

TABLE OF CONTENTS..... 1

NATIONAL AMERICAN UNIVERSITY LOCATIONS 1

GENERAL INFORMATION 2

 HAROLD D. BUCKINGHAM GRADUATE SCHOOL 2

 MISSION STATEMENT..... 2

 PURPOSE 2

 VISION 2

 PROGRAM MISSION..... 2

 PROGRAM GOALS 2

 STUDENT CORE ABILITIES 3

 ACCREDITATIONS - AUTHORIZATIONS - APPROVALS ... 3

 EQUAL EDUCATIONAL OPPORTUNITY POLICY 4

 THE CATALOG 4

CALENDARS..... 5

 DOCTOR OF STRATEGIC SECURITY (DSS) - ACADEMIC
 CALENDAR..... 5

DSS ACADEMIC CALENDAR 20206 Tw 9.96 -0 0 9.96 185 Tc 008 4652 Tm [(AL)-7 (0 9(.....)Tj (...4e <</MCID

2| National American University 2019-2020 Doctoral Catalog

BOOKSTORE	34
CAREER CENTER AND SERVICES	34
CHANGE OF PERSONAL DATA	34
CLUBS AND ORGANIZATIONS	34
ORDER OF THE SWORD AND SHIELD (OSS)	34
STUDENT VETERANS ASSOCIATION.....	35
CONDUCT.....	35
HARASSMENT, NON-DISCRIMINATION, AND NON- RETALIATION POLICY.....	35
JOURNAL OF STRATEGIC SECURITY	37
ONESTOP	37
ONLINE LIBRARY	37
ORIENTATION	37
RIGHT TO PRIVACY - FERPA.....	37
STUDENT CONCERNS	39
TECHNICAL SUPPORT	43
TITLE IX: SEX DISCRIMINATION AND SEXUAL MISCONDUCT.....	43
SEXUAL ASSAULT HOTLINES	44
COUNSELING SERVICES.....	44
LOCAL RESOURCES*	44
EXTERNAL COMPLAINT FILING	44
TUTORING SERVICES.....	44
TUITION, FEES, WITHDRAWALS, AND REFUNDS	45
TUITION	45
FEES.....	45
REGISTRATION.....	45
WITHDRAWAL AND REFUND POLICY	45
DEFINITION OF A STUDENT.....	45
ADD/DROP PERIOD.....	45
WITHDRAWALS AND REFUNDS	45
ADMINISTRATIVE FEE	46
CALIFORNIA STUDENT TUITION RECOVERY FUND.....	46
IOWA REFUND POLICY	47
REFUND DISTRIBUTION POLICY	47
FINANCIAL AID AND SCHOLARSHIP INFORMATION.....	48
VETERAN FINANCIAL ASSISTANCE	48
OTHER LOCAL, STATE, AND FEDERAL	

NATIONAL AMERICAN UNIVERSITY LOCATIONS

CENTRAL ADMINISTRATION

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

GEORGIA

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

SOUTH CAROLINA

Joint Base Charleston
1000 Pomflant Access Rd.
Building 302, Room 162
Goose Creek, SC 29445
(605) 718-6554
Site Director: Amanda Bryant

SOUTH DAKOTA

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

TEXAS

Georgetown
1015 W. University Avenue, Suite 700
Georgetown, TX 78628
(512) 942-6750
(512) 942-6755 (FAX)
Location Contact: Rhonda Winegar

HAROLD D. BUCKINGHAM GRADUATE SCHOOL

Harold D. Buckingham, a passionate advocate for higher learning, firmly believed that quality educational opportunities and a better quality of life should exist for every person who desired them. In 1963, Mr. Buckingham acquired National American University, then known as National School of Business, and guided its growth for many years. More than two decades after his death in 1995, the university remains committed to his goals and ideals. In his honor, the graduate school is known as the Harold D. Buckingham Graduate School.

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

~ Harold D. Buckingham

MISSION STATEMENT

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

PURPOSE

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

VISION

An innovative university transforming your future.

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

PROGRAM MISSION

The mission of the practitioner-oriented graduate programs at National American University is to prepare competent and courageous leaders for the 21st Century through a blended learning environment in which students can explore a global perspective while learning to make regionally relevant decisions.

PROGRAM GOALS

The goals of the NAU graduate program are to:

1. Provide students with a thorough unde

STUDENT C

4| National American University 2019-2020 Doctoral Catalog

Commission on Accreditation of Allied Health Education Programs, 25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763, 727-210-2350. www.caahep.org.

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

June 21-July 4	Quarter break
----------------	---------------

Summer 2021

July 5 Quarter begins

July 11	Last day to add classes; last day to drop classes without incurring charges for tuition and fees.
August 19	Last day to drop regular term classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.
September 13-19	Final exams
September 19	Quarter ends
September 20-October 2	Quarter break

DSS Academic Calendar 2022~~2023~~

Fall 2022	
October 3	Quarter begins
October 9	Last day to add classes; last day to drop class BT /TT0 1 to a drop (o a d)u.2 (f BT /TT0B

October 13

December 22-Jan 4	Quarter break
-------------------	---------------

Winter 2026

January 5	Quarter begins
January 11	Last day to add classes; last day to drop classes without incurring charges for tuition and fees.
February 19	Last day to drop regular classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.
March 15-22	Final exams
March 22	Quarter ends
March 22-Apr 5	Quarter break

Spring 2026

April 6	Quarter begins
April 12	Last day to add classes; last day to drop classes without incurring charges for tuition and fees.
May 21	Last day to drop regular classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.
June 15-	

April 22-May 1	Spring Break
----------------	--------------

Summer Trimester 2022	
-----------------------	--

May 2	Summer Course A begins
-------	------------------------

curring charges for tuition and fees

June 19-24	Summer Course A Final Exams
------------	-----------------------------

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

ADMISSIONS

ADMISSION REQUIREMENTS

The ideal doctoral student is highly motivated, values lifelong learning opportunities, has the ability to perform academic work at the doctoral level, and is able to contribute to the learning environment of fellow doctoral students toward effective leadership in institutions, business, and industry. Admission requirements are designed to ensure that the students in the doctoral programs reflect these attributes.

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.

Admission Requirements - DSS

Admissions for the Doctor of Strategic Security (DSS) program requires evidence of the following:

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

Additional materials may be requested.

Admission Requirements - EdD

Admission to tbEMC /P ri5S Tc -0.003c -0 0 12.96 5o4 (i)6.9 (8.320 1 Tf 0.006 Tc -0.003 Tw 9.96 -0 0 9.96 54 225.24 Tm [(A)5.1 (d

STUDENTS ADMITTED ON A CONDITIONAL OR PROBATIONARY ADMISSION STATUS

Conditional admission acceptance into the doctoral

ACADEMIC INTEGRITY

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

Students

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

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

Cheating:

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

Plagiarism:

-

continuing education to students from diverse backgrounds; interests and abilities (please refer to the NAU mission statement). In order to achieve its mission, the university community recognizes the importance of:

- Developing strategic and operational plans that are consistent with the stated mission, which promote quality academic and institutional support services and encourage excellent teaching and effective learning;
- Designing new academic programs and support services after appropriate research and planning have been completed so that quality is "built in" to any design;
- Identifying important indicators for academic programs and student services which can be used to measure student learning outcomes and the quality of services provided within and across university departments;
- Measuring these important in(u)-7 (r3iq(s)2.4 (e)-2.8 (ip4 (m)-4ta)-2.8 ((n)-7.1 b)-7.1 (iq(s)2.(y)5.1 (th)-7 (y(s)2.b)-7.1 s)2.5 (o)o)5 (r

commitment to a collegiate environment of caring, concern, and professional service, students at NAU have the opportunity to establish close personal and professional relationships with their professors, success coaches, and doctoral cohort cog

Documentation may be required to verify qualifying extenuating circumstances.

to risks, and whenever appropriate, use tests or procedures already being used for learning, diagnostic, or treatment purposes.

- Risks to subjects are reasonable in relation to the anticipated benefits, if any, to subjects, and the importance of knowledge that may reasonably be expected to result. In evaluating risks and benefits, the IRB shall consider only those risks and benefits that result from the research (as distinguished from risks and benefits of interventions subjects would receive even if not participating in the research).
- Selection of the subjects is equitable. In making this assessment, the IRB shall take into account the purposes of the research and the setting in which the research will be conducted.
- Voluntary informed consent will be sought from each prospective subject or the subject's legally authorized representative, in accordance with, and to the extent required by Title 45 Code of Federal Regulations, Part 46.116.
- Informed consent will be appropriately documented in accordance with, and to the extent required by, 45 CFR 46.117.
- Where appropriate, the research plan makes adequate provision for monitoring the data collected to attempt to ensure the safety of subjects. If any serious breach in the procedure or harmful event occurs with a subject, it should be reported to the IRB as soon as possible.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data. Where some or all of the subjects are likely to be vulnerable to coercion or undue influence, such as persons with acute or severe physical or mental illness, or persons who are economically or educationally disadvantaged, appropriate additional safeguards must be included in the study to protect the

In conformity with Federal Regulations, the IRB will determine which of three separate avenues for review of research involving human subjects will be utilized:

- Full IRB Review. Research involving more than minimal risk to the subject requires review by the full

Financial Aid:

direct faculty supervision. Due to the nature of online learning, the instructor's role will be that of a facilitator and guide. In that role, the instructor will provide the student with guidelines and learning activities, and will offer feedback and evaluation as the student proceeds with the course.

Success in a doctoral program depends upon the individual student's self-motivation, ability to manage time, prioritize requirements, and work in the cohort model. Experience shows that some students fail to realize the degree of effort and time that is required to complete doctoral courses successfully. Students are expected to commit to their responsibility as self-directed learners.

Doctoral studies require a high level of commitment and motivation from both faculty and students. Students are expected to hone leadership and team development skills, develop scholar-practitioner skills, and adhere to the following expectations to successfully complete the doctoral program:

DSS Students

- Attend and actively participate in the course
- Meet electronically and engage in threaded online discussions
- Be an active participant on the discussion board according to the guidelines in the "Expectations" document found in all doctorate-level classes
- Post and submit assignments that are original, substantive, follow the directions, and use proper grammar and APA conventions
- View each lesson and complete the related assessments
- Spend approximately 15 hours preparing and completing each learning plan
- Submit assignments on or before the designated dates and times
- Submit documents that are the original work of that student
- Participate in the Socratic Method of education by clarifying, debating, and questioning arguments, viewpoints, and underlying assumptions
- Participate in teamwork and group leadership activities
- Act in a professional manner in all interactions with faculty, staff, fellow students, and as a representative of NAU.

EdD Students

- Attend and actively participate in all classes, team meetings, and on-line sessions.
- Meet electronically, in person, and outside regular class hours to prepare for team debates and to engage in threaded online discussions.

- Participate as contributing members of the cohort.
- Prepare and complete each learning plan.
- Post to the discussion board as outlined in the learning plans.
- Post and submit assignments that are original, substantive, follow the directions, and use proper grammar and APA conventions.
- Prepare for each live and online class session.
- Submit assignments on or before the designated dates and times.
- Submit documents that are the original work of the student.
- Participate in the Socratic Method of education by clarifying, debating, and questioning arguments, viewpoints, and underlying assumptions.
- Participate in teamwork and group leadership activities.
- Act in a professional manner in all interactions with professors, success coaches, staff, fellow students, and as a representative of NAU.

STUDENT REENTRY

Students who reenter the program after more than four consecutive terms will be required to enter the university under new program requirements, if any.

An exception to this requirement may be made if the student has two or fewer courses left in his or her program, the reentry is within two years, and the university still offers the program. If the program is a limited enrollment program, the student will be readmitted on a space available basis (also, refer to Cohort Participation (p. [Error! Bookmark not defined.](#)), regarding completing missed courses). Students who leave the university due to military deployment may request special re-admittance consideration.

If the student was in academic.4 (e)e3 Tw -13 - (a)4.3 (mt Tw 16.422 3

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

1. 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;
2. All courses must be doctoral level and relevant to the student's area of study;
3. Courses included in a program of study, which were taken more than five years prior to admission to the program must be repeated or validated as to currency by the candidate. Contact the associate provost and graduate dean to obtain the validation procedures;
4. Transferred courses that replace core courses must be academically comparable to the NAU courses they are intended to replace;
5. Any course to be transferred into a program of study must have been completed with at least a "B" grade.

WITHDRAWAL POLICY

Students may voluntarily withdraw or be administratively withdrawn from courses. Students withdrawing before the end of the add/drop period will have the course removed from their transcript, and tuition will not be charged. Students who officially withdraw after the end of the add/drop period but before 60 percent of the academic term has elapsed will receive a "W" on their transcripts. The student's grade point average will not be affected by the "W" grade on the transcript, however the credits will count toward cumulative credits attempted.

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

National American University desires to foster a supportive institutional climate and minimize the effects of conditions or situations that might reduce student achievement.

Student learner services at NAU are provided through personnel, programs, practices, and procedures offered to support a

Option Three:

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

Grade: An “I” will appear on the transcript until the work is completed or the allotted time has passed. If the work is completed, the instructor will submit a grade change and award the student the grade earned. If the work is not completed within the allotted

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

NAU annually recognizes distinguished alumni service in terms of community involvement and/or professional accomplishment. NAU alumni are encouraged to assist fellow alumni who are seeking employment and career advancement by sharing information regarding employment opportunities with NAU's success coaches, 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 success coaches.

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

AMERICANS WITH DISABILITIES ACT POLICY

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

Disability

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

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

- 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 executive director of student success will review the request and supporting documentation and will communicate with the student and other persons as appropriate.

If the executive director of student success determines that an accommodation is warranted, the student will receive an

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.

JOURNAL OF STRATEGIC SECURITY

The *Journal of Strategic Security* (JSS) is a double-blind peer-reviewed professional journal published quarterly by the Henley-Putnam School of Strategic Security with support from the University of South Florida libraries. The JSS provides a multi-disciplinary forum for scholarship and discussion of strategic security issues drawing from the fields of global security, international relations, intelligence, terrorism and counterterrorism studies, among others. JSS is indexed in SCOPUS, the Directory of Open Access Journals, and several EBSCOhost and ProQuest databases.

ONESTOP

OneStop (<https://onestop.national.edu/>) 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 the NAU catalog, e-books, tutorials, and myriad electronic searchable databases. In addition, Ask-a-librarian email reference service is available to support student library needs.

ORIENTATION

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

o

9

n

d

s

Upon request, the school may disclose education records without a student's prior written 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 the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

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

A student may withhold directory information by notifying the office of the registrar in writing no later than the 15th st

- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (34 CFR §99.31(a)(15))

STUDENT CONCERNS

Phone: (860) 493-0000

Delaware

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

Florida

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

Georgia

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

Hawaii

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

Idaho

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

Illinois

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

Indiana

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

Iowa

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

Kansas

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

Kentucky

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

Louisiana

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

Maine

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

Maryland

Maryland Attorney General
Consumer Protection Division
200 St. Paul St.
Baltimore, MD 21202
Phone: (410) 528-

Massachusetts

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

Michigan

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

Mississippi

Mes

Mes

:

5

1

7

4

3

1

Fax: (701) 328-1255

Email: cte@nd.gov

Ohio

Ohio State Board of Career Colleges and Schools

30 East Broad Street, Suite 2481

Columbus, OH 43215

Website: scr.ohio.gov/

Phone: (614) 466-2752

Fax: (614) 466-2219

Email: bpsr@scr.state.oh.us

Oklahoma

Oklahoma State Regents for Higher Education

655 Research Parkway, Suite 200

Oklahoma City, OK 73104

Website: www.okhighered.org/

Phone: (405) 225-9100

Email: communicationsdepartment@osrhe.edu

Oklahoma Board of Private Vocations Schools

3700 di1 -1.145 Td [31 va Cklase Blevap-0.0th5 (s)9.4 (e)4.2n (B)10.3 u (l(.2on5 200)]TJ 0 Tc 0 T6.566831 0 Td ()Tj EMC /P

Phone: (405) -

m

uste39 393 39 eguuosnteourousoa

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

TUITION , FEES, WITHDRAWAL S, AND REFUNDS

TUITION

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

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

Any balance not paid in full within 30 days after a student's last date of attendance may be subject to collection and the university shall be entitled to all remedies allowed by law. The university reserves the right to report all unpaid balances to the credit bureau.

FEES

Matriculation Fee (paid once)	\$75.00
Experiential Learning Assessment (cost per credit hour)	

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

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

State specific information about withdrawal and refund requirements are available from Mr. Michael Trump,

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 be provided 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.

wit

FINANCIAL AID AND SCHOLARSHIP INFORMATION

National American University 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.

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

CUMULATIVE GRADE POINT AVERAGE

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

COMPLETION RATE

- In addition to maintaining a minimum CGPA, a student must successfully complete a required percentage of all credit hours attempted, according to the student's total credit hours attempted, as calculated in the Satisfactory Academic Progress Tables in this policy, including those credits in remedial and English as a Second Language (ESL) courses.
-

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.

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:
 - 33 credit hours of core coursework
 - 12 credit hours of research and culminating capstone coursework
 - 9 credit hours of advanced doctoral practice (including a practicum and advanced leadership institute)
 - 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 (p. 28)).

EdD Program Core Courses

Core courses are to be completed prior to taking the capstone course, the advanced doctoral practice courses (i.e., practicum and advanced leadership institute), or, defending the diertation

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

Outcomes

Upon completion of this certificate, students will be able to

do the follow (r)1.7054c 0.x0 Tc 0 Tw 17.8405416 ()Tj EMC /P <</MCID 1 >>B2C /TT0 -05416 7 T458 wge3on cam-11e5 (5m

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.

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.

y n a m i

b e i h e

DSS780-

e 4 9 i n h e t

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

organizational leadership theory, and includes practical

ED8900- Understanding the Contemporary College Student (3)

This course is designed to provide students an understanding of the characteristics of the contemporary college student. It draws upon a broad range of research documenting the experiences of the diverse student populations in the American college. This course provides an overview of theories, research, practices, and other issues relevant to creating institutional environments for college success.

ED9000- Introduction to Research Methodology (3)

This course is designed to present the major research approaches in education, including inherent assumptions, key concepts, and central procedures associated with research approaches. Through a combined focus on qualitative, quantitative, and mixed methods research perspectives, students will gain a broad understanding of the diversity of research approaches. Students will apply their understanding of these fundamentals to the critical interpretation of the design and conduct of educational research and educational research reports. The course will also provide a foundation for further specialized study in research methods by offering multiple opportunities for students to collaborate in authentic research activities. It is the intention of this course, as others in the program, that both a theoretical and practical interpretation of research is achieved by the students in this class.

ED9020- Designing and Shaping the Dissertation (6)

This course provides an immersion in scholarly inquiry for students to identify and further explore quantitative, qualitative, and mixed methodologies for application in their dissertation. Students will discuss when to use different kinds of research, how to frame research questions, and formulate and refine initial thoughts on dissertation development. Through supervised research and writing, students will learn about and prepare for the rigor involved in proposing to committee members in the third year of the program. By the end of the course, students will

2 (i)6art B Te proout(ne)4.4.2 a

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.

DIRECTORY

BOARD OF GOVERNORS

Dr. David Wendler	Chair
Dr. Michael Westerfield	Vice Chair
Dr. Rachelle Agatha	Member
Dr. Ed Buckingham	Member
Dr. Blake Faulkner	Member
Mr. Richard Halbert	Member
Dr. Michael Hillyard	Member
Dr. Susan Murphy	Member
Dr. Joe Pace	Member
Dr. Ronald Shape	Ex-Officio Member

OWNERSHIP

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

National American University Holdings, Inc. Board of Directors

Dr. Edward Buckingham	Chairman
Mr. Richard L. Halbert	Director
Dr. Michael Hillyard	Director

National American University Holdings, Inc. Officers

Dr. Ronald L. Shape	President and Chief Executive Officer
Mr. Tom Bickart	Chief Financial Officer

CENTRAL ADMINISTRATION

University President

Ronald Shape, BA, Dakota Wesleyan (1991); MBA, University of South Dakota (1996); EdD, University of South Dakota (2001)

Executive Advisor and Provost Emeritus

Lynn Priddy, BA, State University of New York (1982); MA, University of Minnesota-Twin Cities (1992); PhD, Capella University (2002)

Provost

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)

Chief Operating Officer

Mark Mendoza, BA, University of Central Oklahoma (2003); MA, University of Oklahoma (2005); MBA, University of Phoenix (2007)

General Counsel

Paul Sedlacek, BS, Business Administration, University of Nebraska (1977); JD, University of Nebraska (1980)

Executive VP for Marketing, Enrollment, and Analytics

Jared Parlette, BS, University of Central Missouri (2004); MS, Grantham University (2012)

Senior Accreditation Officer and Academic Regulatory Counsel

Michael Trump, BS, Black Hills State University (1990); MA, University of Wyoming (1994); JD, University of South Dakota (1999)

Interim Dean, College of Business, Technology, and Health Management

Steven Balke, BBA, Eastern Michigan University (1983); MBA, University of Phoenix (2002)

Associate Dean, Online Allied Health Programs

LaShunda Smith, BS, Alabama State University (2003); MSM, Troy University (2004); PhD, Capella University, (2014)

DSS FACULTY AND DISSERTATION MEMBERS

Bowser, Gary, BS, United States Naval Academy (1961); MS Aeronautics and Astronautics, Massachusetts Institute of Technology (1963); MPS, Auburn University Montgomery (1972)

Curts, Raymond, BS, Aeronautical and Astronautical Engineering, University of Illinois (1970); MA, Business Administration and Management, Webster College (1977); PhD, George Mason University, Information Technology (1994)

Drew, Christopher, BS, Criminal Justice/Fire Safety/Security Administration, New Jersey City University (1996); MEd, Administration and Supervision, Seton Hall University (1999). DSc, New Jersey City University, Civil Security Leadership (2016)

Eisenfeld, Beth, BLA, Landscape Architecture, Michigan State University (1980); MUP, Urban, Technological and Environmental Planning, University of Michigan (1981); Certificate, Computer Career Program, DePaul University (1986); Graduate Certificate in Intelligence Analysis, American Military University (2013); DSS, Henley-Putnam University, Strategic Studies (2016)

Flores, Ruben BS, Criminal Justice, University of Texas Pan American (1988), MPA, University of Texas Pan American (2008), MBA, Our Lady of the Lake University (2016), PhD, Leadership Studies, Our Lady of the Lake University (2016)

Greaves, Denise, BA, Music, Brigham Young University (1979); MA, Classics, Brigham Young University (1985); PhD, Classics, Stanford University (1994)

Grier, Sean, BS, Religion, Liberty University (2007); MA, Theological Studies, Liberty University (2009); MDiv, Church Ministries, Liberty University (2010); MRE, Religious Education, Liberty University (2010); MS, Criminal Justice, University of Cincinnati (2012); PhD, Criminal Justice, Nova Southeastern University (2018)

Guggenberger, Bruce, PhD, Indiana State University, Education Technology (2008)

Kemp, Herb, BA, Political Science, West Virginia University (1973); MS, Systems Management, University of Southern California (1981); PhD, Capella University, Organization and Management (2014)

Lucas, Susan, BA, English, St. Catherine University (1988); MA, Teaching English as a Second Language, Saint Michael's College (1992); PhD, Instructional Leadership, University of Alabama (2005)

Martinez, Eduardo, BA, International Studies, University of Texas (1978); MA, Legal Studies, Antioch University (1983); JD, Law, Mississippi College

(1990); MSS, Strategic Studies, United States Army War College (2003)

Nimon, Harry, AAS, Criminal Justice Technology, University of Akron (1976); BS, Technical Education, University of Akron (1976); MA, Management and Supervision, Central Michigan University (1980); DBA, University of Phoenix, Business Administration (2008)

Richey-Lopez, Amber, BA, Journalism, University of Montana (1993); JD, University of Montana (1997)

Schillinger, Thomas, BS, Interdisciplinary Studies, SUNY Empire State College (2007); MJA, Justice Administration, Norwich University (2008); PhD, Walden University, Public Policy and Administration (2014)

Wenger, Anthony, BS, Pennsylvania State University (1984); MS, Criminal Justice Admin, University of Central Texas (1989); MEd, Educational Psychology, University of Oklahoma (1992); DM, Colorado Technical University, Management (2014)

EDD FACULTY AND DISSERTATION MEMBERS

Catanzaro, Jim, B.A. Philosophy, Barrington College; PhD, Philosophy of Religion, Claremont Graduate University

Clos, Karen, BA, Sociology, Trinity University; MA, Adult Education, University of Incarnate Word; MA, Counseling, University of Texas at San Antonio; EdD, Educational Administration, University of Texas at Austin

Crowe, William, BS, Marketing and Management, University of Texas at Austin, MBA, Management, University of Texas at Tyler, PhD, Community College Leadership, University of Texas at Austin

Ferrell, Ben, AAS, Trinidad State Junior College; BBA, Accounting, University of Texas at Tyler; MA, Student Development, St. Edward's University; PhD, Community College Leadership, The University of Texas at Austin

Fifield, Mary, BA, Art, Clark College; MFA, Pratt Institute; PhD, Higher Education Administration, St. Louis University

Garcia, Linda, BJ Journalism, The University of Texas at Austin; MAIS Sociology, University of Texas at Brownsville; PhD, Community College Leadership, The University of Texas at Austin

Jovanovich, Donna M., BA, Mathematics, Lake Forest College, MST., Mathematics, University of Wisconsin, PhD, Education, Research and Evaluation, Virginia Commonwealth University

Kovac, Jason, MS, Library and Information Science, The University of Illinois-Champaign-Urbana; PhD, Educational Administration, Community College Leadership, The University of Texas at Austin

Martinez, Rose, BA Texas A&M University-Corpus Christi; MPA, Public Affairs; The University of Texas at Austin; Ph.D., Educational Administration, The University of Texas at Austin

McCall, Michael, BS, Physics/Mathematics, University of North Carolina; MS, Physics, Virginia Polytechnic Institute; EdD, Educational Administration, Virginia Polytechnic Institute

McClure, Beverlee, AS, Grayson County College; BS, Business Administration, Texas A&M University Commerce; EdD, Educational Administration, The University of Texas at Austin

McLaughlin, Keith D., BA, Political Science, State University of New York at Albany; MM, Roberts Wesleyan College; PhD, Higher Education Administration, Community College Leadership and a

concentration in public affairs, Lyndon B. Johnson School of Public Affairs, University of Texas at Austin

McMillan, Tyson, BBA, Computer Information Systems, West Texas A&M University; MS, Information Technologies, The University of North Texas; PhD, Information Science, The University of North Texas

Moore, F. Lynn, BS, Business Management, University of Phoenix; MBA, Baker College; PhD, Higher Education Administration with concentration in Community College Leadership, The University of Texas at Austin

Persson, Katherine B., BS, Biology, Southwest Texas University; MS, Biology, Texas Women's University; PhD, Educational Administration, Community College Leadership, The University of Texas at Austin

Proudfit, Ann, BA, Sociology, Washington and Jefferson College; MA, Sociology, Ohio State University, PhD, Higher Education, Fastraut exas

Academic Advising and Navigating	31
Academic Information	19
Academic Integrity	19
Academic Programs	53
Academic Relief for U.S. Military Service/Absence	31
Accreditations - Authorizations - Approvals	3
Add/Drop Period.....	45
Administrative Fee.....	46
Admission Requirements	16
Admission Requirements - DSS	16
Admission Requirements - EdD	16
Admissions	16
Alcohol and Drug Use Policy	32
Alumni.....	32
Americans with Disabilities Act Policy	33
Assessment Philosophy.....	19
Attendance and Participation Policy	20
Attendance Philosophy	21
Board of Governors	64
Bookstore.....	34
Calendars	5
California Student Tuition Recovery Fund.....	46
Cancellation of Classes.....	21
Career Center and Services.....	34
Central Administration	65
Certificate in Community College Leadership.....	55
Certificate in Strategic Security Management	56
Certificate of Authorship	21
Change of Grades	21
Change of Personal Data.....	34
Clubs and Organizations.....	34
Cohorts - EdD.....	21
Commencement	21
Committee Composition	24
Completion Rate	50
Conduct.....	35
Conversion of Students Admitted on a Probationary Admission Status to Regular Admission Status.....	18
Course Descriptions.....	58
Cumulative Grade Point Average	50
Definition of a Student.....	45
Definitions	24
Direct Student Loans	48
Directory	64
Doctor of Education (EdD).....	54
Doctor of Education (EdD) - Academic Calendar	10
Doctor of Education (EdD) (Trimester).....	52
Doctor of Strategic Security.....	56
Doctor of Strategic Security (Trimester)	52

Program Learning Outcomes	56	Students Admitted on a Conditional or Probationary	
Program Mission.....	2	Admission Status.....	18
Purpose	2	Substitution of Instructors	28
Re-Establishing Federal Financial Aid Eligibility	51	Suggestions from Students	29
Reference	24	Suspension Status.....	51
References	52	Technical Support	43
Refund Distribution Policy	47	The Catalog.....	4
Registration.....	45	The Dissertation	54
Regular and Substantive Interaction Learner Statement	27	Time Limitations and Termination from the Program.....	29
Repeating Courses	27	Title IX	
Right to Privacy - FERPA	37	Sex Discrimination and Sexual Misconduct.....	43
Satisfactory Academic Progress Policy	50	Transcripts.....	29
Satisfactory Academic Progress Status	50	Transferability of Credit Disclosure	29
Satisfactory Academic Progress Tables	52	Tuition.....	45
Scholarships.....	49	Tuition, Fees, Withdrawals, and Refunds.....	45
Strategic Security	55	Tutoring Services	44
Student and Learner Services.....	31	Veteran Financial Assistance	48
Student Concerns	39	Vision	2
Student Core Abilities.....	3	Warning Status	50
Student Course Load Policy.....	27	Withdrawal and Refund Policy	45
Student Expectations.....	27	Withdrawal Policy	30
Student Reentry	28	Withdrawals and Refunds	45
Student Veterans Association	35		