this focus area badge will be able to:

- Conduct security assessments of networking environments.
- Create secure networking environments for development, staging, and operations.
- Craft governance practices that apply established legal and ethical frameworks.
- Apply techniques for acquiring, analyzing, and validating digital evidence across multiple platforms.
- Optimize the tools, techniques, and reporting processes used in digital forensic investigations.
- Effectively lead a cybersecurity or digital forensics team.

Focus in Network Administration

- CI3679 Windows Operating System and Server Administration Fundamentals
- CI3725 Network Security
- CI4151 Windows Hybrid Server I
- CI4161 Windows Hybrid Server II

To earn the BSIT-Focused Network Administration focus area badge, a student must be enrolled in NAU's BSIT-Focused program and successfully complete the following courses (see the University Catalog for course prerequisites): CI3679 Windows Operating System and Server Administration, CI3725 Network Security, CI4151 Windows Server Hybrid I, and CI4161 Windows Server Hybrid II. Students earning this focus area badge will be able to:

- Configure, monitor, and manage Windows OS and Windows Server environments.
- Produce strategic hybrid networking infrastructure business proposals.
- Lead the implementation and management of on-premises and hybrid networking infrastructures.
- Optimize security practices for secure infrastructure management.
- Effectively manage Virtual Machines (VMs), containers, workloads, and services in a hybrid networking environment.
- Design optimal high availability and disaster recovery solutions for hybrid networking infrastructures.

Program Learning Outcomes

Graduates of the program will be able to:

- Analyze how Artificial Intelligence (AI)-powered Information IT analysis and design concepts guide organizational decision-making.
- Use current and appropriate AI-powered tools and techniques in support of organizational IT continuity.
- Show the AI-powered project management skills required to achieve strategic IT business objectives.
- Apply appropriate ethical perspectives in an AI-powered IT business environment.
- Demonstrate effective AI-powered communication strategies across multiple IT stakeholder groups.
- Employ productive AI-powered collaboration methods in an IT business setting.

Information Technology-Focused: Bachelor of Science Degree Requirements

135 Credits

Information Technology Major Core (55.5)

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
CI3070	Human-Computer Interaction - User-Centered Design	4.5
CI3140	Systems Architecture	4.5
CI3155	Computer Ethics	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

Information Technology Focus Core (18)

(Choose one Focus area OR choose any four (4) CI3000+ courses that are not part of the Major Core.)

General Education Core (57)

(Available for block transfer)

General Education (31.5)

Communications (4.5)

EN1150	Composition I	4.5

Science (4.5)

	Science Elective	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Science (4.5)

PS2100	Human Relations	4.5

General Education (13.5)

	General Education Elective	13.5

General Education (25.5) Course-by-Course Transfer

Communications (13.5)

EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5
EN3070	Advanced Research and Writing	4.5

Mathematics (9)

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

General Education (3)

CS2080	Career Management	3

DC Courses: Students who do not have 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, support core, or open elective 6000DC+ and 3000+ courses. Maximum of three DC courses allowed.

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.

(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.*

**Prior NAU CI course credit or transfer credit must have been completed within ten (10) years of application to the IT program. Exceptions may apply.*

Course availability is subject to minimum class size requirements.

Program Learning Outcomes

Graduates of the program will be able to:

- Analyze how Artificial Intelligence (AI)-powered Information IT analysis and design concepts guide organizational decision-making.
- Use current and appropriate AI-powered tools and techniques in support of organizational IT continuity.
- Show the AI-powered project management skills required to achieve strategic IT business objectives.
- Apply appropriate ethical perspectives in an AI-powered IT business environment.
- Demonstrate effective AI-powered communication strategies across multiple IT stakeholder groups.
- Employ productive AI-powered collaboration methods in an IT business setting.

Information Technology: Bachelor of Science with Emphasis in Cybersecurity and Forensics 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
CI316		4.5
CI4220	Introduction to Artificial Intelligence	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)

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	Elective	13.5
	Elective	4.5

General Education Core (66)

General Education (31.5)

(Available for block transfer)

Communications (4.5)

EN1150	Composition I	4.5

Science (9)

	Science Electives	9

Humanities (9)

HU2000	Critical Thinking and Problem Solving	4.5
	Humanities Elective	4.5

Behavioral/Social Science (9)

PS2100	Human Relations	4.5
	Behavioral/Social Science Elective	4.5

General Education (34.5) Course-by-Course Transfer

Communications (13.5)

EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5
EN3070	Advanced Research and Writing	4.5

Mathematics (9)

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.CS1302: Transfer students with an associate degree or 60 or more quarter credits are not required to complete CS1302 (a general elective may serve in place of this course.)

DC Courses: Students who do not have 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, support core, or open elective 6000DC+ and 3000+ courses. Maximum of three DC courses allowed.

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.

Interdisciplinary Studies: Associate of Arts Degree Requirements

90 Credits

Specialty/Technical/Vocational Core (18)

Selected from General Education or any discipline.

Culminating Capstone (6)

CS3500	Interdisciplinary Studies Capstone	6

Open Elective Courses (22.5)

General Education Core (43.5)

Communications (13.5)

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

Science (4.5)

	Science Elective	4.5

Mathematics (4.5)

MA2000	Quantitative Reasoning	4.5

Humanities/Behavioral/Social Science (9)

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

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

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 ELIGIBLE FOR TITLE IV FUNDING (Federal Student Aid may not be used).***

MTA Funding, SpouseWorks (MyCAA), and VA Benefits may 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.

Interdisciplinary Studies: Bachelor of Arts Degree 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 General Education or any discipline.

General Education Core (66)

Communications (4.5)

EN1150	Composition I	4.5

Science (4.5)

	Science Elective	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

Psychology (4.5)

	Psychology Elective	4.5

General Education (4.5)

SO1050	Introduction to Sociology	4.5

General Education (43.5) Course-by-Course Transfer

Communications (13.5)

EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5
EN3070	Advanced Research and Writing	4.5

Mathematics (9)

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

Humanities/Behavioral/Social Science (9)

EC2050	Macroeconomics	4.5
EC2100	Microeconomics	4.5
	OR	
HU2100	Introduction to Humanities	4.5
PS1050	Introduction to Psychology	4.5

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

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 ELIGIBLE FOR TITLE IV FUNDING (Federal Student Aid may not be used).***

MTA Funding, SpouseWorks (MyCAA), 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:

- Describe how concepts in the principal areas of business support organizational decisions.
- Classify current business technologies in support of organizational operations.
- Explain the leadership skills required to achieve strategic business objectives.
- Recognize appropriate ethical perspectives in a global business environment.
- Distinguish effective communication strategies in a professional business setting.
- Discuss productive collaboration methods in a professional business setting.

Management: Associate of Applied Science Degree Requirements

90 Credits

Management Major Core (19.5)

AC2760	Financial Accounting for Managers	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, EC, or CI Electives.

Business electives include FN, LA, MG, MT, OL, and OM courses.

General Education Core (48)

Communications (13.5)

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

Science (4.5)

	Science Elective	4.5

Mathematics (4.5)

MA2000	Quantitative Reasoning	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Science (9)

EC2050	Macroeconomics	4.5
	OR	
EC2100	Microeconomics	4.5
PS2100	Human Relations	4.5

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.CS1302: Transfer students with an associate degree or 60 or more quarter credits are not required to complete CS1302 (a general elective may serve in place of this course.)

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 seeking opportunities for advancement in 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 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:

- Analyze how concepts in the principal areas of business guide organizational decision-making.
- Use current business technologies in support of organizational continuity.

- Show the leadership skills required to achieve strategic business objectives.
- Apply appropriate ethical perspectives in a global business environment.
- Demonstrate effective communication strategies across multiple stakeholder groups.
- Employ productive collaboration methods in a professional business setting.

Management: Bachelor of Science Degree Requirements

180 Credits

Management Major Core (60)

AC2760	Financial Accounting for Managers	4.5
FN3000	Business Finance I	4.5
	OR	
FN6200DC	Accounting and Finance for Managers	4.5
MG3000	Marketing	4.5
	OR	
MG6200DC	Marketing and Sales Management	4.5
	OR	
MG6500DC	Marketing Administration	4.5
MT1050	Introduction to Business	4.5
MT2050	Principles of Management	4.5
MT3050	Human Resource Management	4.5
	OR	
MT6300DC	Managing Human Resources	4.5
MT3230/ PL3230	Employment Law	4.5
	OR	
LA6570DC	Human Resource Law	4.5
MT3300	Supervision	4.5
	OR	
MT6255DC	Introduction to Leadership and Quality	4.5
MT3500	Managing Information Systems	4.5
MT4200	Business Ethics	4.5
MT4300	Management Across Cultures	4.5
	OR	
MT6580DC	International Management	4.5
MT4444	Management Review Lab	1.5
MT4450	Strategic Management	4.5
OM3000	Operations Management	4.5

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

Open Electives (63)

	Elective	4.5
	OR	
FN6350DC	Financial Management	4.5
	Elective	58.5

General Education Core (57)

(Available for block transfer)

General Education (22.5)

Communications (4.5)

EN1150	Composition I	4.5

Science (4.5)

	Science Elective	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Science (4.5)

PS2100	Human Relations	4.5

General Education (4.5)

	General Education Elective	4.5

General Education (34.5) Course-by-Course Transfer

Communications (13.5)

EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5
EN3070	Advanced Research and Writing	4.5

Mathematics (9)

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

Behavioral Social Science (9)

EC2050	Macroeconomics	4.5
	OR	
EC6100DC	Economic Analysis	4.5
EC2100	Microeconomics	4.5
	OR	
EC6150DC	Managerial Economics	4.5

General Education (3)

CS2080	Career Management	3

DC Courses: Students who do not have 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, support core, or open elective 6000DC+ and 3000+ courses. Maximum of three DC courses allowed.

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 - Focused, BS*

This management degree is designed to focus on integrating specialized skills in a reduced credit format. It is recommended for individuals with degrees, diplomas, certifications, or prior work experience in areas such as finance, human resource management, information technology management, marketing, operations management, or other related areas. A minimum of 18 credit hours in one focus area is required to complete this program. This degree prepares the graduate for

advancement in management associated with their selected focus area.

Course availability is subject to minimum class size requirements.

Focus Areas

The Bachelor of Science degree in Management – Focused currently offers focus areas in Finance, Human Resource Management, Information Technology Management, Marketing, and Operations Management. A focus area is a grouping of electives that focuses on particular interests and career paths. NAU also offers the ability to create a custom focus area based on student interest, credit transfer, and course availability.

Focus in Finance

- FN3010 Business Finance II
- FN3100 Risk Management and Insurance
- FN3200 Financial Statement Analysis
- FN4055 Financial Institutions and Markets

To earn the BSM-Focused Finance focus area badge, a student must be enrolled in NAU's BSM-Focused program and successfully complete the following courses (see the University Catalog for course prerequisites): FN3010 Business Finance II, FN3100 Risk Management and Insurance, FN3200 Financial Statement Analysis, and FN4055 Financial Institutions and Markets. Students earning this focus area badge will be able to:

- Analyze financial statements, financial ratios, and other financial performance measures.
- Craft effective risk management and retirement planning strategies.
- Craft governance practices that apply established legal and ethical frameworks.
- Create effective insurance plans to secure employee benefits and other corporate property.
- Lead strategic organizational relationships with external financial markets.
- Optimize financial performance based on strategic organizational goals.

Focus in Human Resource Management

- MT3080 Compensation and Benefits
- MT3100 Employee and Labor Relations
- MT3250 Organizational Behavior
- MT4050 Training and Development

To earn the BSM-Focused Human Resource Management focus area badge, a student must be enrolled in NAU's BSM-Focused program and successfully complete the following courses (see the University Catalog for course prerequisites): MT3080 Compensation and Benefits, MT3100 Employee and Labor Relations, MT3250 Organizational Behavior, and MT4050 Training and Development. Students earning this focus area badge will be able to:

- Design and implement an effective employee onboarding, training, and development strategy.
- Coach management teams on the value of retention-focused employee training and development.
- Optimize employee compensation and benefit strategies based on the strategic organizational goals.
- Create effective employee grievance and disciplinary procedures.
- Craft and implement effective collective bargaining and arbitration strategies.

Focus in Information Technology Management

- CI1320 Computer Concepts
- CI3070 Human-Computer Interaction – User-Centered Design
- CI4220 Project Management
- CI4221 System Analysis and Design

To earn the BSM-Focused Information Technology (IT) Management focus area badge, a student must be enrolled in NAU's BSM-Focused program and successfully complete the following courses (see the University Catalog for course prerequisites): CI1320 Computer Concepts, CI3070 Human-Computer Interaction – User-Centered Design, CI4220 Project Management, and CI4221 System Analysis and Design*. Students earning this focus area badge will be able to:

- Lead a team of skilled IT project managers, developers, and technicians.
- Craft effective IT processes, designs, plans, and strategies.
- Create well-organized and productive IT project management teams.
- Manage systems implementation, maintenance, and ethics in IT.
- Drive stakeholder engagement in and mitigate the risk of IT projects.

**Prior NAU CI course credit or transfer credit must have been completed within ten (10) years of application to the management program. Exceptions may apply.*

Focus in Marketing

- MG3050 Marketing Management
- MG3350 Social Media Marketing
- MG3500 Consumer Behavior
- MG4150 Marketing Research

To earn the BSM-Focused Marketing focus area badge, a student must be enrolled in NAU's BSM-Focused program

and successfully complete the following courses (see the University Catalog for course prerequisites): MG3050 Marketing Management, MG3350 Social Media Marketing, MG3500 Consumer Behavior, and MG4150 Marketing Research. Students earning this focus area badge will be able to:

- Lead an effective social media marketing team.
- Create effective marketing mix-based sales management, distribution, and pricing strategies.
- Craft social media messaging that effectively influences consumer perspectives.
- Optimize product and brand strategy, new product planning and development, and marketing communications.
- Drive success in marketing based on relevant social analytics, media metrics, and marketing measurements.

Focus in Operations Management

- OM3025 Logistics and Transportation Management
- OM3050 Purchasing and Supply Chain Management
- OM3075 Demand Forecasting and Inventory Management
- OM3200 Marketing and Distribution Channels

To earn the BSM-Focused Operations Management focus area badge, a student must be enrolled in NAU's BSM-Focused program and successfully complete the following courses (see the University Catalog for course prerequisites): OM3025 Logistics and Transportation Management, OM3050 Purchasing and Supply Chain Management, OM3075 Demand Forecasting and Inventory Management, and OM3200 Marketing and Distribution Channels. Students earning this focus area badge will be able to:

- Craft effective inventory management, warehousing, and transportation strategies.
- Lead the use of effective demand forecasting and resource planning strategies.
- Create strategic sourcing and supply chain strategies that drive competitive performance.
- Drive the use of Lean Six Sigma methodologies for process improvement and operations quality.
- Optimize partnerships across the organization's supply chain.

Program Learning Outcomes

Graduates of the program will be able to:

- Analyze how concepts in the principal areas of business guide organizational decision-making.
- Use current business technologies in support of organizational continuity.
- Show the leadership skills required to achieve strategic business objectives.
- Apply appropriate ethical perspectives in a global business environment.
- Demonstrate effective communication strategies across multiple stakeholder groups.
- Employ productive collaboration methods in a professional business setting.

Management-Focused: Bachelor of Science Degree Requirements

135 Credits

Management Major Core (60)

AC2760	Financial Accounting for Managers	4.5
FN3000	Business Finance I	4.5
	OR	
FN6200DC	Accounting and Finance for Managers	4.5
MG3000	Marketing	4.5
	OR	
MG6200DC	Marketing and Sales Management	4.5
	OR	
MG6500DC	Marketing Administration	4.5
MT1050	Introduction to Business	4.5
MT2050	Principles of Management	4.5
MT3050	Human Resource Management	4.5
	OR	
MT6300DC	Managing Human Resources	4.5
MT3230/ PL3230	Employment Law	4.5
	OR	
LA6570DC	Human Resource Law	4.5
MT3300	Supervision	4.5
	OR	
MT6255DC	Introduction to Leadership and Quality	4.5
MT3500	Managing Information Systems	4.5
MT4200	Business Ethics	4.5
MT4300	Management Across Cultures	4.5
	OR	
MT6580DC	International Management	4.5
MT4444	Management Review Lab	1.5
MT4450	Strategic Management	4.5
OM3000	Operations Management	4.5

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

Management Focus Core (18)

(Choose one Focus area OR choose any four (4) CI3000+, FN3000+, MG3000+, MT3000+, or OM3000+ courses that are not part of the Major Core.)

General Education Core (57)

(Available for block transfer)

General Education (22.5)

Communications (4.5)

EN1150	Composition I	4.5

Science (4.5)

	Science Elective	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Science (4.5)

PS2100	Human Relations	4.5

General Education (4.5)

	General Education Elective	4.5

General Education (34.5) Course-by-Course Transfer

Communications (13.5)

EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5
EN3070	Advanced Research and Writing	4.5

Mathematics (9)

MA2000	Quantitative Reasoning	4.5
MA3000	Business Statistics	4.5

Behavioral Social Science (9)

EC2050	Macroeconomics	4.5
	OR	
EC6100DC	Economic Analysis	4.5
EC2100	Microeconomics	4.5
	OR	
EC6150DC	Managerial Economics	4.5

General Education (3)

CS2080	Career Management	3

DC Courses: Students who do not have 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, support core, or open elective 6000DC+ and 3000+ courses. Maximum of three DC courses allowed.

Graduation Requirements: A minimum 2.0 GPA is required overall 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.)

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

MTA Funding, SpouseWorks (MyCAA), and VA Benefits may be used.

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.
- Demonstrate effective communication and relationship management skills in healthcare organizations.
- Demonstrate effective teamwork through collaboration with healthcare professionals while utilizing technology, including AI-enabled tools, to support coordinated administrative processes.

Medical Administrative Assistant: Associate of Applied Science Degree Requirements

90 Credits

Medical Administrative Assisting Major Core (38.5)

ME1105	Introduction to Medical Administrative 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 Applications	4
ME3321	Medical Administrative Assistant Practicum	4
	OR	
HA3010	Introduction to U.S. Healthcare	4

Delivery

ME1105, ME1140, ME2211, ME2250, ME2260, ME2515, ME2611, ME2612, ME2620, ME3321, HA3010: 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 (9)

EN1150	Composition I	4.5
EN2150	Interpersonal Professional Communication	4.5

Science (6)

SC1221	Essentials of Anatomy and Physiology with Lab	6

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

Mathematics (4.5)

MA2000	Quantitative Reasoning	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Science (6.5)

PS2100	Human Relations	4.5
SO1060	Foundations of Cultural Competence	2

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

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.
- Apply management and leadership principles and concepts in healthcare organizations.
- Engage in ethical behavior and decision-making as a healthcare manager.
- Create plans for ongoing professional development and advancing the profession.
- Apply fundamental principles, regulations, and statutes for performing within legal and ethical boundaries.
- Demonstrate effective communication and relationship management skills in healthcare organizations.
- Demonstrate effective teamwork through collaboration.

Medical Billing and Coding: Diploma Requirements

60 Credits

Medical Coding and Billing Major Core (37.5)

HT1000	Introduction to Health Information Management and Health Care	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 and Coding Capstone	3
ME2650	Medical Billing and Coding Practicum	4

HT1000, ME1140, ME2211, ME2250, ME2260, ME2515, ME2611, ME2612, ME2630, ME2650: Professional course (minimum "C" grade required)

General Education Core (22.5)

Communications (4.5)

EN1150	Composition I	4.5

Science (6)

SC1221	Essentials of Anatomy and Physiology with Lab	6

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

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

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 and manage the full spectrum of credentialing, reappointment, and privileging processes.
- Ensure compliance with accreditation, regulatory, and ethical standards governing medical staff operations, including the responsible use of AI-supported technologies.
- Coordinate and maintain medical staff bylaws, rules, policies, and procedures.
- Develop effective communication and relationship management skills by leveraging digital communication and AI-assisted tools while maintaining professionalism, confidentiality, and ethical practice.
- Collaborate as part of a multidisciplinary team to support organizational effectiveness and patient care quality.

Medical Staff Services Management: Associate of Applied Science Degree Requirements

90 Credits

Medical Staff Services Management Major Core (36)

HA3110	Quality Improvement and Risk Management	4
HT1000	Introduction to Health Information Management and Health Care	4
HT2250	Medical Law and Ethics for Health Information Professionals	4
ME1140	Medical Terminology for Health Professions	2
ME1184	Medical Staff Services Management I	4.5
ME2185	Medical Staff Services Management II	4.5
ME2186	Medical Staff Services Management III	4.5
ME2515	Introduction to Pathophysiology	4.5
ME3332	Medical Staff Services Management Project	4

HA3110, HT1000, HT2250, ME1140, ME1184, ME2185, ME2186, ME2515, ME3332: Professional course (Minimum "C" grade required)

Support Core (9)

MT1050	Introduction to Business	4.5
	Business Elective	4.5

General Education Core (45)

Communications (13.5)

EN1150	Composition I	4.5
EN1300	Composition II	4.5
EN2100	Speech	4.5

	OR	
EN2150	Interpersonal Professional Communication	4.5

Science (6)

SC1221	Essentials of Anatomy and Physiology with Lab	6

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

Mathematics (4.5)

MA2000	Quantitative Reasoning	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Science (4.5)

PS2100	Human Relations	4.5

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.CS1302: Transfer students with an associate degree or 60 or more quarter credits are not required to complete CS1302 (a general elective may serve in place of this course.)

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

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

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:

- Describe how concepts in the principal areas of business support organizational decisions.
- Classify current business technologies in support of organizational operations.
- Explain the leadership skills required to achieve strategic business objectives.
- Recognize appropriate ethical perspectives in a global business environment.
- Distinguish effective communication strategies in a professional business setting.
- Discuss productive collaboration methods in a professional business setting.

Small Business Management: Associate of Applied Science Degree Requirements

90 Credits

Business Administration Major Core (22.5)

MG2300	Customer Service Relations	4.5
AC2050	Accounting Software Applications	4.5
	OR	
MT2200	Franchising	4.5
MT2400	Small Business Management Operations	4.5
MT3550	Entrepreneurship and Small Business	4.5
MT3650	Business Plan Development	4.5

Support Core (19.5)

AC2760	Financial Accounting for Managers	4.5
MG3000	Marketing	4.5
MT1050	Introduction to Business	4.5
MT2050	Principles of Management	4.5
MT3651	Business Management Capstone	1.5

General Education Core (48)

Communications (13.5)

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

Science (4.5)

	Science Elective	4.5

Mathematics (4.5)

MA2000	Quantitative Reasoning	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Science (9)

EC2050	Macroeconomics	4.5
	OR	
EC2100	Microeconomics	4.5
PS2100	Human Relations	4.5

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	

CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

MT3651: Capstone course (minimum "C" grade required.)

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

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. 18)

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 Business Administration*

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

*This certificate program 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.

Certificate Learning 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 Human Resource Management

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

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.

Certificate Learning 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/ PL3230	Employment Law	4.5
MT4050	Training and Development	4.5
MT4420	Strategic Human Resource Management	4.5

Certificate in Management*

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

* This certificate program 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.

Certificate Learning 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*

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

* This certificate program 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.

Certificate Learning 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

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

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 Windows Hybrid Server Administrator exams or the Cisco CCNA certification exam.

Certificate Learning Outcomes:

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

- Understand the technical skills required of network managers.
- Gain the skills to configure and manage Windows-based networking hardware.

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
CI3710	Internet Security	4.5
CI3725	Network Security	4.5
CI4151	Windows Hybrid Server I	4.5
CI4161	Windows Hybrid Server II	4.5
CI4297	Interconnecting Cisco Network Devices	4.5

Certificate in Web Development

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

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.

Certificate Learning Outcomes:

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

- Gain the skills to market, design, and develop websites and apps.
- Understand the technical skills required to be a web developer.

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 and Multimedia	4.5
CI4085	Responsive Web Development	4.5

College of Legal Studies

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 below. 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)

A minimum of 31.5 of the following 47 credits must be earned at NAU.

PL1100/ SO1100	Introduction to Legal Principles	4.5
PL1150	Legal Research I	4.5
PL1350	Legal Research II	4.5
PL2150	Civil Procedure	4.5
PL2350	Criminal Procedure	4.5
PL2500/ EN2500	Legal Writing	4.5
PL2600	Advanced Legal Research	2
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

All courses above in the Paralegal Studies Major Core require a minimum "C" grade.

Support Core (4.5)

LA3100	Business Law I	4.5

General Education Core (39)

Communications (13.5)

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

Science (4.5)

	Science Elective	4.5

Mathematics (4.5)

MA2000	Quantitative Reasoning	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

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 transferable.

Paralegal Studies Major Core (90)

A minimum of 36 of the following 90 credits must be earned at NAU.

PL1100/ 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/ SO2120	Domestic Relations	4.5
PL2150	Civil Procedure	4.5
PL2350	Criminal Procedure	4.5
PL2500/ EN2500	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	13.5
PL4000+	Elective	13.5
PL4600	CLA Review	4.5
PL4700	Virtual Paralegal Internship I	4.5
PL4701	Virtual Paralegal Internship II	4.5

All courses above in the Paralegal Studies Major Core require a minimum "C" grade.

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

Support Core (24.5)

LA3100	Business Law I	4.5
ME1140	Medical Terminology for Health Professions	2
	OR	
PL2600	Advanced Legal Research	2
MT1050	Introduction to Business	4.5
MT2050	Principles of Management	4.5
LA6570DC	Human Resource Law	4.5
	OR	
MT3230/ PL3230	Employment Law	4.5
MT6000DC+	Elective	4.5
	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)

General Education (40.5)

Communications (4.5)

EN1150	Composition I	4.5

Science (9)

	Science Electives	9

Humanities (9)

HU2000	Critical Thinking and Problem Solving	4.5
	Humanities Elective	4.5

Behavioral/Social Science (9)

	Behavioral/Social Science Electives	9

General Education (9)

	General Education Elective	9

General Education (25.5) Course-by-Course Transfer

Communications (9)

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

Mathematics (4.5)

MA2000	Quantitative Reasoning	4.5

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

DC Courses: Students who do not have 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, support core, or open elective 6000DC+ and 3000+ courses. Maximum of three DC courses allowed.

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

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

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 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.

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.

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

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 Financial Accounting for Managers

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 Degree Requirements

90.5 Credits

Professional Legal Studies Major Core (38)

A minimum of 27 of the following 38 credits must be earned at NAU.

PL1100/ SO1100	Introduction to Legal Principles	4.5
PL1150	Legal Research I	4.5
PL1350	Legal Research II	4.5
PL2050	Torts	4.5
PL2150	Civil Procedure	4.5
PL2500	Legal Writing	4.5
	OR	
PL3100	Professional Ethics and Law Office Procedure	4.5
PL2800	Topics in Paralegal Studies	2
PL3500	Introduction to Contracts	4.5
PL	Elective	4.5

All courses above in the Professional Legal Studies Major Core require a minimum "C" grade.

Support Core/ Open Electives (13.5)

LA3100	Business Law I	4.5
	Electives	9

LA3100 requires a minimum "C" grade.

General Education Core (39)

Communications (13.5)

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

Science (4.5)

	Science Elective	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

Mathematics (4.5)

MA2000	Quantitative Reasoning	4.5

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

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.

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

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

- MT4505 HRM Action Research Project

Area of Study – Entrepreneurial

Major Core:

- PL3050 Real Property
- LA3150 Business Law II
- MT/PL3230 Employment Law
- PL/MT3470 Bankruptcy

Support Core:

- MT1050 Introduction to Business
- AC2760 Financial Accounting for Managers
- MT2050 Principles of Management
- MG2100 Principles of Selling
- MT3550 Entrepreneurship and Small Business
- FN3000 Business Finance
- MT3600 Strategic Entrepreneurship
- MT3650 Business Plan Development
- MT4140 Innovation, Creativity and New Product Development
- MT4500 Management Internship

Area of Study – Management

Major Core:

- LA3150 Business Law II
- MT/LA3230 Employment Law
- PL4150 Practical Legal Investigation
- LA6570DC Human Resource Law

Support Core:

- MT1050 Introduction to Business
- MG3000 Marketing
- MT2050 Principles of Management
- AC2760 Financial Accounting for Managers
- FN3000 Business Finance
- MT3050 Human Resource Management
- MT3250 Organizational Behavior
- MT3500 Managing Information Systems
- MT4200 Business Ethics
- MT4300 Management Across Cultures

  OR

- MT4500 Management Internship

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)

A minimum of 28.5 of the following 69 credits must be earned at NAU.

PL1100/ SO1100	Introduction to Legal Principles	4.5
PL1150	Legal Research I	4.5
PL1350	Legal Research II	4.5
PL2050	Torts	4.5
PL2150	Civil Procedure	4.5
PL2500	Legal Writing	4.5
	OR	
PL3100	Professional Ethics and Law Office Procedure	4.5
PL3500	Introduction to Contracts	4.5
PL4250	Administrative Law	4.5
PL4350	Adversary System	4.5
LA4900	Professional Legal Studies Capstone	6
PL	Electives	9
PL3000+	Elective	13.5

All courses above in the Professional Legal Studies Major Core require a minimum "C" grade.

Support Core/ Open Electives (45)

LA3100	Business Law I	4.5
LA3150	Business Law II	4.5
	Electives	36

LA3100 and LA3150 require a minimum "C" grade.

General Education Core (66)

(Available for block transfer)

General Education (36)

Communications (4.5)

EN1150	Composition I	4.5

Science (9)

	Science Electives	9

Humanities (9)

HU2000	Critical Thinking and Problem Solving	4.5
	Humanities Elective	4.5

Behavioral/Social Science (9)

	Behavioral/Social Science Electives	9

General Education (4.5)

	General Education Elective	4.5

General Education (30) (Course-by-Course Transfer)

Communications (13.5)

EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5
EN3070	Advanced Research and Writing	4.5

Mathematics (4.5)

MA2000	Quantitative Reasoning	4.5

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

PL4900: Completion of all other Major Core courses.

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
NATIONAL AMERICAN UNIVERSITY

Henley-Putnam School of Strategic Security

The Henley-Putnam School of Strategic Security spans the full spectrum of security and safety enterprise with the school's core degree programs in Criminal Justice and Strategic Security and Protection Management (SSPM) to include career-focused pathways. National American University's Henley-Putnam School of Strategic Security equips military veterans, law enforcement, safety, and security professionals ready to elevate their careers with the high-level threat management skills needed for a tech-driven world. The curriculum bridges the gap between field-level tactics and high-level executive command and helps prepare students to transition operational experience into strategic leadership in the AI era. By integrating practical tradecraft, applied intelligence, enterprise risk management frameworks, and organizational security management across these diverse fields, the Henley-Putnam School of Strategic Security has a mission to prepare graduates to lead security enterprises, uphold justice, and safeguard critical assets in an increasingly complex world.

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:

- Use critical thinking & problem-solving skills to explain preventive, deterrent and response actions related to criminal justice.
- Restate information from a variety of sources on issues of criminal justice.
- Express, in a variety of mediums, the implied ideas of presented information about criminal justice.
- Associate behaviors that lead to productive relationships to achieve goals in criminal justice field.
- Considers the viewpoints of others, and an understanding of the responsibility to contribute to one's wider community.

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 Degree 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 (13.5)

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

Science (4.5)

	Science Elective	4.5

Mathematics (4.5)

MA2000	Quantitative Reasoning	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Sciences (4.5)

	Behavioral/Social Science Elective	4.5

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

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.

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:

- Use critical thinking and problem-solving skills to apply preventive, deterrent and response actions related to criminal justice issues or challenges.
- Assess information from a variety of sources on issues of criminal justice.
- Communicate clearly in a variety of mediums to law enforcement and criminal justice industry stakeholders.
- Work collaboratively in diverse groups to identify issues in criminal justice.
- Assess ethical and civic-minded approaches to challenges to the criminal justice field.

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 Degree 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
PRO500DC	Advanced Executive Protection	4.5
	OR	
CJ3000+	CJ Elective	4.5
PRO595DC	Advanced Protection Operations	4.5
	OR	
CJ3000+	CJ Elective	4.5
PRO690DC	Advanced Threat Assessment	4.5
	OR	
CJ3000+	CJ Elective	4.5

CJ1000, CJ1500, CJ2100, CJ2150, CJ2280, CJ2300, CJ2400, CJ3000+, CJ3100, CJ3400, CJ4900, PRO500DC, PRO595DC, and PRO600DC: Professional Course, minimum "C" grade required.

Open Electives (60)

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

	Electives	37.5
#300+/ 3000+	Electives	22.5
CI3710	Internet Security	4.5
CI3715	Cybercrime and Information Systems	4.5
CI3725	Network Security	4.5

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
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
PHIL400	Ethics of Security and Counterterrorism	4.5
PRO380	Conflict Resolution	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
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

General Education Core (61.5)

(Available for block transfer)

General Education (31.5)

Communications (4.5)

EN1150	Composition I	4.5

Science (9)

	Science Electives	9

Humanities (9)

HU2000	Critical Thinking and Problem Solving	4.5
	Humanities Elective	4.5

Behavioral/Social Science (9)

	Behavioral/Social Science Electives	9

General Education (30) Course-by- Course Transfer

Communications (13.5)

EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5
EN3070	Advanced Research and Writing	4.5

Mathematics (4.5)

MA2000	Quantitative Reasoning	4.5

General Education (12)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2080	Career Management	3

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

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.

DC Courses: Students who do not have 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, support core, or open elective 6000DC+ and 3000+ courses. Maximum of three DC courses allowed.

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

Criminal Justice - Focused, BS*

The Criminal Justice-Focused Bachelor of Science is a 3-year track designed for motivated students who wish to expedite their entry into the criminal justice workforce. By focusing the Bachelor of Science curriculum, this pathway allows graduates to meet the degree requirements for policing, courts, and corrections sooner, providing a head start on gaining the field experience necessary for

supervisory and administrative promotion. Students can specialize their education through targeted concentrations—such as Criminal Intelligence Analysis, Juvenile and Victim Justice, or the Master's Quick Start—ensuring they possess the high-level skills and credentials often required for increased pay scales and federal law enforcement positions. This streamlined approach balances academic rigor with professional efficiency, preparing students to move quickly from the classroom to the training academy or the front lines of the justice system.

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.

Focus Areas

The Bachelor of Science degree in Criminal Justice – Focused currently offers focus areas in Corrections, Criminal Intelligence Analysis, Criminal Investigation, Juvenile and Victim Justice, Law Enforcement and Administration, Master's Quick Start, and Private Security and Protection. A focus area is a grouping of electives that focuses on particular interests and career paths. NAU also offers the ability to create a custom focus area based on student interest, credit transfer, and course availability.

Focus in Corrections

- CJ3005 Gangs in America
- CI3010 White Collar Crime
- CJ3250 Offender Case Management
- CJ3440 Corrections Law
- CJ4300 Drugs and Alcohol in Criminal Justice
- CJ4600 Criminal Justice Administration

Correctional Leadership & Legal Compliance Badge: This badge focuses on the administrative and statutory side of the justice system. It proves the student understands how to run a facility or a caseload without stepping into legal landmines. Associated Courses: CJ3250 Case Management, CJ3440 Corrections Law, CJ4600 Criminal Justice Administration. Students earning this focus area badge will be able to:

- Demonstrate the ability to apply constitutional law and statutory requirements to correctional scenarios to ensure the protection of civil rights and the reduction of institutional liability.
- Develop comprehensive rehabilitation and supervision plans that balance offender needs with public safety protocols.
- Evaluate organizational structures and budgetary constraints within a criminal justice agency to improve operational efficiency and staff management.

Specialized Offender Population Dynamics Badge: This badge highlights the student's "boots on the ground" knowledge. It validates their ability to identify and manage the specific social and behavioral issues that complicate modern corrections. Associated Courses: CJ3005 Gangs in America, CI3010 White Collar Crime, CJ4300 Drugs and Alcohol in Criminal Justice. Students earning this focus area badge will be able to:

- Analyze the intersection of gang affiliation and substance abuse to design effective prevention and intervention strategies within an institutional or community setting.
- Contrast the behavioral patterns and social impacts of white-collar offenders versus traditional street-level crime to adapt supervision techniques.
- Identify behavioral indicators of chemical dependency and gang-related activity to maintain safety and security within correctional environments.

Focus in Criminal Intelligence Analysis

- INT300 Fundamentals of Intelligence
- INT305 Advanced Critical Thinking and Logic
- CJ4700 Applied Research Methods
- INT310 Fundamentals of Analysis
- INT315 Open Source Research
- INT476 Intelligence Collections

To earn the BSCJ-Focused Criminal Intelligence Analysis focus area badge, a student must be enrolled in NAU's BSCJ-Focused program and successfully complete the courses above. (See the University catalog for course prerequisites) Students will earn the following badges:

Critical Intelligence Logic & Methodology Badge: This badge focuses on the cognitive framework required for intelligence work. It proves the student can bypass "gut feelings" in favor of systematic, evidence-based reasoning to predict and prevent criminal activity. Associated Courses: INT300 Fundamentals of Intelligence, INT305 Advanced Critical Thinking and Logic, INT310 Fundamentals of Analysis. Students earning this focus area badge will be able to:

- Employ advanced critical thinking techniques to identify and mitigate cognitive biases in intelligence reporting.
- Apply the standard intelligence cycle (planning, collection, processing, analysis, and dissemination) to real-world criminal justice problems.
- Synthesize complex data sets into concise intelligence briefings that support tactical and strategic decision-making for law enforcement leadership.

Intelligence Collection & OSINT Research Badge: This badge validates the student's technical ability to gather information. It focuses on the "hunt" for data, specifically highlighting skills in digital research and ethical collection methods. Associated Courses: CJ4700 Applied Research Methods, INT315 Open Source Research, INT476 Intelligence Collection. Students earning this focus area badge will be able to:

- Utilize Open Source Intelligence (OSINT) tools and techniques to extract valuable information from public records, social media, and the "deep web" legally and ethically.
- Construct and execute research methodologies to test hypotheses regarding criminal patterns or threat assessments.
- Determine the most effective collection disciplines (HUMINT, SIGINT, OSINT, etc.) for specific investigative goals while adhering to constitutional and privacy regulations.

Focus in Criminal Investigation

- CJ3020 Serial Killers and the Law
- CJ3155 Criminalistics
- CJ3550 Crime Scene Photography
- CJ4400 Investigation of Sex Crimes
- CJ4430 Computer Forensic Investigations
- INT410 Interrogation and Interviewing Techniques

To earn the BSCJ-Focused Criminal Investigation focus area badge, a student must be enrolled in NAU's BSCJ-Focused program and successfully complete the courses above. (See the University catalog for course prerequisites) Students will earn the following badges:

Forensic Evidence & Digital Recovery Badge: This badge focuses on the technical mastery of the "silent witnesses" left at a crime scene. It validates the student's ability to document, preserve, and analyze both physical and digital artifacts in a way that stands up to courtroom scrutiny. Associated Courses: CJ3155 Criminalistics, CJ3550 Crime Scene Photography, CJ4430 Computer Forensic Investigations. Students earning this focus area badge will be able to:

- Demonstrate proficiency in crime scene photography and forensic mapping to accurately preserve the spatial relationships of physical evidence.
- Apply rigorous criminalistics standards to collect and preserve biological, chemical, and physical evidence without contamination.
- Execute basic data recovery and digital evidence preservation protocols to investigate cyber-enabled crimes and hardware-stored data.

Advanced Investigative Tactics & Behavioral Analysis Badge: This badge centers on the specialized knowledge required to investigate complex offenses and the people who commit them. It proves a student's ability to navigate the psychological nuances of suspects and the specific legal hurdles of high-sensitivity cases. Associated Courses: CJ3020 Serial Killers and the Law, CJ4400 Investigation of Sex Crimes, INT410 Interrogation and Interviewing Techniques. Students earning this focus area badge will be able to:

- Apply evidence-based interrogation and interviewing models to elicit information from suspects and victims while adhering to constitutional rights and ethical boundaries.
- Analyze the psychological and behavioral characteristics of violent and repeat offenders to support criminal profiling and threat assessment.
- Evaluate the unique legal and investigative requirements for sex crime cases, ensuring victim-centered approaches and thorough evidence gathering for prosecution.

Focus in Juvenile and Victim Justice

- CJ3000 Victimology
- CJ3300 Juvenile Justice and Delinquency
- CJ4000 Psychology and the Law
- CJ3750 Community-Oriented Policing
- CJ4300 Drugs and Alcohol in Criminal Justice
- CJ4600 Criminal Justice Administration

Victim Advocacy & Behavioral Health Badge: This badge focuses on the intersection of human psychology and the legal rights of those harmed by crime. It validates the student's ability to support victims through the recovery and litigation process while understanding the biological and psychological drivers of criminal behavior. Associated Courses: CJ3000 Victimology, CJ4000 Psychology and the Law, CJ4300 Drugs and Alcohol in Criminal Justice. Students earning this focus area badge will be able to:

- Apply the principles of victimology to advocate for the rights and needs of victims within the criminal justice process, emphasizing restorative justice practices.
- Evaluate how mental health, trauma, and psychological theories influence legal testimony, competency, and criminal responsibility.
- Assess the relationship between chemical dependency and victimization/offending to recommend appropriate intervention and treatment resources.

Youth Justice & Community Engagement Badge: This badge centers on the systemic side of social justice. It proves the student understands the unique legal structures of the juvenile system and can implement administrative strategies that build trust between law enforcement and the

communities they serve. Associated Courses: CJ3300 Juvenile Justice and Delinquency, CJ3750 Community-Oriented Policing, CJ4600 Criminal Justice Administration. Students earning this focus area badge will be able to:

- Differentiate between adult and juvenile legal procedures, focusing on the rehabilitative mission of juvenile courts and delinquency prevention.
- Design initiatives that utilize community-oriented policing models to reduce crime rates and improve public perception of the justice system.
- Apply organizational leadership principles to manage personnel and resources in agencies that prioritize social welfare and youth intervention.

Focus in Law Enforcement and Administration

- CJ3005 Gangs in America
- CJ3200 Police Issues and Practices
- CJ3750 Community-Oriented Policing
- CJ4500 Homeland Security and Terrorism
- CJ4600 Criminal Justice Administration
- CJ4700 Applied Research Methods

To earn the BSCJ-Focused Law Enforcement and Administration focus area badge, a student must be enrolled in NAU's BSCJ-Focused program and successfully complete the courses above. (See the University catalog for course prerequisites) Students will earn the following badges:

Strategic Public Safety Administration Badge: This badge focuses on the "command staff" level of thinking. It validates the student's ability to use data and administrative theory to lead an agency through complex modern threats, from local crime spikes to international terrorism. Associated Courses: CJ4500 Homeland Security and Terrorism, CJ4600 Criminal Justice Administration, CJ4700 Applied Research Methods. Students earning this focus area badge will be able to:

- Utilize applied research methods to analyze crime data and evaluate the effectiveness of departmental policies and resource allocation.
- Evaluate the infrastructure of homeland security to develop protocols for preventing, responding to, and recovering from domestic and international terrorist threats.
- Apply administrative principles to oversee personnel, budgets, and operational logistics within a public safety agency.

Modern Policing & Community Engagement Badge: This badge highlights the student's mastery of "relationship-based" policing. It proves they understand how to address specific criminal subcultures, like gangs, while building the public trust necessary for sustainable safety. Associated Courses: CJ3005 Gangs in America, CJ3200 Police Issues and Practices, CJ3750 Community-Oriented Policing. Students earning this focus area badge will be able to:

- Design community-oriented policing strategies that foster collaboration between law enforcement and diverse populations to solve local problems.
- Analyze the sociological and criminal dynamics of gang structures in the U.S. to implement effective suppression and intervention tactics.
- Evaluate contemporary issues in policing—including use of force, body-worn cameras, and procedural justice—to ensure ethical and professional conduct in the field.

Focus in Master's Quick Start

- CJ4430 Computer Forensic Investigation
- CJ4450 Security Operations Theory
- CJ4700 Applied Research Methods
- PRO500DC Advanced Executive Protection
- PRO595DC Advanced Protection Operations
- PRO690DC Advanced Threat Assessment

To earn the BSCJ-Focused Master's Quick Start focus area badge, a student must be enrolled in NAU's BSCJ-Focused program and successfully complete the courses above. (See the University catalog for course prerequisites) Students will earn the following badges:

Advanced Executive Protection & Threat Mitigation Badge: This badge focuses on the elite world of high-profile security and risk management. It validates a student's ability to move beyond standard security guards and into the realm of professional protective details and preemptive threat neutralizing. Associated Courses: PRO500DC Advanced Executive Protection, PRO595DC Advanced Protection Operations, PRO690DC Advanced Threat Assessment. Students earning this focus area badge will be able to:

- Demonstrate the ability to plan and execute complex protective operations for high-profile assets in various environmental contexts.
- Utilize advanced assessment models to identify, analyze, and mitigate potential human and environmental threats before they escalate into incidents.
- Apply graduate-level management principles to lead protective teams and coordinate with multi-agency stakeholders during high-stakes operations.

Technical Security Operations & Analytical Research Badge: This badge bridges the gap between physical security and digital/analytical oversight. It proves the student can manage the technical "backbone" of a security

firm or agency while using data to justify operational changes. Associated Courses: CJ4430 Computer Forensic Investigation, CJ4450 Security Operations Theory, CJ4700 Applied Research Methods. Students earning this focus area badge will be able to:

- Evaluate and apply security operations theories to improve the efficiency and safety of organizational security architectures.
- Apply digital forensic techniques to support physical security investigations, ensuring a holistic approach to evidence recovery.
- Use applied research methodologies to analyze security trends and provide evidence-based recommendations for agency-wide policy shifts.

Focus in Private Security and Protection

- CJ3050 Loss Prevention
- CJ3750 Community-Oriented Policing
- CJ4500 Homeland Security and Terrorism
- PRO398 Fundamentals of Threat Assessment
- PRO422 Building Security
- PRO494 Essentials of Executive Protection

To earn the BSCJ-Focused Private Security and Protection focus area badge, a student must be enrolled in NAU's BSCJ-Focused program and successfully complete the courses above. (See the University catalog for course prerequisites) Students will earn the following badges:

Executive Protection & Asset Security Badge: This badge focuses on the direct protection of individuals and physical properties. It validates the student's ability to plan for the safety of high-profile clients and secure large-scale facilities against unauthorized access or loss. Associated Courses: CJ3050 Loss Prevention, PRO422 Building Security, PRO494 Essentials of Executive Protection. Students earning this focus area badge will be able to:

- Develop comprehensive executive protection plans, including route reconnaissance, arrival/departure protocols, and emergency evacuation strategies.
- Evaluate building security architectures to identify vulnerabilities and implement technological or structural countermeasures.
- Design retail and corporate loss prevention programs that integrate surveillance, inventory control, and personnel management to reduce shrinkage.

Threat Assessment & Integrated Security Badge: This badge centers on the analytical side of private security. It proves the student can identify potential threats before they manifest and understands how private security aligns with national homeland security objectives. Associated Courses: CJ3750 Community-Oriented Policing, CJ4500 Homeland Security and Terrorism, PRO398 Fundamentals of Threat Assessment. Students earning this focus area badge will be able to:

- Utilize standardized threat assessment models to evaluate the likelihood and impact of targeted violence or corporate espionage.
- Integrate community-oriented policing principles into private security operations to foster better communication with local law enforcement.
- Analyze the role of private security in protecting critical national infrastructure and responding to large-scale domestic or international terror threats.

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 will also 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 a criterion for higher-skilled employment and higher pay scales.

Graduates of the program will:

- Use critical thinking and problem-solving skills to apply preventive, deterrent, and response actions related to criminal justice issues or challenges.
- Assess information from a variety of sources on issues of criminal justice.
- Communicate clearly in a variety of media to law enforcement and criminal justice industry stakeholders.
- Work collaboratively in diverse groups to identify issues in criminal justice.
- Assess ethical and civic-minded approaches to challenges in the criminal justice field.

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 - Focused: Bachelor of Science Degree Requirements

135 Credits

Criminal Justice Major Core (45)

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

CJ4900: Capstone Course – Senior level, minimum "C" grade required, must be completed at NAU

Criminal Justice Support Core (13.5)

Choose one Support Core OR choose any three (3) CJ courses that are not part of the Major Core or require courses.

Criminal Justice Focus Core (13.5)

Choose one Focus Core OR choose any three (3) CJ courses that are not part of the Major Core or require courses.

General Education Core (63)

(Available for block transfer)

General Education (31.5)

Communications (4.5)

EN1150	Composition I	4.5

Science (9)

	Science Electives	9

Humanities (9)

HU2000	Critical Thinking and Problem Solving	4.5
	Humanities Elective	4.5

Behavioral/Social Science (9)

	Behavioral/Social Science Electives	9

General Education (31.5) Course-by- Course Transfer

Communications (13.5)

EN1300	Composition II	4.5
EN2100	Speech	4.5
	OR	
EN2150	Interpersonal Professional Communication	4.5
EN3070	Advanced Research and Writing	4.5

Mathematics (4.5)

MA2000	Quantitative Reasoning	4.5

General Education (13.5)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2040	Career Management – Focused	4.5

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

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.

DC Courses: Students who do not have 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, support core, or open elective 6000DC+ and 3000+ courses. Maximum of three DC courses allowed.

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

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

MTA Funding, SpouseWorks (MyCAA), and VA Benefits may be used.

Intelligence Management, BS

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING DECEMBER 2023)

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: Use critical thinking and problem-solving skills to apply preventive, deterrent and response actions related to intelligence issues or challenges.
- IM-PLO B2: Assess information from a variety of sources on issues of intelligence management
- IM-PLO B3: Communicate clearly in a variety of mediums to intelligence industry stakeholders.

- IM-PLO B4: Work collaboratively in diverse groups to identify issues in intelligence management.
- IM-PLO B5: Assess ethical and civic-minded approaches to challenges to the intelligence field.

Intelligence Management: Bachelor of Science Degree Requirements

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.

Must take all major core courses before enrolling in any of the major support core 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
NUC415	Chemical, Biological, Radiological, and Nuclear Weapons	4.5

HPSSS 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
PRO380	Conflict Resolution	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

SEC340: Minimum "C" grade required.

General Education Core (40.5)

(Available for block transfer)

Communications (13.5)

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

	Communication	
Science (4.5)		
	Science Elective	4.5
Humanities (4.5)		
HU2000	Critical Thinking and Problem Solving	4.5
Behavior/Social Science (4.5)		
	Behavior/Social Science Elective	4.5
Mathematics (4.5)		
MA2000	Quantitative Reasoning	4.5
General Education (9)		
CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
Open Electives (49.5)		
SEC105	The Foundation, Functions, and Future of Strategic Security	4.5
	Open Electives	45

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

DC Courses: Students who do not have 2.75 *CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core*, 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. Maximum of three DC courses allowed.*

SEC105 is recommended, not required.

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

Nuclear Enterprise Security Studies, BS

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING DECEMBER 2023)

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: Use critical thinking and problem-solving skills to apply preventive, deterrent and response actions related to nuclear and radiological subjects.
- NES-PLO B2: Assess information from a variety of sources on issues of strategic security in the nuclear enterprise.
- NES-PLO B3: Communicate clearly in a variety of mediums to nuclear enterprise stakeholders.
- NES-PLO B4: Work collaboratively in diverse groups to identify issues in the nuclear enterprise security environment.
- NES-PLO B5: Assess ethical and civic-minded approaches to challenges within the nuclear enterprise and strategic security environment.

Nuclear Enterprise Security Studies: Bachelor of Science Degree Requirements

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

SEC340: Minimum "C" grade required.

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.

HPSSS 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.

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
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
NUC410	Weapons Systems	4.5
PRO380	Conflict Resolution	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
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
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
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 (40.5)
(Available for block transfer)

Communications (13.5)

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

Science (4.5)

	Elective	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Science (4.5)

	Behavioral/Social Science Elective	4.5

Mathematics (4.5)

MA2000	Quantitative Reasoning	4.5

General Education (9)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5

Open Electives (49.5)

	Open Electives	49.5

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

DC Courses: Students who do not have 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, 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. Maximum of three DC courses allowed.*

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

Strategic Security and Protection Management, BS

The Bachelor of Science in Strategic Security and Protection Management (SSPM) bridges the gap between field-level tactical operations and executive-level corporate leadership. Designed for professionals in military service, law enforcement, private security, and executive protection, this degree prepares graduates to design, manage, and execute enterprise-wide security strategies. Students gain advanced expertise in Executive Protection (EP) operations, protective intelligence, threat

and vulnerability assessment, crisis preparedness, and corporate asset protection. Through a curriculum built and taught by intelligence and defense veterans, students learn to translate real-world field experience into the strategic risk management frameworks required by Fortune 500 companies, government agencies, and private security enterprises.

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Program Learning Outcomes

Graduates of the program will :

- Apply critical thinking and analytical reasoning to evaluate information from diverse sources and operational channels to predict, deter, and mitigate physical, digital, and emerging security threats.
- Demonstrate professional competency by formulating and executing proactive protection strategies to safeguard individuals, critical infrastructure, and organizational assets.
- Communicate complex risk assessments, intelligence briefings, and crisis mitigation strategies clearly and persuasively across a variety of media to corporate executives, law enforcement agencies, and key security stakeholders.
- Work collaboratively within diverse, cross-functional teams to identify vulnerabilities and coordinate joint threat response operations.
- Evaluate and apply ethical, legal, and civic-minded frameworks to navigate complex regulatory, human rights, and privacy considerations inherent in intelligence gathering, corporate security, and global protective operations.

Strategic Security and Protection Management: Bachelor of Science Degree Requirements

180 Credits

Major Core (49.5)

Students must fulfill 45 quarter units or more before taking the Strategic Security and Protection Management Major Core courses below.

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

INT305	Advanced Critical Thinking and Logic	4.5
INT401	Interrogation and Interviewing Techniques	4.5
NUC350	Principles of Grand Strategy	4.5
PHIL400	Ethics of Security and Counterterrorism	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

SEC340: Minimum "C" grade required.

Major Support Core (13.5)

Choose any three (3) PRO or SEC courses not used as Major Core.

Must take all major core courses before 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

HPSSS 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

General Education Core (40.5)

(Available for block transfer)

Communications (13.5)

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

Science (4.5)

	Science Elective	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Science (4.5)

	Behavioral/Social Science Elective	4.5

Mathematics (4.5)

MA2000	Quantitative Reasoning	4.5

General Education (9)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5

Open Electives (49.5)

SEC105	The Foundation, Functions, and Future of Strategic Security	4.5
	Open Electives	45

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

SEC105 is recommended, not required.

DC Courses: Students who do not have 2.75 *CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core*, 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. Maximum of three DC courses allowed.*

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

Strategic Security and Protection Management - Focused, BS*

The 3-year Focused Pathway within the Bachelor of Science in Strategic Security and Protection Management is an intensive track designed for students who seek to master the proactive application of security tradecraft in a condensed timeframe. This pathway prioritizes the study of strategic security, moving beyond theoretical to focus on the practical, objective application to forestall probable threats and protect organizational assets. By streamlining the curriculum, students quickly build a professional foundation in deterrence and prevention, mastering the ongoing behaviors and operational strategies necessary to secure clients, property, and sensitive information. This expedited route allows graduates to enter the high-stakes security industry up to a year earlier, equipped with the specialized knowledge required for immediate impact in strategic security or to serve as a springboard for advanced graduate-level study at the Henley-Putnam School of Strategic Security

Course availability is subject to minimum class size requirements.

Focus Areas

The Bachelor of Science in Strategic Security and Protection Management – Focused currently offers focus areas in Cognitive Warfare and Information Operations, Conflict and Consequence Management, Counterterrorism,

Intelligence Management, Protection Management, and Strategic Security. A focus area is a grouping of electives that focuses on particular interests and career paths. NAU also offers the ability to create a custom focus area based on student interest, credit transfer, and course availability.

Focus in Cognitive Warfare and Information Operations

- CS2040 Career Management-Focused
- INT320 Propaganda and Disinformation
- INT455 Social Media Intelligence
- NUC350 Principles of Grand Strategy
- SEC490 Strategic Security and Protection Management Capstone
- TCT420 Psychology of Fear

To earn the BSSSPM-Focused Cognitive Warfare & Information Operations focus area badges, a student must be enrolled in NAU's BSSSPM-Focused program and successfully complete the courses above. (See the University catalog for course prerequisites) Students will earn the following badges:

Strategic Influence & Psychological Countermeasures Badge: This badge focuses on the high-level theory and psychological mechanics of non-kinetic warfare. It validates the student's ability to understand grand strategy while identifying how fear and disinformation are weaponized to destabilize populations or organizations. Associated Courses: INT320 Propaganda and Disinformation, NUC350 Principles of Grand Strategy, TCT420 Psychology of Fear. Students earning this focus badge will be able to:

- Analyze the role of information as a national power element within the framework of grand strategy to meet long-term security objectives.
- Identify the techniques used in state and non-state propaganda to manipulate public perception and develop effective counter-narrative strategies.
- Evaluate how the "psychology of fear" is exploited in cognitive warfare to influence decision-making and societal stability.

SOCMINT & Digital Tradecraft Badge: This badge centers on the tactical and technical side of information operations. It proves the student can ethically harvest social media intelligence and apply it to real-world security challenges, culminating in a professional-grade strategic project. Associated Courses: CS2040 Career Management-Focused, INT455 Social Media Intelligence, SEC490 Strategic Security and Protection Management Capstone. Students earning this focus area badge will be able to:

- Utilize specialized tools and methodologies to collect and analyze social media data for threat detection and situational awareness.
- Demonstrate the ability to synthesize tradecraft skills into a comprehensive capstone project that addresses a contemporary threat in cognitive warfare.
- Translate technical security competencies into a career-ready digital presence, aligning academic mastery with the current requirements of the intelligence community.

Focus in Conflict and Consequence Management

- CS2040 Career Management-Focused
- PRO380 Conflict Management
- PRO405 Consequence Management
- PRO494 Essentials of Executive Protection
- SEC375 Workplace Violence, Workplace Security
- SEC490 Strategic Security and Protection Management Capstone

To earn the BSSSPM-Focused Conflict and Consequence Management focus area badges, a student must be enrolled in NAU's BSSSPM-Focused program and successfully complete the courses above. (See the University catalog for course prerequisites) Students will earn the following badges:

Tactical Conflict & Protective Liaison Badge: This badge focuses on the intersection of interpersonal psychology and physical protection. It validates the student's ability to de-escalate high-tension situations while maintaining the core principles of executive protection to ensure the safety of specific assets or personnel. Associated Courses: CS2040 Career Management-Focused, PRO380 Conflict Management, PRO494 Essentials of Executive Protection. Students earning this focus area badge will be able to:

- Execute advanced negotiation and mediation techniques to resolve interpersonal conflicts before they reach a level of physical violence.
- Apply the "rings of protection" and advance-work fundamentals to secure individuals within volatile or high-conflict environments.
- Integrate protective tradecraft with career-focused soft skills to act as a professional security liaison in corporate or private sectors.

Incident Recovery & Workplace Security Badge: This badge centers on organizational resilience. It proves the student can identify internal threats and lead an organization through the "consequence" phase of a disaster, ensuring that physical security and operational continuity are restored effectively. Associated Courses: PRO405 Consequence Management, SEC375 Workplace Violence, Workplace Security, SEC490 Strategic Security and Protection Management Capstone. Students earning this focus area badge will be able to:

- Develop and audit security protocols designed to detect behavioral red flags and harden facility defenses against internal and external threats.
- Design and implement consequence management strategies to mitigate the physical, economic, and psychological impact of a security breach.
- Demonstrate a mastery of conflict and consequence management through a terminal capstone project that proposes a comprehensive solution to a multi-layered security crisis.

Focus in Counterterrorism

- CS2040 Career Management-Focused
- NUC350 Principles of Grand Strategy
- SEC490 Strategic Security and Protection Management Capstone
- TCT390 Foundations of Terrorism
- TCT395 Counterterrorism
- TCT396 Terrorist Techniques

To earn the BSSSPM-Focused Counterterrorism focus area badges, a student must be enrolled in NAU's BSSSPM-Focused program and successfully complete the courses above. (See the University catalog for course prerequisites) Students will earn the following badges:

Terrorist Methodology & Tactical Analysis Badge: This badge focuses on understanding the "how" and "why" behind extremist violence. It validates the student's ability to deconstruct terrorist tradecraft, including recruitment, weaponry, and operational planning, to better anticipate future attacks. Associated Courses: CS2040 Career Management-Focused, TCT390 Foundations of Terrorism, TCT396 Terrorist Techniques. Students earning this focus area badge will be able to:

- Analyze the evolution of domestic and international terrorist organizations to identify recurring patterns in motivation and strategy.
- Evaluate the specific techniques, tactics, and procedures (TTPs) used by non-state actors, including the use of improvised weapons and psychological warfare.
- Translate technical knowledge of terrorist behavior into a professional career framework, ensuring readiness for roles within the intelligence and security communities.

Strategic Counterterrorism & Defense Badge: This badge centers on the proactive defense measures required to thwart attacks. It proves the student can apply the principles of grand strategy to counterterrorism operations, culminating in a capstone project that addresses complex, real-world security threats. Associated Courses: NUC350 Principles of Grand Strategy, SEC490 Strategic Security and Protection Management Capstone, TCT395 Counterterrorism. Students earning this focus area badge will be able to:

- Apply the principles of Grand Strategy to develop comprehensive frameworks for national and organizational counterterrorism policy.
- Design and critique multi-layered defense strategies aimed at disrupting terrorist logistics, financing, and communication networks.
- Demonstrate mastery of counterterrorism principles by producing a terminal capstone project that provides actionable solutions to a specific, contemporary threat.

Focus in Intelligence Management

- CS2040 Career Management-Focused
- INT300 Fundamentals of Intelligence
- INT310 Fundamentals of Analysis
- INT315 Open Source Intelligence
- NUC350 Principles of Grand Strategy
- SEC490 Strategic Security and Protection Management Capstone

To earn the BSSSPM-Focused Intelligence Management focus area badges, a student must be enrolled int NAU's BSSSPM-Focused program and successfully complete the courses above. (See the University catalog for course prerequisites) Students will earn the following badges:

Intelligence Cycle & Analytical Foundations Badge: This badge focuses on the core mechanics of the intelligence profession. It validates the student's ability to transform raw information into structured knowledge and ensures they understand how intelligence functions as a pillar of organizational and national security. Associated Courses: CS2040 Career Management-Focused, INT300 Fundamentals of Intelligence, INT310 Fundamentals of Analysis. Students earning this badge will be able to:

- Demonstrate a comprehensive understanding of the intelligence cycle, including requirements, collection, processing, analysis, and dissemination.

- Apply structured analytical techniques to mitigate cognitive biases and produce objective, evidence-based reports.
- Align intelligence competencies with the ethical standards and career expectations of the global intelligence community.

Strategic OSINT & Integrated Analysis Badge: This badge centers on the modern methods of information gathering and strategic application. It proves the student can leverage the vast landscape of open-source data to solve complex problems and integrate those findings into broad strategic frameworks. Associated Courses: INT315 Open Source Intelligence (OSINT), NUC350 Principles of Grand Strategy, SEC490 Strategic Security and Protection Management Capstone. Students earning this focus area badge will be able to:

- Utilize advanced search strategies and digital tools to harvest, verify, and analyze publicly available information while maintaining operational security.
- Evaluate intelligence findings within the context of Grand Strategy to provide decision-makers with a "big picture" understanding of threats and opportunities.
- Produce a terminal intelligence product that demonstrates the ability to manage a complex research project from inception to strategic recommendation.

Focus in Protection Management

- CS2040 Career Management-Focused
- PRO422 Building Security
- PRO432 Principal's Office and Residence
- PRO466 Advance Work
- PRO494 Essentials of Executive Protection
- SEC490 Strategic Security and Protection Management Capstone

To earn the BSSSPM-Focused Protection Management focus area badges, a student must be enrolled in NAU's BSSSPM-Focused program and successfully complete the courses above. (See the University catalog for course prerequisites) Students will earn the following badges:

Executive Protection & Advance Tradecraft Badge: This badge focuses on the "boots on the ground" reality of protective services. It validates the student's ability to conduct the critical reconnaissance and planning (advance work) required to ensure a principal's safety before they ever arrive at a location. Associated Courses: CS2040 Career Management-Focused, PRO466 Advance Work, PRO494 Essentials of Executive Protection. Students earning this focus area badge will be able to:

- Demonstrate the ability to organize a protective detail, focusing on formations, arrivals, departures, and emergency motorcade operations.
- Execute detailed site surveys and route reconnaissance to identify potential ambush points, medical facilities, and secure safe havens.
- Apply career-focused ethics and protocol to interact seamlessly with high-net-worth clients and their staff while maintaining a high level of operational security.

Physical Infrastructure & Residential Security Badge: This badge centers on the technical hardening of fixed locations. It proves the student can secure a principal's most vulnerable spaces—their office and home—by integrating physical barriers with high-tech monitoring systems. Associated Courses: PRO422 Building Security, PRO432 Principal's Office and Residence, SEC490 Strategic Security and Protection Management Capstone. Students earning this focus badge will be able to:

- Evaluate and implement physical security measures, such as access control, surveillance, and structural hardening, to protect corporate and government buildings.
- Design specialized security protocols for private estates, focusing on privacy maintenance, perimeter defense, and "safe room" integration.
- Complete a comprehensive capstone project that produces a full-scale security and protection plan for a complex, real-world facility or principal.

Focus in Strategic Security

- CS2040 Career Management-Focused
- NUC350 Principles of Grand Strategy
- SEC305 Offensive v. Defensive Security: Understanding the Broader Security Field
- SEC452 Infiltration Techniques
- SEC480 Converged Security: Cyber-Physical Systems
- SEC490 Strategic Security and Protection Management Capstone

To earn the BSSSPM-Focused Strategic Security focus area badges, a student must be enrolled in NAU's BSSSPM-Focused program and successfully complete the courses above. (See the University catalog for course prerequisites) Students will earn the following badges:

Strategic Adversarial Analysis Badge: This badge combines high-level strategy with the "Red-Teaming" mindset. It proves the student understands the "Grand Strategy" of an opponent and can identify the specific physical and social gaps (infiltration points) they might exploit. Associated Courses: NUC350 Principles of Grand Strategy, SEC305 Offensive v. Defensive Security, SEC452 Infiltration Techniques. Students earning this focus badge will be able to:

- Apply the principles of Grand Strategy to prioritize organizational assets and align defensive postures with long-term security goals.
- Evaluate security systems from the perspective of an intruder, identifying technical and social "infiltration" vulnerabilities.
- Differentiate between proactive (offensive) and reactive (defensive) measures to create a balanced security ecosystem that deters rather than just responds.

Converged Operations & Professional Leadership Badge:
This badge focuses on modern technical defense and the transition into the workforce. It proves the student can manage "Smart" infrastructure and synthesize all their training into a professional-grade strategic solution. Associated Courses: CS2040 Career Management-Focused, SEC380 Converged Security: Cyber-Physical Systems, SEC490 Strategic Security and Protection Management Capstone. Students earning this focus badge will be able to:

- Design security protocols that protect "Converged" environments, where digital networks and physical hardware (IoT, smart locks, surveillance) intersect.
- Execute a terminal capstone project that provides a comprehensive, objective solution to a complex threat scenario.
- Translate technical tradecraft into a professional portfolio, demonstrating the communication and management skills required for senior-level security roles.

Program Learning Outcomes

The Bachelor of Science in Strategic Security and Protection Management (SSPM) bridges the gap between field-level tactical operations and executive-level corporate leadership. Designed for professionals in military service, law enforcement, private security, and executive protection, this degree prepares graduates to design, manage, and execute enterprise-wide security strategies. Students gain advanced expertise in Executive Protection (EP) operations, protective intelligence, threat and vulnerability assessment, crisis preparedness, and corporate asset protection. Through a curriculum built and taught by intelligence and defense veterans, students learn to translate real-world field experience into the strategic risk management frameworks required by Fortune 500 companies, government agencies, and private security enterprises.

Graduates of the program will:

- Apply critical thinking and analytical reasoning to evaluate information from diverse sources and operational channels to predict, deter, and mitigate physical, digital, and emerging security threats.
- Demonstrate professional competency by formulating and executing proactive protection strategies to safeguard individuals, critical infrastructure, and organizational assets.
- Communicate complex risk assessments, intelligence briefings, and crisis mitigation strategies clearly and persuasively across a variety of media to corporate executives, law enforcement agencies, and key security stakeholders.
- Work collaboratively within diverse, cross-functional teams to identify vulnerabilities and coordinate joint threat response operations.
- Evaluate and apply ethical, legal, and civic-minded frameworks to navigate complex regulatory, human rights, and privacy considerations inherent in intelligence gathering, corporate security, and global protective operations.

Strategic Security and Protection Management - Focused: Bachelor of Science Degree Requirements

135 Credits

Strategic Security and Protection Management Major Core (45)

Must complete SEC105 prior to enrolling in the SSPM Major Core courses below

INT305	Advanced Critical Thinking and Logic	4.5
INT401	Interrogation and Interviewing Techniques	4.5
NUC350	Principles of Grand Strategy	4.5
	OR	
PRO494	Essentials of Executive Protection	4.5
PHIL400	Ethics of Security and Counterterrorism	4.5
PRO398	Fundamentals of Threat Assessment	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

SEC340: Minimum "C" grade required.

Strategic Security and Protection Management Focus Core (18)

Must complete SEC320 and SEC366 prior to enrolling in any of the Focus Core courses

Focus Area (13.5)
SEC490 Strategic Security and Protection Management Capstone 4.5
SEC490: Minimum "C" grade required.

General Education Core (45)

(Available for block transfer)

Communications (13.5)

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

Science (4.5)

	Science Elective	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Science (4.5)

	Behavioral/Social Science Elective	4.5

Mathematics (4.5)

MA2000	Quantitative Reasoning	4.5

General Education (13.5)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5
CS2040	Career Management - Focused	4.5

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

Open Electives (27)

SEC105 The Foundation, Functions, and Future of Strategic Security 4.5
Open Electives (22.5)

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

DC Courses: Students who do not have 2.75 CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core, support core, or open elective 6000DC+ and 3000+ courses. Maximum of three DC courses allowed.

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

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

MTA Funding, SpouseWorks (MyCAA), and VA Benefits may be used.

Terrorism and Counterterrorism Studies, BS

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING DECEMBER 2023)

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: Use critical thinking and problem-solving skills to apply preventive, deterrent and response actions related to terrorism/counterterrorism.
- TCT-PLO B2: Assess information from a variety of sources on issues related to the field of terrorism and counterterrorism.
- TCT-PLO B3: Communicate clearly in a variety of mediums to key stakeholders in the counterterrorism field.
- TCT-PLO B4: Work collaboratively in diverse groups effectively to identify issues in the counterterrorism field.
- TCT-PLO B5: Assess ethical and civic-minded approaches to challenges in the counterterrorism field.

Terrorism and Counterterrorism Studies: Bachelor of Science Degree Requirements

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

SEC340: Minimum "C" grade required.

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.

HPSSS 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
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
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

General Education Core (40.5)

(Available for block transfer)

Communications (13.5)

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

Science (4.5)

	Science Elective	4.5

Humanities (4.5)

HU2000	Critical Thinking and Problem Solving	4.5

Behavioral/Social Science (4.5)

	Behavioral/Social Science Elective	4.5

Mathematics (4.5)

MA2000	Quantitative Reasoning	4.5

General Education (9)

CS1202	Strategies for Professionals	4.5
	OR	
CS1204	Advanced Strategies for Professionals	4.5
CS1302	Consumer Mathematics	4.5

Open Electives (49.5)

SEC105	The Foundation, Functions, and Future of Strategic Security	4.5
	Open Electives	45

CS1202/CS1204: A waiver process exists for students who believe they can demonstrate mastery of CS1202/CS1204 course objectives.

CS1302: A waiver process exists for students who believe they can demonstrate mastery of CS1302 course objectives.

SEC105 is recommended, not required.

DC Courses: Students who do not have 2.75 *CGPA or applicable transfer credit will enroll in an appropriate undergraduate course. Transfer credit may replace major core*, 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. Maximum of three DC courses allowed.*

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

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.

Entry-Level Certificate in Counterterrorism

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

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.

Certificate Learning 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

Entry-Level Certificate in Executive Protection

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

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.

Certificate Learning 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)

NUC350	Principles of Grand Strategy	4.5
PHIL400	Ethics of Security and Counterterrorism	4.5
PRO466	Advance Work	4.5
PRO494	Essentials of Executive Protection	4.5

Entry-Level Certificate in Intelligence Analysis

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

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.

Certificate Learning 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

Certificate in Physical Security and Risk Assessment

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

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.

Certificate Learning 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 gives students the opportunity to advance their knowledge and skills in business. Students may earn Credentials of Graduate Studies (COGS) in: Foundations, Leadership Essentials, and Financial Decision Dynamics. Students may also earn one of the following:

- Accounting Credential
- Advanced Incident and Consequence Management Credential
- Advanced Security Management Credential
- Cross-Functional Management Credential
- E-Marketing Credential
- Health Care Administration Credential
- Human Resource Management Credential
- Management Credential
- Project and Process Management Credential
- Strategic Security Management Credential

Program Learning Outcomes

Graduates of the program will:

- Evaluate how concepts in the principal areas of business are used to develop actionable business plans.
- Arrange current business technologies in support of organizational sustainability.
- Develop the leadership skills required to achieve a multi-dimensional business strategy.
- Create an appropriate code of ethics for a global business environment.
- Design effective communication strategies across diverse stakeholder groups.
- Construct productive collaboration methods for a professional business setting.

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 student must satisfy the preparatory requirements, and complete 31.5 hours of master's-level core courses and 13.5 hours of electives.

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

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 Option B.

Option A

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

**Prior NAU or equivalent transfer coursework must have been completed within ten (10) years of application to the master's program. Exceptions may apply.*

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

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

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.

To earn the MBA + COGS Foundations credential, a student must successfully complete MT6255 Introduction to Leadership and Quality followed by three program prerequisite courses: EC6100 Economic Analysis, FN6200 Accounting and Finance for Managers, and MA6100 Statistics. Students earning this credential will be able to:

- Communicate macroeconomic and microeconomic concepts.
- Evaluate global fiscal and monetary policies.
- Manage capital and operational budgets.
- Lead accounting and financial decision-making.
- Craft graphical representations of statistical data.
- Use data analysis for effective decision-making.

Proficiency 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: Master of Business Administration	4.5

MT6650: Capstone course (minimum "B" grade required.)

To earn the MBA + COGS Leadership Essentials credential, a student must successfully complete the following courses: MT6255 Introduction to Leadership and Quality, MA6600 Quantitative Methods for Management Decisions, and MG6500 Marketing Administration. Students earning this credential will be able to:

- Lead in multiple dimensions.
- Champion global ethics.
- Craft effective communication.
- Excel in collaboration.
- Transform concept into action.
- Embrace sustainable business technology.

To earn the MBA + COGS Financial Decision Dynamics credential, a student must successfully complete the following courses: MT6255 Introduction to Leadership and Quality (credential prerequisite), AC6550 Managerial Accounting, EC6150 Managerial Economics, and FN6350 Financial Management. Students earning this credential will be able to:

- Formulate operational budgets.
- Analyze global market structures.
- Craft capital asset strategies.
- Create portfolio pricing practices.
- Improve shareholder wealth.
- Mitigate financial risk.

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 the student meets 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.

Specialty Courses

Accounting Credential

(Students choose three courses from the list below.)

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

To earn the MBA + COGS Accounting specialty area credential, a student must successfully complete MT6255 Introduction to Leadership and Quality (credential prerequisite) and three Accounting specialty courses. Depending upon course selection, students earning this credential will be able to:

- Drive effective fraud investigations.
- Lead fraud prevention planning.
- Ensure quality financial reporting.
- Design effective internal controls.
- Drive successful corporate acquisitions.
- Compose appropriate auditing opinions.

Advanced Incident and Consequence Management

Credential

CJ6250	Management of Critical Incidents	4.5
PRO605	Advanced Consequence Management and Incident Command System	4.5
SEC537	Crisis Negotiation	4.5

To earn the MBA + COGS Advanced Incident and Consequence Management specialty area credential, a student must successfully complete MT6255 Introduction to Leadership and Quality (credential prerequisite) and three Advanced Incident and Consequence Management specialty courses. Depending upon course selection, students earning this credential will be able to:

- Lead the effective management of critical incidents.
- Optimize tactical leadership.
- Lead the effective alignment of NIMS and ICS.
- Drive critical NRF goals.
- Champion ethical standards in crisis negotiations.
- Optimize crisis negotiation techniques.

Advanced Security Management Credential

PRO605	Advanced Consequence Management and Incident Command System	4.5
PRO690	Advanced Threat Assessment	4.5
SEC505	Advanced Strategies/Crisis Preparedness	4.5

To earn the MBA + COGS Advanced Security Management specialty area credential, a student must successfully complete MT6255 Introduction to Leadership and Quality (credential prerequisite) and three Advanced Security Management specialty courses. Depending upon course selection, students earning this credential will be able to:

- Lead the effective alignment of NIMS and ICS.
- Drive critical NRF goals.
- Champion ethics in threat assessment.
- Lead the understanding of terrorist ideology.
- Create an executable Emergency Management Plan.
- Drive effective crisis preparedness.

Cross-Functional Management Credential

To earn the MBA + COGS Cross-Functional Management credential, a student must successfully complete MT6255 Introduction to Leadership and Quality (credential prerequisite) and any three courses across the specialty areas. Depending upon course selection, students earning this credential will be able to:

- Collaborate across functional areas.
- Lead cross-functional teams.
- Optimize cross-functional boundary spanning.
- Drive ethics across functional areas.
- Deliver cross-functional performance.
- Leverage multiple areas of expertise.

E-Marketing Credential

(Students choose three courses from the list below.)

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

To earn the MBA + COGS E-Marketing specialty area credential, a student must successfully complete MT6255 Introduction to Leadership and Quality (credential prerequisite) and three E-Marketing specialty courses. Depending upon course selection, students earning this credential will be able to:

- Create comprehensive e-marketing strategies.
- Lead global Internet-based value chains.
- Design effective e-commerce business models.
- Drive effective social media strategies.
- Maximize PPC models and SEO performance.
- Optimize Web campaigns using data analytics.

Health Care Administration Credential

HA6500	Fiscal and Regulatory Issues in Health Services	4.5
HA6510	Global Issues in Health Care	4.5
HA6520	Health Care Administration and Policy Seminar	4.5
MT6315	Analysis for Human Resource Professionals	4.5

To earn the MBA + COGS Health Care Administration specialty area credential, a student must successfully complete MT6255 Introduction to Leadership and Quality (credential prerequisite) and three Health Care Administration specialty courses. Depending upon course selection, students earning this credential will be able to:

- Lead in competitive health care markets.
- Drive legal and regulatory issues in health care.
- Champion global issues in health care.
- Design effective health care interventions.
- Lead stakeholders in health policy formulation.
- Drive health policy implementation.

Human Resource Management Credential

(Students must complete MT6300 and choose two other courses from the list below.)

LA6570	Human Resource Law	4.5
MT6300	Managing Human Resources	4.5
MT6310	Training and Development in Human Resource Management	4.5
MT6315	Analysis for Human Resource Professionals	4.5
MT6320	Employee Evaluation and	4.5

Compensation

To earn the MBA + COGS Human Resource Management specialty area credential, a student must successfully complete MT6255 Introduction to Leadership and Quality (credential prerequisite) and three Human Resource Management specialty courses. Depending upon course selection, students earning this credential will be able to:

- Lead workforce diversity strategies.
- Drive legal issues affecting Human Resources.
- Create effective workforce development programs.
- Champion ethics in Human Resources.
- Create human resource capability models.
- Design effective compensation strategies.

Management Credential

LA6XXX or MT6XXX	Elective	4.5
LA6XXX or MT6XXX	Elective	4.5
LA6XXX or MT6XXX	Elective	4.5

To earn the MBA + COGS Management specialty area credential, a student must successfully complete MT6255 Introduction to Leadership and Quality (credential prerequisite) and three Management specialty courses. Depending upon course selection, students earning this credential will be able to:

- Craft an effective vision and mission.
- Communicate goals and objectives.
- Lead a globally diverse workforce.
- Drive ethical standards across stakeholders.
- Collaborate to drive performance.
- Leverage technology to optimize success.

Project and Process Management Credential

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

To earn the MBA + COGS Project and Process Management specialty area credential, a student must successfully complete MT6255 Introduction to Leadership and Quality (credential prerequisite) and three Project and Process Management specialty courses. Depending upon course selection, students earning this credential will be able to:

- Drive project management controls.
- Optimize project team attributes.
- Mitigate project and process risks.
- Optimize project communication.
- Champion ethics in project management.
- Diagnose and rescue challenged projects.

Strategic Security Management Credential

DSS720DC	Strategic Security Information Literacy	4.5
DSS750DC	Briefings, De-briefings and Presentations	4.5
DSS760DC	Advanced Leadership and Management	4.5

To earn the MBA + COGS Strategic Security Management specialty area credential, a student must successfully complete MT6255 Introduction to Leadership and Quality (credential prerequisite) and three Strategic Security Management specialty courses. Depending upon course selection, students earning this credential will be able to:

- Lead distinguished strategic security research.
- Champion valid and reliable security information.
- Determine the value of intelligence-related material.
- Optimize programs within national security.
- Drive strategic security objectives.
- Create a strategic security leadership vision.

Accelerated Master of Business Administration

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

The Accelerated Master of Business Administration (AMBA) is delivered in a format that may be completed in one year.

Using courses from the AMBA, 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. All students will create a digital career portfolio in MT6650 Strategy and Policy: Master of Business Administration. Dual credit (DC) courses cannot be transferred into this program.

Students will complete 45 credits in the following sequence:

Term One

MA6600	Quantitative Methods for Management Decisions	11 weeks
MG6250	Marketing Essentials	5.5 weeks
MT6030	Introduction to Business Communications and Student Success	5.5 weeks

Term Two

AC6550	Managerial Accounting	11 weeks
MT6050	Managing Organizations and Leading People	5.5 weeks
MT6300	Managing Human Resources	5.5 weeks
Term Three		
FN6350	Financial Management	11 weeks
EC6150	Managerial Economics	5.5 weeks
MT6612	Optimize Enterprise Operations	5.5 weeks
Term Four		
MT6650	Strategy and Policy: Master of Business Administration Includes Digital Career Portfolio	11 weeks

MT6650: Capstone course (minimum "B" grade required.)

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

Candidates for the program must have a minimum of three (3) years of professional experience for the accelerated program, and must have a CGPA of 2.75. Additional admissions counseling may be recommended as this is a very rigorous, fast-paced program.

Prerequisites

Prerequisites must be satisfied through the following graduate or equivalent undergraduate courses. Prerequisites are recommended but not required.

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

To earn the AMBA + COGS Leadership Essentials credential, a student must successfully complete the following accelerated courses: MT6030 Introduction to Business Communications, and Student Success; MA6600 Quantitative Methods for Decision Making; and MG6250 Marketing Essentials. Students earning this credential will be able to:

- Lead in multiple dimensions.
- Champion global ethics.
- Craft effective communication.
- Excel in collaboration.
- Transform concept into action.
- Embrace sustainable business technology.

To earn the AMBA + COGS Advanced Managerial Solutions credential, a student must successfully complete the following accelerated courses: AC6550 Managerial Accounting, MT6050 Managing Organizations and Leading People, and MT6300 Managing Human Resources. Students earning this credential will be able to:

- Formulate operational budgets.
- Mitigate financial risk.
- Excel in cross-cultural communication.
- Craft effective human resource policies.
- Champion optimal leadership practices.
- Lead in the creation of SWOT analyses.

To earn the AMBA + COGS Integrated Business Analytics credential, a student must successfully complete the following accelerated courses: EC6150 Managerial Economics, FN6350 Financial Management, and MT6612 Optimize Enterprise Operations. Students earning this credential will be able to:

- Analyze global market structures.
- Improve shareholder wealth.
- Communicate macroeconomic and microeconomic concepts.
- Evaluate global fiscal and monetary policies.
- Optimize organizational change readiness.
- Lead the achievement of performance metrics.

The transfer-in of credit for one course in the Accelerated Master of Business Administration program may be approved upon request, however, the student should not anticipate that the length of the program will be reduced.

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; Human Resource 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 program will:

- Evaluate how concepts in the principal areas of business are used to develop operational business policies.
- Arrange current business technologies in support of organizational sustainability.
- Develop the leadership skills required to achieve a multi-dimensional business strategy.
- Create an appropriate code of ethics for a global business environment.
- Design effective communication strategies across diverse stakeholder groups.
- Construct productive collaboration methods for a professional business setting.

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 student must complete 31.5 hours of master's-level core courses and 13.5 hours of electives.

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

Proficiency 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: Master of Management	4.5

To earn the MM + COGS Leadership Essentials credential, a student must successfully complete the following courses: MT6255 Introduction to Leadership and Quality, MG6200 Marketing and Sales Management, and M6300 Managing Human Resources. Students earning this credential will be able to:

- Lead in multiple dimensions.
- Champion global ethics.
- Craft effective communication.
- Excel in collaboration.
- Transform concept into action.
- Embrace sustainable business technology.

To earn the MM + COGS Advanced Managerial Solutions credential, a student must successfully complete the following courses: FN6200 Accounting and Finance for Managers, LA6570 Human Resource Law, and MT6580 International Management. Students earning this credential will be able to:

- Formulate operational budgets.
- Mitigate financial risk.
- Evaluate legal issues in a diverse workplace.
- Craft effective human resource policies.
- Champion sustainable multinational strategy.
- Optimize cross-cultural collaboration.

To earn the MM + COGS Cross-Functional Management credential, a student must successfully complete MT6255 Introduction to Leadership and Quality (credential prerequisite) and any three courses across the specialty areas. Depending upon course selection, students earning this credential will be able to:

- Collaborate across functional areas.
- Lead cross-functional teams.
- Optimize cross-functional boundary spanning.
- Drive ethics across functional areas.
- Deliver cross-functional performance.
- Leverage multiple areas of expertise

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.

Advanced Incident and Consequence Management Credential

CJ6250	Management of Critical Incidents	4.5
PRO605	Advanced Consequence Management and Incident Command System	4.5
SEC537	Crisis Negotiation	4.5

To earn the MM + COGS Advanced Incident and Consequence Management specialty area credential, a student must successfully complete MT6255 Introduction to Leadership and Quality (credential prerequisite) and three Advanced Incident and Consequence Management specialty courses. Depending upon course selection, students earning this credential will be able to:

- Lead the effective management of critical incidents.
- Optimize tactical leadership.
- Lead the effective alignment of NIMS and ICS.
- Drive critical NRF goals.
- Champion ethical standards in crisis negotiations.
- Optimize crisis negotiation techniques.

Advanced Security Management Credential

PRO605	Advanced Consequence Management and Incident Command System	4.5
PRO690	Advanced Threat Assessment	4.5
SEC505	Advanced Strategies/Crisis Preparedness	4.5

To earn the MM + COGS Advanced Security Management specialty area credential, a student must successfully complete MT6255 Introduction to Leadership and Quality (credential prerequisite) and three Advanced Security Management specialty courses. Depending upon course selection, students earning this credential will be able to:

- Lead the effective alignment of NIMS and ICS.
- Drive critical NRF goals.
- Champion ethics in threat assessment.
- Lead the understanding of terrorist ideology.
- Create an executable Emergency Management Plan.
- Drive effective crisis preparedness.

Criminal Justice Management Credential

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

CJ6100: In place of the LA Core course.

To earn the MM + COGS Criminal Justice Management specialty area credential, a student must successfully complete MT6255 Introduction to Leadership and Quality (credential prerequisite) and three Criminal Justice Management specialty courses. Depending upon course selection, students earning this credential will be able to:

- Influence public policy in the law.
- Craft effective criminal justice communications.
- Optimize tactical leadership during critical incidents.
- Champion ethics in criminal justice management.
- Lead criminal justice assessment and planning.
- Collaborate to drive criminal justice innovation.

E-Marketing Credential

(Students choose three courses from the list below)

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

To earn the MM + COGS E-Marketing specialty area credential, a student must successfully complete MT6255 Introduction to Leadership and Quality (credential prerequisite) and three E-Marketing specialty courses. Depending upon course selection, students earning this credential will be able to:

- Create comprehensive e-marketing strategies.
- Lead global Internet-based value chains.
- Design effective e-commerce business models.
- Drive effective social media strategies.
- Maximize PPC models and SEO performance.
- Optimize Web campaigns using data analytics.

Health Care Administration Credential

HA6500	Fiscal and Regulatory Issues in Health Services	4.5
HA6510	Global Issues in Health Care	4.5
HA6520	Health Care Administration and Policy Seminar	4.5
MT6315	Analysis for Human Resource Professionals	4.5

To earn the MM + COGS Health Care Administration specialty area credential, a student must successfully complete MT6255 Introduction to Leadership and Quality (credential prerequisite) and three Health Care Administration specialty courses. Depending upon course selection, students earning this credential will be able to:

- Lead in competitive health care markets.
- Drive legal and regulatory issues in health care.
- Champion global issues in health care.
- Design effective health care interventions.
- Lead stakeholders in health policy formulation.

- Drive health policy implementation.

Human Resource Management Credential

MT6310	Training and Development in Human Resource Management	4.5
MT6315	Analysis for Human Resource Professionals	4.5
MT6320	Employee Evaluation and Compensation	4.5

To earn the MM + COGS Human Resource Management specialty area credential, a student must successfully complete MT6255 Introduction to Leadership and Quality (credential prerequisite) and three Human Resource Management specialty courses. Depending upon course selection, students earning this credential will be able to:

- Lead workforce diversity strategies.
- Drive legal issues affecting Human Resources.
- Create effective workforce development programs.
- Champion ethics in Human Resources.
- Create human resource capability models.
- Design effective compensation strategies.

Project and Process Management Credential

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

To earn the MM + COGS Project and Process Management specialty area credential, a student must successfully complete MT6255 Introduction to Leadership and Quality (credential prerequisite) and three Project and Process Management specialty courses. Depending upon course selection, students earning this credential will be able to:

- Drive project management controls.
- Optimize project team attributes.
- Mitigate project and process risks.
- Optimize project communication.
- Champion ethics in project management.
- Diagnose and rescue challenged projects.

Strategic Security Management Credential

DSS720DC	Strategic Security Information Literacy	4.5
DSS750DC	Briefings, De-briefings and Presentations	4.5
DSS760DC	Advanced Leadership and Management	4.5

To earn the MM + COGS Strategic Security Management specialty area credential, a student must successfully complete MT6255 Introduction to Leadership and Quality (credential prerequisite) and three Strategic Security Management specialty courses. Depending upon course selection, students earning this credential will be able to:

- Lead distinguished strategic security research.
- Champion valid and reliable security information.
- Determine the value of intelligence-related material.
- Optimize programs within national security.
- Drive strategic security objectives.
- Create a strategic security leadership vision.

Accelerated Master of Management

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

The Accelerated Master of Management (AMM) is delivered in a format that may be completed in one year.

Using courses from the AMM, 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. All students will create a digital career portfolio in MT6651 Strategy and Policy: Master of Management. Dual credit (DC) courses cannot be transferred into this program.

Students will complete 45 credits in the following sequence:

Term One

MA6600	Quantitative Methods for Management Decisions	11 weeks
MG6200	Marketing and Sales Management	5.5 weeks
MT6030	Introduction to Business Communications and Student Success	5.5 weeks

Term Two

FN6200	Accounting and Finance for Managers	11 weeks
MT6050	Managing Organizations and Leading People	5.5 weeks
MT6300	Managing Human Resources	5.5 weeks

Term Three

MT6619	Project Management Essentials	11 weeks
LA7100	Legal Environments of Business	5.5 weeks
MT6580	International Management	5.5 weeks

Term Four

MT6651	Strategy and Policy: Master of Management Includes Digital Career Portfolio	11 weeks

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

Candidates for the program must have a minimum of three (3) years of professional experience for the accelerated program, and must have a CGPA of 2.75. 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:

MA6100	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.

To earn the AMM + COGS Leadership Essentials credential, a student must successfully complete the following accelerated courses: MT6030 Introduction to Business Communications, and Student Success; MA6600 Quantitative Methods for Decision Making; and MG6200 Marketing and Sales Management. Students earning this credential will be able to:

- Lead in multiple dimensions.
- Champion global ethics.
- Craft effective communication.
- Excel in collaboration.
- Transform concept into action.
- Embrace sustainable business technology.

To earn the AMM + COGS Advanced Managerial Solutions credential, a student must successfully complete the following accelerated courses: FN6200 Accounting and Finance for Managers, MT6050 Managing Organizations and Leading People, and MT6300 Managing Human Resources. Students earning this credential will be able to:

- Formulate operational budgets.
- Mitigate financial risk.
- Excel in cross-cultural communication.
- Craft effective human resource policies.
- Champion optimal leadership practices.
- Lead in the creation of SWOT analyses.

To earn the AMM + COGS Global Business Optimization credential, a student must successfully complete the following accelerated courses: LA7100 Legal Environment in Business, MT6580 International Management, and MT6619 Project Management Essentials. Students earning this credential will be able to:

- Drive project management controls.
- Optimize diverse project team attributes.
- Evaluate legal issues in a diverse workforce.
- Lead in the appraisal of corporate practices.
- Craft sustainable multinational strategies.
- Champion cross-cultural collaboration.

The transfer-in of credit for one course in the Accelerated Master of Management program may be approved upon request, however, the student should not anticipate that the length of the program will be reduced.

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 three 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.

Certificate Learning 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.
- Analyze 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.

Certificate Learning 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.

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.

Certificate Learning 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)

LA6570	Human Resource Law	4.5
MT6310	Training and Development in Human Resource Management	4.5
MT6315	Analysis for Human Resource Professionals	4.5
MT6320	Employee Evaluation and Compensation	4.5

Henley-Putnam
SCHOOL OF STRATEGIC SECURITY
NATIONAL AMERICAN UNIVERSITY

Henley-Putnam School of Strategic Security

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, which study of political and military strategies to influence the spectrum of peace and conflict, strategic security is the application of objective information on threats to meeting personal, local, and organizational strategic goals. To this end, Henley-Putnam School of Strategic Security's programs focus on deterrence and prevention while continuing to incorporate the teaching of practical tradecraft.

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: Use critical thinking and problem-solving skills to evaluate options for preventive, deterrent and response actions related to the intelligence management profession
- IM-PLO M2: Critique information from a variety of sources to debate its relevance to address issues of intelligence management.
- IM-PLO M3: Communicate clearly and effectively in a variety of mediums to a variety of stakeholders both

within and external to the intelligence management profession.

- IM-PLO M4: Work collaboratively in diverse groups to formulate solutions to prevent and forestall emerging threats within the intelligence management profession.
- IM-PLO M5: Apply ethical and civic-minded approaches to policy and reform within the intelligence management profession.

Intelligence Management: Master of Science Degree Requirements

Intelligence Management Major Core (36)

Students must take RES500 as the first course but can take a required course concurrently.

FRPP697	Master's ePortfolio	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. Students may also include any course from support core courses if not previously taken as a major support core.

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
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: Use critical thinking and problem-solving skills to evaluate, options for preventive, deterrent and response actions related to the strategic security and protection management profession.
- SSPM-PLO M2: Critique information from a variety of sources to debate its relevance to address issues of strategic security and protection management.
- SSPM-PLO M3: Communicate clearly and effectively in a variety of mediums to a variety of stakeholders both within and external to the strategic security and protection management profession.
- SSPM-PLO M4: Work collaboratively in diverse groups to formulate solutions to prevent and forestall emerging threats within the strategic security or protection management profession.
- SSPM-PLO M5: Apply ethical and civic-minded approaches to policy and reform within the strategic security or protection management profession.

Strategic Security and Protection Management: Master of Science 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.

FRPP697	Master's ePortfolio	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 may also include any course from support core courses if not previously taken as a major support core.

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
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: Use critical thinking and problem-solving skills to evaluate options for preventive, deterrent and response actions related to the counterterrorism profession.
- TCT-PLO M2: Critique information from a variety of sources to debate its relevance to address issues of counterterrorism.
- TCT-PLO M3: Communicate clearly and effectively in a variety of mediums to a variety of stakeholders both within and external to the counterterrorism profession.
- TCT-PLO M4: Work collaboratively in diverse groups to formulate solutions to prevent and forestall emerging threats within the counterterrorism profession.
- TCT-PLO M5: Apply ethical and civic-minded approaches to policy and reform within the counterterrorism profession.

Terrorism and Counterterrorism Studies: Master of Science Degree Requirements

Terrorism and Counterterrorism Studies Major Core (27)

Students must take RES500 as the first course but can take a required course concurrently.

FRPP697	Master's ePortfolio	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
TCT570	Cults and Charismatic Leaders	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. Students may also include any course from support core courses if not previously taken as a major support core.

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	4.5

	and Incident Command System	
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 certificate programs 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.

Mid-Level Certificate in Counterterrorism

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

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.

Certificate Learning 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

TCT508	Extremist Organizations	4.5
TCT525	Advanced Counterterrorism Analysis	4.5
TCT595	Advanced Counterterrorism Operations	4.5
TCT596	Origins, Evolutions, and Trends in Terrorism	4.5

Certificate in Cybersecurity

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

This certificate is designed for the student who wants to be able to describe and understand cyberterrorism, cyberwarfare, and cybercrime. In this program, the student will identify the behaviors and motivations of cyber criminals while developing understandings about how to protect computer systems from the criminals. Students will learn the fundamentals of cyber law and the issues around those laws. And finally, this program will teach students how the Internet is used as both a weapon and a resource.

Certificate Learning Outcomes:

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

- Demonstrate the ability to employ various information sources and technology to research how the Internet can be used as a weapon.
- Analyze the social and economic impact of cybercrimes.
- Identify and discuss theories and threats that computers and the Internet provide to terrorists and criminals.
- Explain core components of cyber laws and their issues and their relationship to information security.
- Communicate final products about topics of computer intrusions defense in effective and appropriate language and formats.

Certificate (13.5 Credit Hours)

Required Courses

SEC360DC	Information Security	4.5
SEC665	Cyber Security	4.5
TCT617	Cyberterrorism, Cyberwarfare, Cybercrime	4.5

Mid-Level Certificate in Executive Protection

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

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.

Certificate Learning 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

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

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.

Certificate Learning 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

Mid-Level Certificate in Intelligence Analysis

(NOT ACCEPTING NEW ENROLLMENTS TO THIS PROGRAM BEGINNING JANUARY 2026)

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.

Certificate Learning 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

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 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 (27)

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 (12)

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 (15)

(This is only available to approved cohorts)

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 (15)

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 (6)

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: Use critical thinking and problem-solving skills to produce preventive, deterrent and response actions necessary for engaging issues in strategic security
- DSS-PLO2: Produce quantitative and qualitative research to address gaps in knowledge about strategic security matters.
- DSS-PLO3: Effectively communicate key concepts and ideas in a variety of mediums to influence diverse audiences and decision-makers about strategic security matters.
- DSS-PLO4: Working collaboratively in diverse groups to produce a conceptual framework that incorporates the key variables of the security environment to prevent and forestall emerging threats.
- DSS-PLO5: Promote strategic security leadership relative to effective and ethical security outcomes.

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
DSS861	Directed Dissertation Research I	4.5
DSS862	Directed Dissertation Research II	4.5
DSS863	Directed Dissertation Research III	4.5
DSS864	Directed Dissertation Research IV	4.5
DSS865	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 four to 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: CS1302 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: AC1060 or AC2760, and CS1302.

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: CS1302 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 a 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 and support 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 CS1302.

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.

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: Completion of all Major and Support Core courses and EC2050 and EC2100.

AC4700 – 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 includes 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: 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 and Support Core courses, and EC2050 and EC2100.

CI - Information Technology

CI1000 - Introduction to Digital Literacy (4.5)

This introductory course provides students with the foundational digital skills needed for success in college, the workplace, and everyday life. Students develop confidence using computers, operating systems, and common software applications while gaining practical experience with word processing, spreadsheets, presentations, and cloud-based collaboration tools. The course emphasizes safe and responsible technology use, including digital citizenship, online communication, privacy awareness, and information management. Additional topics include file organization, mobile technologies, and basic problem-solving strategies. Through guided activities and applied assignments, students build the skills necessary to use technology effectively to communicate, create, organize information, and adapt to an increasingly digital world.

Upon successful completion, students should be prepared to earn CompTIA's Digital Literacy Pro certification, which signifies completion of an industry-recognized digital literacy program.

Cross-Listed as: SC1000

CI1320 - Computer Concepts (4.5)

This course provides students with a foundational understanding of personal computer (PC) hardware, software, networking, and operating system concepts. Students learn to identify computer components, install and configure hardware and software, manage operating systems, and perform basic troubleshooting procedures. The course also introduces networking fundamentals, cybersecurity awareness, and preventive maintenance practices used in modern computing environments. Through hands-on activities and practical exercises, students develop the skills needed to support standalone computers and small networks while applying industry-standard problem-solving techniques. The course serves as a foundation for further study in information technology, technical support, and computer systems administration.

Upon successful completion, students should be prepared to earn CompTIA's A+ Core 1 and Core 2 certifications, which are both widely recognized by the industry.

Prerequisite: CI1000 and CS1302.

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 MA2000.

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.

CI2211 - Internetworking Fundamentals (4.5)

This course introduces students to the fundamental concepts, technologies, and devices that support modern computer networks. Topics include local area networks (LANs), wide area networks (WANs), wireless networking, Internet Protocol (IP) addressing, routing, switching, network security, and network management. Students explore the hardware and software components used to build, maintain, and troubleshoot network infrastructure while developing an understanding of system administration and network operations. Through hands-on activities and network design exercises, students gain practical experience configuring and supporting small, routed networks. By the end of the course, students will understand how networks function and support organizational communication and business operations.

Upon successful completion, students should be prepared to earn CompTIA's Network+ certification, which is widely recognized by the industry.

Prerequisite: CI1320.

CI2440 - Introduction to Computer Security (4.5)

This course provides an introduction to the principles and practices of information security and assurance. Students examine the methods, technologies, and processes used to protect information assets from threats and vulnerabilities. Topics include security planning, risk management, threat detection, incident response, security policies, access controls, and organizational security practices. Students also explore technical and managerial approaches to securing systems and responding to security incidents. Through case studies, practical activities, and applied analysis, students develop a foundational understanding of cybersecurity concepts and learn how effective security programs support the confidentiality, integrity, and availability of organizational information.

Upon successful completion, students should be prepared to earn CompTIA's Security+ certification, which is widely recognized by the industry.

Prerequisite: CI1320.

CI3010 - Linux (4.5)

This course provides students with a practical introduction to Linux administration from the perspective of both power users and entry-level system administrators. Students learn to install, configure, and manage Linux operating systems while exploring file systems, user and group administration, security, software management, and system services. Additional topics include desktop and command-line environments, network configuration, resource management, virtualization concepts, and troubleshooting techniques. Through hands-on exercises and administrative tasks, students develop the skills required to manage Linux-based systems in professional environments. The

course emphasizes industry-relevant practices and prepares students for more advanced study in systems administration and infrastructure management.

Upon successful completion, students should be prepared to earn CompTIA's Linux+ certification, which is widely recognized by the industry.

Prerequisite: CI1320.

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: CI1320.

CI3091 - Database Design and Management (4.5)

Students learn advanced concepts of database design, access, and management including installation of a Relational Database Management System. Views, partitions, advanced queries, functions, stored procedures, transaction processing, data integrity techniques, and advanced modeling and design concepts are introduced.

Prerequisite: CI2011.

CI3140 - Systems Architecture (4.5)

This course provides students with an introduction to 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.

CI3160 - Introduction to Artificial Intelligence (4.5)

This course introduces students to the foundational concepts, tools, and workplace applications of Artificial Intelligence (AI), with an emphasis on practical, real-world use. Students will actively apply AI to solve problems, generate content, support decision-making, and design workflows. Through guided activities, discussions, tool-based experimentation, and a scaffolded course project, students learn to use AI responsibly, evaluate and refine AI-generated outputs, and communicate AI-driven solutions in professional environments. By the end of the course, students develop and present a comprehensive AI solution that demonstrates the effective integration of AI into organizational processes.

Prerequisites: CI1320 and MT1050.

CI3161 - AI Foundations Using AWS (4.5)

This course provides students with the knowledge and skills needed to understand, evaluate, and apply foundational artificial intelligence (AI) and generative AI concepts using Amazon Web Services (AWS). Topics include machine learning fundamentals, foundation models, prompt engineering, responsible AI practices, and security, governance, and compliance considerations for AI solutions. Through guided labs, applied activities, and a comprehensive course project, students explore how AI technologies can address real-world business challenges. Students practice documenting decisions, assessing risks and tradeoffs, and communicating recommendations to both technical and nontechnical audiences while developing a practical understanding of AI implementation within cloud-based environments.

Upon successful completion, students should be prepared to earn Amazon's AWS Certified AI Practitioner certification, which is widely recognized by the industry.

Prerequisites: CI2211 and CI3160.

CI3162 - Data Engineering Using AWS (4.5)

This course provides students with the knowledge and skills required to design, build, and manage data pipelines using Amazon Web Services (AWS). Students explore the role of data in modern organizations while learning about data ingestion, storage, transformation, analytics, automation, and big data processing. Through AWS-guided labs, structured design activities, and a multi-week course project, students gain hands-on experience implementing data engineering solutions. Emphasis is placed on designing scalable, secure, and efficient architectures that support analytics and machine learning initiatives. Students also evaluate architectural decisions and apply industry best practices related to performance, reliability, and operational effectiveness.

Upon successful completion, students should be prepared to earn Amazon's AWS Certified Data Engineer - Associate certification, which is widely recognized by the industry.

Prerequisites: CI2011, CI3161 OR CI3171, and MA3000.

CI3163 - Machine Learning Using AWS (4.5)

This course provides students with hands-on experience designing, building, and deploying machine learning solutions using Amazon Web Services (AWS). Students apply the complete machine learning lifecycle, including problem definition, data preparation, model development, evaluation, deployment, and monitoring. Using industry-standard tools such as Amazon SageMaker and other AWS AI and machine learning services, students develop scalable cloud-based solutions to address real-world business challenges. Through an incremental course project, students also explore natural language processing, generative AI applications, and large language models. By the end of the course, students will have designed and implemented a comprehensive machine learning solution using AWS technologies.

Upon successful completion, students should be prepared to earn Amazon's AWS Certified Machine Learning Engineer - Associate certification, which is widely recognized by the industry.

Prerequisites: CI1420, CI3140, CI3161 OR (CI2211 and CI3160), and CI3162.

CI3170 - Introduction to Cloud Computing (4.5)

This course introduces students to the concepts, technologies, and operational practices that support modern cloud computing environments. Students learn to deploy, manage, and troubleshoot cloud resources while exploring cloud networking, automation, security, monitoring, and workload optimization. Topics include cloud architecture, resource provisioning, backup and recovery strategies, cost management, source code management with Git, scripting fundamentals, and DevOps practices. Through hands-on activities and applied scenarios, students gain experience performing common cloud administration tasks and implementing industry best practices. By the end of the course, students will understand how cloud technologies deliver scalable, secure, and reliable solutions for organizations.

Upon successful completion, students should be prepared to earn CompTIA's Cloud+ certification, which is widely recognized by the industry.

Prerequisite: CI2211.

CI3171 - Cloud Foundations Using AWS (4.5)

This course provides students with the knowledge and skills needed to evaluate, design, deploy, and manage cloud solutions using Amazon Web Services (AWS). Students explore core AWS services, cloud architecture, security, pricing models, and support resources while developing an understanding of foundational cloud computing concepts. Learning is reinforced through hands-on labs completed in an AWS sandbox environment and a comprehensive project based on realistic business scenarios. Students gain experience selecting and implementing AWS services to address organizational requirements while considering cost, performance, and security. The course establishes a strong foundation for future study and practice in cloud computing and cloud architecture.

Upon successful completion, students should be prepared to earn Amazon's AWS Certified Cloud Practitioner certification, which is widely recognized by the industry.

Prerequisites: CI3170 and MT1050.

CI3172 - Cloud Operations Using AWS (4.5)

This course provides students with the knowledge and skills required to support, operate, and troubleshoot cloud-based environments using Amazon Web Services (AWS). Emphasis is placed on infrastructure monitoring, automation, security, compliance, networking, storage, database services, and cost optimization. Through extensive hands-on labs and operational scenarios, students develop practical experience deploying, maintaining, and troubleshooting AWS resources. Students also create a cloud operations knowledge base that documents procedures, best practices, and troubleshooting methods. By the end of the course, students will be prepared to manage day-to-day cloud operations while applying industry standards and operational best practices in professional cloud environments.

Upon successful completion, students should be prepared to earn Amazon's AWS Certified CloudOps Engineer – Associate certification, which is widely recognized by the industry.

Prerequisites: CI1420, CI2011, CI3010, and CI3171.

CI3173 - Cloud Solutions Using AWS (4.5)

This course prepares students to design, architect, and optimize cloud-based solutions using Amazon Web Services (AWS). Students explore cloud architecture principles and learn to evaluate requirements related to storage, compute, networking, databases, security, high availability, automation, and serverless technologies. Through hands-on labs, scenario-based activities, and a comprehensive project, students design and refine cloud solutions that balance performance, reliability, security, and cost considerations. The course emphasizes the application of the AWS Well-Architected Framework and the communication of architectural decisions to stakeholders. Students develop both technical expertise and solution-design skills aligned with real-world cloud architecture practices.

Upon successful completion, students should be prepared to earn Amazon's AWS Certified Solutions Architect – Associate certification, which is widely recognized by the industry.

Prerequisites: CI3140 and CI3171**.**

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 students' competency in HTML, XHTML, and advanced web design. This course starts with a focus on more complex, code-based, understanding of HTML markup and then extends into CSS and multimedia. Additionally, students will use open-source publishing software to create sample websites.

Prerequisite: CI3310.

CI3380 - Client-Side Scripting and Open Communications (4.5)

In this course, students will continue to develop a deeper understanding of HTML, DHTML, XHTML, and JavaScripting. Students will also develop an understanding and appreciation of the constant evolution in web page development by making use of the technologies that are currently a part of this evolution. Students will continue the development of their personal web pages.

Prerequisite: CI3315.

CI3510 - Managing Information Systems (4.5)

See MT3500

Cross-Listed as: MT3500.

CI3679 - Windows Operating Systems and Server Administration Fundamentals (4.5)

In the first part of the course, students will develop the knowledge and skills needed to configure the Windows 10 client Operating Systems (OS), install and upgrade a client OS, and 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 2016 fundamentals, which will focus on server installation and exploring various features of Windows Server, such as server roles, active directory, storage, performance, and maintenance.

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: CI2211 and CI2440.

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: CI2211 and CI2440.

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 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 and 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 including website analytics. A comprehensive project will showcase student abilities and add to their expanding portfolio of work.

Prerequisite: CI4035 and CI4040.

CI4151 - Windows Hybrid Server I (4.5)

This course provides students with the knowledge and skills required to deploy, administer, and manage Windows Server environments across both on-premises and cloud-based infrastructures. Students learn to implement and manage Active Directory Domain Services (AD DS), configure hybrid networking solutions, administer Windows Server workloads, and manage storage and file services. Additional topics include virtualization technologies, containers, identity management, and hybrid infrastructure operations. Through hands-on activities and real-world administrative scenarios, students gain practical experience supporting modern enterprise environments. The course emphasizes foundational server administration skills and prepares students for advanced study in hybrid infrastructure management and Microsoft server technologies.

Upon successful completion, students should be prepared to earn Microsoft's Administering Windows Server Hybrid Core Infrastructure certification, which is widely recognized by the industry.

Prerequisite: CI2211.

CI4161 - Windows Hybrid Server II (4.5)

This course builds on foundational hybrid server administration skills by focusing on advanced Windows Server services, security, and enterprise operations. Students learn to secure on-premises and hybrid infrastructures, implement high-availability solutions, design disaster recovery strategies, and migrate servers and workloads between environments. Additional topics include performance monitoring, troubleshooting, business continuity planning, and advanced server management practices. Through hands-on exercises and scenario-based activities, students develop the skills needed to maintain reliable, secure, and resilient server infrastructures. The course prepares students to address complex operational challenges commonly encountered in enterprise Windows Server environments and hybrid cloud deployments.

Upon successful completion, students should be prepared to earn Microsoft's Configuring Windows Server Hybrid Advanced Services certification, which is widely recognized by the industry.

Prerequisite: CI4151

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 MT1050.

Cross-Listed as: MT4230.

CI4221 - Systems Analysis and Design (4.5)

This course covers the full process of information systems development. Students will learn the concepts, skills, methodologies, techniques, and tools necessary for a systems analyst to successfully develop information systems. It includes the development of systems "blueprints" guided by using 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.

CI4297 - Interconnecting Cisco Network Devices (4.5)

This course provides students with the knowledge and hands-on experience needed to install, configure, secure, operate, and troubleshoot modern computer networks using Cisco networking technologies. Topics include network fundamentals, switching, routing, IP services, wireless networking, virtual network technologies, and network security principles. Students learn how networking devices communicate, how traffic is routed across networks, and how to diagnose and resolve common connectivity issues. Through laboratory exercises and practical configuration activities, students develop technical skills aligned with enterprise networking environments and industry standards. The course serves as a strong foundation for careers in network administration, support, and infrastructure management.

Upon successful completion, students should be prepared to earn Cisco's Certified Network Associate certification, which is widely recognized by the industry.

Prerequisite: CI2211 and CI2430.

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: CI3730.

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: 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 regarding 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.

CJ3155 - Criminalistics (4.5)

Physical evidence cannot lie, but it can be mismanaged. In this course, students will learn to make the "silent witnesses" at a crime scene speak. Students will master the scientific protocols used to isolate, identify, and evaluate trace evidence, ballistics, impressions, and biological fluids. By training student minds to treat a crime scene as an objective data set, they will ensure that the physical proof they recover survives the transition from laboratory analysis to courtroom victory.

Prerequisite: CJ3100.

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.

CJ3250 - Offender Case Management (4.5)

Stop just managing a caseload and start orchestrating behavioral change. Learn a blueprint for reducing recidivism. In this course, students will master the end-to-end rehabilitation pipeline from initial intake and high-stakes risk assessment to designing individualized re-entry plans. Students will weaponize evidence-based, cognitive-behavioral strategies to successfully transition high-risk individuals back into the community, making them the go-to strategic asset in any correctional environment.

Prerequisite: CJ2400.

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.

CJ3440 - Corrections Law (4.5)

In corrections, a single procedural oversight can trigger a multi-million-dollar lawsuit or ruin a career. This course arms students with a bulletproof understanding of constitutional law, statutory mandates, and inmate civil rights. Students will learn to navigate the complex legal boundaries of disciplinary actions, medical care, and confinement conditions, ensuring they can lead a facility safely without stepping into legal landmines.

Prerequisite: CJ2100.

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.

CJ3550 - Crime Scene Photography (4.5)

A single distorted angle or poorly lit shadow can ruin a multi-year investigation or get vital evidence thrown out of court. This course teaches elevating students' visual documentation skills to an expert forensic standard. Students will master lighting manipulation, depth of field, and geometric perspective to capture pristine, un-degraded visual evidence, giving prosecutors an unshakeable, undistorted record of the scene.

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.

CJ3750 - Community-Oriented Policing (4.5)

Police departments cannot operate effectively without the trust of the neighborhoods they protect. This course transforms how students can become architects of public trust by teaching them how to transition from traditional reactive policing to proactive community partnership. Students will master data-driven problem-solving models, study successful neighborhood-police alliances, and learn how to design local initiatives that measurably lower crime rates while restoring institutional legitimacy.

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.

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: Completion of all other CJ courses.

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 of 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 a 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 introduce 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: Completion of all other Major and Support Core courses.

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: Completion of all other Major and Support Core courses and EC2050 and EC2100.

CS - College Studies

CS1202 - Strategies for Professionals (4.5)

No matter where you are starting, this course will put you on the path to professional success. Experienced instructors will be with you every step of the way while you explore NAU resources, technology, and software applications that will help you overcome challenges in your academic and professional life. You'll learn strategies for managing professional relationships, using information responsibly, and becoming a skillful academic writer. Your journey to a great career starts with this course.

CS1204 - Advanced Strategies for Professionals (4.5)

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, 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 professional goals.

CS1302 - Consumer Mathematics (4.5)

CS1302 is a course about numbers and how they apply to your daily life. In this course, you'll apply mathematical concepts to your personal finances, learning how to put mathematical literacy to work for you. You will learn practical applications of numbers, including interest, taxes, and credit. And along the way, you may even brush up on your math skills.

CS2040 - Career Management-Focused (4.5)

This course serves as a strategic roadmap for students to align their personal professional goals with the diverse career opportunities across their program fields such as in the justice, intelligence, and security sectors. Through self-assessment, industry mapping, and direct engagement with sector professionals, students will explore the distinct demands, required competencies, and daily realities of pathways options such as criminalistics, correctional leadership, private security, and cyber-physical systems. By the conclusion of the course, students will synthesize their findings to design a personalized academic and professional development plan tailored to their target industry.

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 associates 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.

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.

EC2100 - Microeconomics (4.5)

This course is an introduction to microeconomic concepts and their application to individuals and companies. Special emphasis is placed on market structures and analysis, production and costs, and profit analysis. The increasing role of AI in helping guide company decisions is also addressed.

EC6100DC - 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: MT6255DC.

EC6150DC - 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: EC6100DC and MT6255DC, or equivalent.

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.

EN3070 - Advanced Research and Writing (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 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 – Finance 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 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.

FN6200DC - 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: MT6255DC.

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. The course can be substituted for FN6200.

Prerequisite: FN6200DC, MT6255DC or 9 credits of accounting and 4.5 credits of finance.

HA - Health Care

HA3010 - 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.

HA3110 - 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 HA3010.

HA3120 - Essentials of Managed Care (4)

This course examines the systems and processes used in the U.S. to control healthcare access and cost 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: HA3010.

HA3220 - 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: CS1202 and HA3010.

HA3300 - 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 HA3010.

HA4050 - 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 HA3010.

HA4070 - 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 HA3010.

HA4110 - 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: HA3010.

HA4120 - 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: HA3010.

HA4200 - Healthcare Financial Management (4)

This course introduces concepts and techniques of financial decision-making for 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 HA3010.

HA4300 - Healthcare Management and Supervision (4)

Students will apply the managerial functions of planning, organizing, leading, and controlling to the healthcare environment.

Prerequisite: HA3010, MT2050, and Senior status.

HA4501 - 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.

HA4521 - 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.

HT - Health Information Technology Health Care Coding

HT1000 - 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: CS1202.

HT2250 - 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 HT1000.

HU - Humanities

HU2000 - Critical Thinking and Problem Solving (4.5)

This course is designed to develop students' basic skills in critical thinking, logical reasoning, and problem-solving. Students learn to analyze claims, arguments, bias, and credibility in popular media with the goal of becoming critical and thoughtful media consumers.

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.

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.

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)

Students learn to prompt and use artificial intelligence to investigate the historical development of intelligence because of the contributions of the people within the organizations. Students will be able to describe and explain the historical development of intelligence tradecraft for the periods and geographical areas studied and bring these "lessons learned" to bear on present-day intelligence issues.

INT380 - History of Intelligence, Part 2 (4.5)

Students learn to prompt and use artificial intelligence to investigate the historical development of intelligence because of codeword operational events. Students will be able to describe and explain the historical development of intelligence operations for the periods and geographical areas studied and 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.

INT455 - Social Media Intelligence (4.5)

This course explores dominating the digital battlespace. Threat actors, corporate spies, and state-sponsored groups broadcast their plans, networks, and vulnerabilities in plain sight every day. This course transforms students into an open-source intelligence (OSINT) specialist. Students will master advanced search operators, digital footprint analysis, and legal data aggregation techniques to harvest actionable intelligence from social platforms and hidden networks. By converting raw online activity into precise, predictive threat profiles, students learn skills to ensure an organization is not blindsided by an emerging digital crisis.

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 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

LA3100 - Business Law I (4.5)

This course introduces students to fundamental legal principles affecting business in the United States, including the sources and classifications of laws in the U.S. Students learn to recognize and apply basic legal concepts relating to contracts, torts, and product liability; explore various forms of business organizations common in the United States; and gain a fundamental understanding of select legal topics critical to operating a business, including real property, personal property, agency and employment, credit and secured transactions, bankruptcy, and decedent's estates.

Prerequisite: MT1050 or PL1100.

LA3150 - Business Law II (4.5)

This course is a continuation of the study of business law. It focuses on the study of agency law, contract law, the Uniform Commercial Code, debtor-creditor relationships, government regulation of business and business structure. Students analyze hypothetical factual scenarios by applying legal and equitable theories learned in this course. In addition, students develop practical skills by drafting basic contacts, Uniform Commercial Code filings and business formation documents, including but not limited to articles of incorporation and operating agreements.

Prerequisite: LA3100.

LA3200 - International Law (4.5)

This course provides the student with the tools for understanding the principles underlying the legal environment of global business. It identifies the current legal rules and regulations affecting businesses and examines new developments and trends that will affect future transactions. Ethical implications and dilemmas are presented throughout the course.

Prerequisite: LA3100 and MT3000.

LA4900 - Professional Legal Studies Capstone (6)

This course provides legal studies students approaching graduation an opportunity to review and enhance legal competency prior to leaving the current academic setting for the workplace or law school. This course will be the culmination of the legal academic achievements in the program. Students will review major areas of law and assess their learning.

Prerequisite: Completion of all other Major Core courses.

LA6570DC - 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.

Prerequisite: MT6255DC.

LA7100DC - 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.

Prerequisite: MT6255DC.

MA - Mathematics

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: CS1302.

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: MA2000

ME - Medical

ME1105 - Introduction to Medical Administrative Assisting (4)

This course introduces students to the role of the medical administrative assistant within the healthcare team and the evolving healthcare environment. Topics include key administrative competencies, the use of electronic medical records (EMRs), practice management systems, and general computer literacy. Students will also learn scribe responsibilities in ambulatory settings. Additionally, the course covers daily office operations such as scheduling,

equipment maintenance, safety procedures, and supply inventory, preparing students for the multifaceted responsibilities of a medical administrative assistant.

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.

Prerequisite: CI1000

ME1184 - 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.

Prerequisites: EN1300, HT2250, ME1140.

ME2185 - 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: ME1184.

ME2186 - 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: ME2185.

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 the treatment of specific diseases and disorders.

Prerequisites: EN1000 and HT1000 or ME1105.

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.

Prerequisites: AAS Programs: EN1000 and ME1105; Diploma Programs: HA3010 or ME1105.

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.

Prerequisites: AAS Programs: CS1302, EN1000, ME1105, ME1140, SC1221; Diploma Programs: ME1140, SC1221 and HT1000 OR ME1105.

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.

Prerequisites: 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 Applications (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, ME1105, ME1140, SC1221.

ME2630 - Medical Billing and 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: Completion of all other Major Core courses except the practicum.

ME2650 - Medical Billing and 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: Completion of all other Major Core courses or co-requisite ME2630.

ME3321 - Medical Administrative Assistant Practicum (4)

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: Completion of all other Major Core courses. Offered: 160 hours at practicum site.

ME3332 - 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: Completion of all other Major Core courses.

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.

Prerequisite: MT1050.

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.

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 covered 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.

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.

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.

Prerequisites: EN1300, MA3000, MG3000, Senior Status.

MG4500 – 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

MG6200DC - 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. The course can be substituted for MG6500DC.

Prerequisite: MT6255DC.

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. The course can be substituted for MG6200.

Prerequisite: MT6255DC.

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: EN1300 and MT1050.

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.

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, is 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.

Prerequisites: 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: MT2050.

Cross-Listed as: CI3510.

MT3550 - Entrepreneurship and Small Business (4.5)

This course provides an overview of entrepreneurial concepts and strategies from a small business perspective. Topics include opportunity selection, competitive analysis,

location selection, distribution, marketing promotions, financial considerations, legal and risk management issues, and business purchase or franchising opportunities.

Prerequisite: MT2050.

MT3600 - Strategic Entrepreneurship (4.5)

In this course, students investigate the entrepreneurial process and the role of entrepreneurship in the economy. Case study analysis will be integral to this investigation and topics will include entrepreneurial strategy, entrepreneurial marketing, the start-up process, and the importance of solid pro-forma financial statements.

Prerequisite: MT3550.

MT3650 - Business Plan Development (4.5)

In successfully launching a new business venture, the business plan plays a crucial role. This course closely examines the steps of the business planning process and guides students in conducting a feasibility analysis and developing a thorough plan for a prospective business venture.

Prerequisites: Completion of all other Major and Support Core courses and EC2050 and EC2100.

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.

Prerequisites: Completion of all other Major Core courses and EC2050 and EC2100.

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 and EC2050 and EC2100.

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: MT2050.

MT4230 – Project Management (4.5)

See CI4220

Cross-Listed as: CI4220

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: 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.

Prerequisites: Completion of all other Major and Support Core courses and EC2050 and EC2100.

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)

Prerequisites: Completion of all Major and Support Core courses and EC2050 and EC2100.

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)

Prerequisites: Completion of all other Major and Support Core courses and EC2050 and EC2100.

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.

Prerequisites: MT4441, MT4444, or co-requisite.

MT4500 – Management 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: 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 or co-requisite.

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 HR management functions and managerial responsibilities, such as staffing, performance management, diversity, legal aspect of the employment relationship, training and development, compensation, labor relations, HR Information Systems (HRISs), work and job design, HR measurement, and current and future issues affecting HR 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 course helps to prepare learners for roles in HR and non-HR management. The areas of talent acquisition, talent management, and all other core strategies within HR will be discussed. The course reflects the learning competencies of the Society for Human Resource Management (SHRM).

Prerequisite: MT6255DC.

MT6580DC - 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 with which 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: MT6255DC.

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

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.

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 their effectiveness. Developing the individual, work teams, and the organization as a whole are also addressed.

OM - Operations Management

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.

OM3025 - 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: OM3000.

OM3050 - 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: OM3000.

OM3075 - 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: OM3000.

OM3200 - 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 examine marketing channel strategy, design, and integration of e-commerce technology.

Prerequisites: MG3000 and OM3000.

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 the 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 regulations 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: 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. This course will be conducted using synchronous, live learning sessions which take place via Zoom twice each week.

Prerequisite: EN1150.

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. This course will be conducted using synchronous, live learning sessions which take place via Zoom twice each week.

Prerequisites: EN1150 and 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.

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.

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. This course will be conducted using synchronous, live learning sessions which take place via Zoom twice each week.

Prerequisites: EN1300 & PL1350.

Cross-Listed as: EN2500.

PL2600 - Advanced Legal Research (2)

This course provides students with access to learn several different legal research programs. Students learn interactively with the following platforms currently utilized for legal research: Lexis+, Westlaw, Fastcase, Casetext, Bloomberg Law, and Hein Online. Additionally, students will work toward a fundamental understanding of artificial intelligence (AI) as it relates to the legal profession.

Prerequisite: PL1350.

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.

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.

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.

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 provides a comprehensive introduction to the role of the paralegal in legal investigation while emphasizing ethical responsibilities. Students will examine the rules of evidence, constitutional constraints, and differences between civil and criminal procedures while developing case theories, investigative plans, and evidence maps. The course covers foundational interviewing techniques. Students will also learn to conduct background, asset, and digital investigations; document and preserve evidence; organize litigation files; and prepare objective investigative reports with supporting exhibits. The course concludes with a comprehensive case simulation and presentation that integrates the investigative skills developed throughout the term.

Prerequisite: PL2150.

PL4200 - Litigation and Trial Practice (4.5)

This course provides students with a comprehensive foundation in litigation and the practical skills necessary to effectively support attorneys throughout the litigation process. Students will examine the role and ethical responsibilities of the paralegal, law office procedures, case investigation, evidence gathering, and the various stages of initiating and defending a lawsuit. The course also develops practical skills in settlement and alternative dispute resolution, trial preparation, judgment enforcement, and appellate procedures. Through hands-on assignments and the development of a final Litigation Systems Folder, students will integrate these concepts and demonstrate their ability to organize, prepare, and manage litigation materials accurately and professionally within a legal environment.

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.

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.

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.

PL4700 - Virtual Paralegal Internship I (4.5)

This course provides the student with practical experience in a virtual law firm setting, in which the student learns and uses technology in the areas of document preparation and management, litigation support, online research, office management, communication, and time keeping.

Prerequisite: PL2500 and program director approval.

PL4701 - Virtual Paralegal Internship II (4.5)

This course enhances the skills developed in PL4700 while providing the student with additional practical experience in a virtual law firm setting with emphasis on eDiscovery technology used in law firms.

Prerequisite: PL4700 and program director approval.

PRO - Protection

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 the 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.

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 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 principal

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 the 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.

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.

SC - Science

SC1000 – Introduction to Digital Literacy (4.5)

See CI1000

Cross-Listed as: CI100

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.)

SC1224 - 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. (4.5 hours lecture, 3 hours lab per week.)

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.

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.

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.

SEC480 – Converged Security: Cyber-Physical Systems (4.5)

In the modern world, a hacker will exploit a software vulnerability to unlock a physical door or breach an IoT sensor to cripple a manufacturing facility. This course arms students with the advanced skills required to defend these combined targets. Students will learn to map, analyze, and neutralize unified risks across interconnected environments, including automated access controls, smart IoT networks, and industrial SCADA systems, building airtight protection strategies that eliminate cross-domain blind spots.

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.

SEC490 – Strategic Security and Protection Management Capstone (4.5)

The culminating, integrative experience of the program. In this final crucible, students will select a real-world, high-stakes security crisis, critical infrastructure vulnerability, or enterprise threat landscape and engineer an exhaustive, professional-grade strategic defense proposal. Students will defend their blueprint against strict metrics of risk mitigation, asset protection, and compliance architecture. This terminal project serves as a definitive career calling card, proving to C-suite executives, federal panels, and security directors that they are fully equipped to command operations and manage multi-layered risk from day one.

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: PL1100.

SO2120 - Domestic Relations (4.5)

See PL2100

Cross-Listed as: PL2100.

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 counterterrorism.

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.

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.

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

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.

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 in achieving 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.

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, Debriefings, 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: EC6100 and MT6255, 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. The course can be substituted for FN6200.

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

FRPP - Final Research Project

FRPP697 - Master's ePortfolio (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.

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.

Prerequisite: MT6255.

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.

Prerequisite: MT6255.

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)

This course introduces the students to concepts and theories that define marketing and establish those principles in the context of internet and social media marketing. The purpose of the course is to provide the student with a strong base of knowledge around the potential of using the internet and social media, comprehensive enough for the student to be able to identify its fundamental application to and value for different business models.

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).

MT - Management

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.

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 HR management functions and managerial responsibilities, such as staffing, performance management, diversity, legal aspect of the employment relationship, training and development, compensation, labor relations, HR Information Systems (HRISs), work and job design, HR measurement, and current and future issues affecting HR 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 course helps to prepare learners for roles in HR and non-HR management. The areas of talent acquisition, talent management, and all other core strategies within HR will be discussed. The course reflects the learning competencies of the Society for Human Resource Management (SHRM).

Prerequisite: MT6255.

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: MT6255.

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.

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.

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: Master of Business Administration (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: Master of Management (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.

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 broader political and strategic context. The course will also introduce consequence management planning and policy considerations in responding to mass casualty events involving terrorist attacks using WMD. The course will also 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.

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.

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.

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.

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 courses from DSS700 to DSS840.

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: DSS852.

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: DSS853.

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: DSS854.

DSS856 - Directed Dissertation Research VI (4.5)

This course is a nonrequired course that can be used in the dissertation process for the doctoral candidate needing additional time to complete the required dissertation milestones. 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. The graded milestone activities outlined in the courses and in the dissertation guide, direct the dissertation candidates towards completion in a typical timeline. However, the candidate can continue directed dissertation research that was not previously completed in the five-core directed dissertation research courses by enrolling in this course.

Prerequisite: DSS851.

DSS857 - Directed Dissertation Research VII (4.5)

This course is a nonrequired course that can be used in the dissertation process for the doctoral candidate needing additional time to complete the required dissertation milestones. 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. The graded milestone activities outlined in the courses and in the dissertation guide, direct the dissertation candidates towards completion in a typical timeline. However, the candidate can continue directed dissertation research that was not previously completed in the five-core directed dissertation research courses by enrolling in this course.

Prerequisite: DSS851.

DSS858 - Directed Dissertation Research VIII (4.5)

This course is a nonrequired course that can be used in the dissertation process for the doctoral candidate needing additional time to complete the required dissertation milestones. 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. The graded milestone activities outlined in the courses and in the dissertation guide, direct the dissertation candidates towards completion in a typical timeline. However, the candidate can continue directed dissertation research that was not previously completed in the five-core directed dissertation research courses by enrolling in this course.

Prerequisite: DSS851.

DSS859 - Directed Dissertation Research IX (4.5)

This course is a nonrequired course that can be used in the dissertation process for the doctoral candidate needing additional time to complete the required dissertation milestones. 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. The graded milestone activities outlined in the courses and in the dissertation guide, direct the dissertation candidates towards completion in a typical timeline. However, the candidate can continue directed dissertation research that was not previously completed in the five-core directed dissertation research courses by enrolling in this course.

Prerequisite: DSS851.

DSS861 - Directed Dissertation Research I (4.5)

This course begins the dissertation process. Typically, the student will take the doctoral comprehensive exams during this course. Upon passing the exams, the student will gain the status of doctoral candidate status. The student will then select a research topic. 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. This chapter introduces a conceptual or theoretical framework - a research philosophy and foundation upon which the student's study may be constructed. A student will earn either a "Satisfactory" or "Unsatisfactory" grade.

Prerequisite: All courses from DSS700 to DSS840.

DSS862 - 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 develops an understanding of the topic, of what has already been studied, how it has been researched, and the key synthesized findings of the previous studies. A student will earn either a "Satisfactory" or "Unsatisfactory" grade.

Prerequisite: DSS861.

DSS863 - 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 – a plan for how the research will be conducted. Combining completed Chapters One, Two, and Three, the student will submit a 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. A student will earn either a "Satisfactory" or "Unsatisfactory" grade.

Prerequisite: DSS862.

DSS864 - 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. A student will earn either a "Satisfactory" or "Unsatisfactory" grade.

Prerequisite: DSS863.

DSS865 - 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 was expected from the related literature and what implications it might have for policy, practice, and future research. The student will revisit the full dissertation integrating the dissertation proposal and the final two chapters. The student will edit and polish the paper for potential publication. The student will create PowerPoint slides and orally defend the dissertation, via the web, live before his or her dissertation committee. A student will earn either a "Satisfactory" or "Unsatisfactory" grade.

Prerequisite: DSS864.

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.

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 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.

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

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Administration

President, 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
Michael Trump, BS, Black Hills State University (1990); MA, University of Wyoming (1994); JD, University of South Dakota (1999)

Vice President of Student Enrollment, Engagement, and Success
Jonti Hughes, BA, Northern Illinois University (2011); MS, Northern Illinois University (2013), EdD, National American University (2023)

Vice President of Information Systems and IT Operations
Trip Bauer, BS, Westwood College (2005); MS, Capella University (2008)

Chief Marketing Officer
Brent Passey, BA, Utah State University (2001); MBA, University of Phoenix (2006)

Dean, Academic Operations
Steven Balke, BBA, Eastern Michigan University (1983); MBA, University of Phoenix (2002)

Dean, Faculty and Instructional Innovation
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)

Dean, Academic Affairs
Brigit McGuire, BA, St. Olaf College (2005); MA, Columbia University (2006); MPHIL, Columbia University (2009); PhD, Columbia University (2015)

Executive Director of Compliance
Cheryl Bullinger

Executive Director of Student Accounts
Linda Pottorff, BS, National American University (1995)

University Librarian

Fandey, Layla, BA, Foreign Language Education, University of Maryland (1993); MEd, Curriculum and Instruction, University of Maryland (1995); MLS, Library and Information Services, University of Maryland (2007)

Registrar

Diane Lang, BS, National American University (1990)

Program Advisory Councils

Business Programs

Jeffrey Carpenter, Director of Business Development, Job One, Kansas City, MO

Natalia Hantke, Corporate Payroll Manager, Canyon Ranch, Tucson, AZ

Anastacio Melero, President, Melero Inc., Albuquerque, NM

Shelley Morris, Business Transformation, New Horizons Computer Learning Centers, Los Angeles, CA

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

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. 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

Eugena White, JD, RHIA, Director of Compliance, UAB West

Paralegal Studies and Professional Legal Studies Programs

Brian Andersen, Public Attorney, Rapid City, SD

Kathy Carraway, General Public Member, Medford, OR

Peggy Lay, Faculty Representative, Rapid City, SD

Zach Luea, Private Attorney, Overland Park, KS

John Porreca, Public Paralegal, Claymont DE

Michelle Schmidt, Private Paralegal, Belle Fourche, SD

Mayra Slavin, Private Paralegal, Buckeye, AZ

Michael Trump, Program Director, 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, 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)

Alslaysil, Mohammad, BSE, Mechanical Engineering, Arizona State University (2020); MS, Construction Management, Florida International University (2021)

Balke, Steven, BBA, Business Computer Systems, Eastern Michigan University (1983); MBA, E-Business, University of Phoenix (2002)

Bechta, Yana, AA & AAS, Criminal Justice, College of DuPage (2015); AS, General Studies, College of DuPage (2016; BA, Criminal Justice, Lewis University (2017); MS, Criminal Justice, Lewis University (2019); PhD, Criminal Justice, Nova Southeastern University (2024)

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)

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-Kelley, 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)

Brown, Jennifer, AA, Liberal Arts, St Leo University (2000), BA, Business Administration, St Leo University (2003); MBA, St Leo University (2006); Graduate Certificate, Accounting, St Leo University (2014)

Buckhalter, Chelsea, BS, Construction Management, East Carolina University (2010); MS, Occupational Safety and Health, Columbia Southern University (2012); MS, Emergency Services Management, Columbia Southern University (2015)

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); PhD, Applied Behavior Analysis, The Chicago School of Professional Psychology (2021),

Butler, Rufina, AAS, Business, Denver Technical College, (1989); BA, Management, University of Phoenix, (1992); MA, Language and Communication, Regis University, (1998); PhD, Higher Education Leadership, Northcentral University, (2013)

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)

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, BA, General Studies; MBA Management and Business Ethics, Harding University (2007, 2008)

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)

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, DeVry 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)

Devine, Linda, BA, Individualized Studies, Keene State College (1989); MA, Humanities, California State University (1994)

Diesch Kurt, BS, Industrial Engineering, Iowa State University (1980); MS, Industrial Engineering, Iowa State University (1982); PhD, Industrial Engineering, Iowa State University (1989)

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)

Dowdy, Austin, BA, Literature, University of North Carolina (2018); MA, Composition, Liberty University (2021)

Eaton, Amanda, BS, Psychology/Sociology, University of Illinois (2007); MA, Sociology, New Mexico State University (2010)

Eto, Aiko, BS, Business Administration, St Louis University (2004); JD, St Louis University (2011)

Fandey, Layla, BA, Foreign Language Education, University of Maryland (1993); MEd, Curriculum and Instruction, University of Maryland (1995); MLS, Library and Information Services, University of Maryland (2007)

Finck, Joseph, BS, Criminal Justice Administration, Columbia Southern University (2009); MA, Forensic Psychology, Argosy University (2012); DSS, Strategic Security, National American University (2019)

Gaeta, Brenna, BA, History and Political Science, University of Delaware (2011); JD, St John's University School of Law (2014)

Garling, Natalie, BA, English, Eastern Illinois University (2005); MS, Technology, Eastern Illinois University (2007)

Graham, Amanda, BS, Business Administration/Health, Adams State College (2011); MBA, Leadership, Adams State College (2013)

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/International Affairs, 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)

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)

Hoff, Janet, BS, Mathematics, University of Evansville (1991); MS, Secondary Education, University of Southern Indiana (2002)

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)

Ibarra, Marlene, BS, Social Work, Kansas State University (2008); MS, Social Work, Wichita State University (2010)

Jabra, Khader, BS, Business Administration, Winthrop University, (1990); MBA, Business Administration, Keller Graduate School of Management, (2006); MS, Network Security, Capitol College, (2003)

Jones, Elisa, BA, Communication Studies, University of Maryland (2006); JD, John Marshall Law School (2010)

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)

Karouzos, Rachel, AA, General Studies, Florida SouthWestern State College (2013); BAS, Supervision

and Management, Florida SouthWestern State College (2015); MA, English, Grand Canyon University (2025)

Keys, Kevin, BS, Business/Management, University of Phoenix (2010); MPA, Homeland Security, Wayland Baptist University (2011)

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, The University of South Dakota (1997)

Kuilan, Susie, BA, Henderson State University (1988); MA, Northwestern State University (2000); MS, Army War College (2011); PhD, Louisiana State University (2010).

Lay, Peggy, BA, Political Science, St. Ambrose University (1985); JD, University of Iowa (1990)

Lenz, Jane, BA, Economics and Business, Drake University (1979); MA, Management, College of Saint Scholastica (2002)

Linngren, Heidi, BA, English, Northern State University (1997); BS, Elementary Education, Northern State University (1997); JD, The University of South Dakota (2000)

Louden, Victoria, BS, Communications, Arkansas State University (1991); MA, Marketing, Webster University (1996)

Luea, Zach, BS, Education-History, Kansas State University (1999), JD, Washburn University (2004)

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)

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)

Middleton, Sarah, Certificate, Wildlife Biology, Vermillion Community College (2008); AAS, Natural Resource Technology-Forestry/Wildlife, Vermillion Community College (2008); BS, Multi-Disciplinary Studies, University of Minnesota (2010); MS, Environmental Management, University of Maryland (2013)

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)

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)

Mullins, Sandra, BA, History, Western Kentucky University (1977); MA, Human Resource Development/Management, Webster University (2000); MA, History, University of Central Missouri (2015)

Naugher, Raymond, AS, Liberal Arts, Faulkner University (1997); BS, Management of Human Resources, Faulkner University (1997); MEd, Career and Technical Education, Athens State University (2023)

Neron, Darrell, BA, Marketing, Rowan University (1990); MBA, Marketing/International Business, Drexel University (1993); DBA, Argosy University (2010)

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)

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)

Perkins-Hicks, Debra, BS, Biology, University of Dubuque (1980); Diploma, Respiratory Technician, Northeast Iowa Technical Institute (1982); JD, The John Marshall Law School (1992)

Pritchett, Shavon, AAS, Health Information Management, Vincennes University (2009); BS, Organizational Leadership and Supervision, Purdue University (2000); MA, Management, Indiana Institute of Technology, (2004)

Rairdon, James, BA, International Studies, The Ohio State University (1976); MA, Management, Webster

University (1993); DM, Management, Colorado Technical University (2007)

Ramsey, Goldie, MS, Admin of Justice and Security, University of Phoenix (2009)

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)

Roberts, Kenny, BA, Pre-Law Studies, National University, (2011); MBA, Business Administration, National University (2012); PhD, Management, Walden University (2016)

Roman, Salina, Undergraduate Certificate, Paralegal Studies, American Public University (2015); BS, Criminal Justice Administration, Columbia Southern University (2026)

Russo, Charles, Undergraduate Certificate, Intelligence Analysis, American Military University (2006); AAS, Criminal Justice, Ashworth College (2007); BA, Intelligence Studies, American Military University (2007); MA, Intelligence Studies, American Military University (2012); PhD, Public Safety, Capella University (2018)

Saldana, Samuel, BS, Architecture, The University of Texas (2001); MS Management, Southern New Hampshire University (2022)

Sayler, Crystal, BS, Computer Networking, Strayer University (2001); MEd, Education, Valley City State University (2010)

Schroeder, Kathrine, BS, Management and Ethics, Crown College (1998); MS, Computer Information Systems, College of St. Scholastica (2008)

Sharma, Janki, BS, Liberal Arts, Doane University (2010); MA, Management, Doane University (2013); JD, University of Nebraska (2016)

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)

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)

Stevenson, Lindsay, BA, Russian Area Studies, Wittenburg University (2010); MAS, Aeronautical Science, Embry-Riddle Aeronautical University (2013)

Stiers, Julie, BS, Medical Record Administration, Indiana University (1988); MBA, Indiana Wesleyan University (2003)

Stike, Jennifer, AA, Pasco Hernando Community College (2001); BS, Social Sciences, Florida State University (2004); MHA, Healthcare Administration, Walden University (2011); JM, Florida State University (2025)

Story, Rolland, AAS, Business Administration, National American University (1989); BS, Business Administration, National American University (1990); MBA, Colorado Technical University (2001)

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)

Thapaliya, Dr Rajan, BS, Health Sciences, Southern New Hampshire University (2018); MS, Data Science, National University (2019); PhD, Data Science, National University (2022); MPH, Public Health, Western Governors University (2025)

Thompkins, Letisha, BBS, Accounting, Dallas Baptist University (2006); MBA, Accounting, American Public University System (2013)

Thomsen, Jeffrey, BS, Public Administration, Century University (1994); MS, National Security Strategy, National Defense University (2011)

Utter, Jennifer, BA, Business Administration, Augustana College (1986); JD, University of Minnesota (1991)

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)

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)

Wiemann, Michael, BS, Actuarial Science and Mathematics, University of Central Missouri (1994); MS, Applied Mathematics, University of Central Missouri (2001)

Wiesman, Jennifer, BA, English, Northern Illinois University (2004); MA, English, Northern Illinois University (2006)

Wisgerhof, Scott, BA, English, University of Northern Iowa (2002); MFA, Writing, Hamline University (2005); MA, Counseling and Psychological Services, Saint Mary's University (2013)

Zerfas, Lindsay, BA, Philosophy and Religion, Syracuse University (2018), JD, University of Minnesota (2021)

Master's Faculty

Abhayaratne, 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)

Brown, Jennifer, AA, Liberal Arts, St Leo University (2000), BA, Business Administration, St Leo University(2003); MBA, St Leo University (2006); Graduate Certificate, Accounting, St Leo University (2014)

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); PhD, Applied Behavior Analysis, The Chicago School of Professional Psychology (2021).

Butler, Rufina, AAS, Business, Denver Technical College (1989); BA, Management, University of Phoenix (1992); MA, Language and Communications, Regis University (1998); PhD, Higher Education Leadership, Northcentral University (2013)

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