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## **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 named 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**



**The following policies and procedures apply to students in both the EdD and DSS.**

## **ASSESSMENT PHILOSOPHY**

National American University provides quality career and professional undergraduate and graduate programs and 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 indicators in a systematic and continuous manner with peer group analysis of resultant data to determine whether areas for improvement in undergraduate and graduate student learning or related services are present;
- Implementing recommended actions, when indicated, and continuing to measure these areas until improvement can be documented;



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

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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

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

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-589.

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 teachout plan approved by the Bureau or did not complete a chosen teachout plan approved by the Bureau.

2.

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## CONDUCT

As a student at NAU, appropriate conduct and integrity are expected. In some instances of student misconduct, the university will issue a warning or will place the student on disciplinary probation, suspension, or will dismiss the student from the university. A written policy on student conduct is available from the office of the vice president and dean who has authority and responsibility for overseeing student conduct. The dean may consult with cohort coordinators.

Procedural fair play and due process will be provided in every instance. Proper safeguards for the welfare, safety and educational opportunity will be provided for all students.

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

## DRUG AND ALCOHOL POLICY

NAU takes a positive, proactive role in preventing the possession, use or distribution of drugs and alcohol by students and other members of the university community. The university has adopted the guidelines of the 1990 Drug Free Schools and Campuses Act. Under this act, NAU has:

1. Established standards of conduct that prohibit unlawful use, possession or distribution of drugs or alcohol;
- 2.

## **HARASSMENT AND NON- DISCRIMINATORY POLICY**

1.

Rushmore Rd., Rapid City, SD 57701, 605-531-5312,  
hremployeerelations@national.edu

- b. NAU wants to resolve any such problems, but it can do so only if it is aware of those problems. NAU encourages any individual who believes he/she is being discriminated against or harassed to report any and all incidents of perceived discrimination or harassment.
- c. NAU will investigate discrimination and harassment complaints and take other appropriate action. Every effort will be made to ensure the confidentiality of complaints, and the results of investigation, to the extent possible. Any person who is found to have committed prohibited discrimination or harassment will be subject to appropriate corrective action, which may include discipline up to and including termination or, in the case of a student, permanent suspension.

#### 5. Confidentiality

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

#### 6. No Retaliation

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

#### 7. Employee and Student Responsibilities

- a. Everyone is responsible for maintaining a safe and healthy work environment. This includes reporting any unsafe or unhealthy conditions to the appropriate authority. Employees should report any unsafe or unhealthy conditions to their supervisor or the system director of human resource. Students should report any unsafe or unhealthy conditions to the system director of human resource. This includes reporting any unsafe or unhealthy conditions to the appropriate authority. Employees should report any unsafe or unhealthy conditions to their supervisor or the system director of human resource. Students should report any unsafe or unhealthy conditions to the system director of human resource.





- 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 rights and welfare of these subjects.
- 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 IRB using current scientific and ethical standards. All research using children or vulnerable populations requires review by the full IRB.
- Expedited Review. Research involving no more than minimal risk and in which the only involvement of subjects will be in one or more of the categories defined by Federal Policy 46.110 requires review by the Chair and selected members of the IRB.
- Exempt Review. Research of minimal or no risk as defined by Federal Policy 46.101b requires review by the IRB Chair only. Some types of activities are specifically exempt from IRB review. They include:
  - Non-intrusive observation of subjects in public places,
  - Data-gathering from class members for classroom purposes (e.g., class exercises, course evaluations), and
  - Needs assessment or evaluation data intended to remain within the university community.

All persons seeking IRB approval will utilize the same application form.

## 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. Email 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, 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 th(e)-2.8 (tte)-14.





administer predictive tests; (b) administer student aid programs; or (c) improve instruction (34 CFR §99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions (34 CFR §99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes (34 CFR §99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena (34 CFR §99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36.



P.O. Box 3677  
Baton Rouge, LA 70821  
Website: <http://regents.louisiana.gov/>  
Phone: (225) 342-084  
Fax: (225) 342-318 or 6926

P.O. Box 1469  
Jefferson City, MO 65102  
Website: [www.dhe.mo.gov/](http://www.dhe.mo.gov/)  
Phone: toll free: (573) 752-361; Toll Free (800) 473-6757

**Maine**

Maine Department of Education  
23 State House Station  
Augusta, ME 04330  
Website: [www.maine.gov/dep](http://www.maine.gov/dep)  
Phone: (207) 624-6600  
Fax: (207) 624-6700

**Maryland**

Maryland Attorney General  
Consumer Protection Division  
200 St. Paul St.  
Baltimore, MD 21202  
Phone: (410) 528-662; Toll Free (888) 740-823

**Massachusetts**

Massachusetts Department of Higher Education  
One Ashburton Place, Room 1401  
Boston, MA 02108  
Website: [www.mass.edu](http://www.mass.edu)  
Phone: (617) 994-950  
Fax: (617) 727-955 or (617) 727-656

**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](http://www.michigan.gov)  
Phone: (517) 241-288  
Fax: (517) 373-162

**Minnesota**

Minnesota Office of Higher Education  
Office of Higher Education  
1450 Energy Park Drive, Suite 350  
St. Paul, MN 55105  
Website: [www.ohe.state.mn.us/](http://www.ohe.state.mn.us/)  
Phone: (651) 642-567; Toll Free (800) 653-866  
Fax: (651) 642-675

**Mississippi**

Mississippi Commission on College Accreditation  
3825 Ridgewood Road  
Jackson, MS 39216  
Website: [www.mississippi.edu](http://www.mississippi.edu)  
Phone: (601) 432-647

**Missouri**

Missouri Department of Higher Education  
205 Jefferson Street



Website: [www.tn.gov/](http://www.tn.gov/)  
 Phone: (615) 743605  
 Fax: (615) 5328845

**Texas**

Texas Higher Education Coordinating Board  
 Street Address:  
 1200 E. Anderson Lane  
 Austin, TX 78752  
 Mailing Address:  
 P.O. Box 12788  
 Austin, TX 787142788  
 Website: <http://www.theccb.state.tx.us/index.cfm?objectid=989FE9A02213-11E8-BC500050560100A9>  
 Phone: (512) 426101  
 Email: [StudentComplaints@theccb.state.tx.us](mailto:StudentComplaints@theccb.state.tx.us)  
 Texas Administrative Code: 19 Tex. Admin. Code §§ 1.110– 1.120  
[http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?ac\\_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?ac_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/](http://www.consumerprotection.utah.gov/)  
 Phone: (801) 536601; Toll Free (800) 7217233  
 Fax: (801) 5366001  
 Email: [consumerprotection@utah.gov](mailto:consumerprotection@utah.gov)

**Vermont**

Vermont Agency of Education  
 219 North Main Street, Suite 402  
 Barre, VT 05641  
 Website: [education.vermont.gov/](http://education.vermont.gov/)  
 Phone: (802) 479030  
 Email: [AOE.EdInfo@state.vt.us](mailto: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/](http://www.schev.edu/)  
 Phone: (804) 2252600  
 Fax: (804) 2252604  
 Email: [communications@schev.edu](mailto:communications@schev.edu)

**Washington**

Washington Higher Education Coordinating Board  
 917 Lakeridge Way SW  
 Olympia, WA 98502  
 Website: [www.wsac.wa.gov](http://www.wsac.wa.gov)  
 Phone: (360) 753800  
 Email: [info@wsac.wa.gov](mailto:info@wsac.wa.gov)

**Washington DC**

Washington DG Education Licensure Commission  
 810 1st Street NE, 9th Floor

Washington, DC 20002  
 Website: [osse.dc.gov/](http://osse.dc.gov/)  
 Phone: (202) 726436  
 Email: [osse@dc.gov](mailto:osse@dc.gov)

**West Virginia**

West Virginia Higher Education Policy Commission  
 1018 Kanawha Boulevard East, Suite 700  
 Charleston, WV 25302800  
 Website: [wvhepc.com](http://wvhepc.com)  
 Phone: (304) 554016  
 Fax: (304) 555719

**Wisconsin**

Wisconsin Educational Approval Board  
 201 W. Washington Avenue, 3rd Floor  
 Madison, WI 537038696  
 Website: [eab.state.wi.us/](http://eab.state.wi.us/)  
 Phone: (608) 266996  
 Fax: (608) 264477  
 Email: [eabmail@eab.wisconsin.gov](mailto:eabmail@eab.wisconsin.gov)

**Wyoming**

Wyoming Department of Education  
 Cheyenne Office:  
 2300 Capitol Avenue  
 Hathaway Building, 2nd Floor  
 Cheyenne, WY 82002050  
 Phone: (307) 777690  
 Fax: (307) 776234  
 Riverton Office:  
 320 West Main  
 Riverton, WY 82501  
 Phone: (307) 857250  
 Fax: (307) 857256  
 Website: [edu.wyoming.gov/](http://edu.wyoming.gov/)

**Accrediting Agency**

In the event a student wishes to bring a complaint to the attention of the Higher Learning Commission, the student may contact the Commission at the address listed below.  
 Higher Learning Commission  
 230 South LaSalle Street, Suite 500  
 Chicago, IL 60604  
 (800) 6217440  
 Website: [www.hlcommission.org](http://www.hlcommission.org)

**SUBSTITUTION OF I**



## **TITLE IX: SEX DISCRIMINATION AND SEXUAL MISCONDUCT**

### **Sexual Assault Reporting**

If a student has been sexually assaulted, the student should immediately call 911 or local law enforcement. In addition,





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

Addendum: All reentry students are eligible for a third Satisfactory Academic Process (SAP) appeal through May 2020. Those students that reenter after June 1, 2020 will move to the new SAP policy, which allows students to appeal SAP status two times.

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

## REFERENCES

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

## SATISFACTORY ACADEMIC PROGRESS TABLES

### EdD Community College Leadership (Trimester)

Minimum Cumulative Grade Point Average (CGPA)		Completion Rate	
<i>Credits Attempted</i>	<i>Minimum CGPA</i>	<i>Credits Attempted</i>	<i>Completion Rate</i>
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 (Quarter)

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

## **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 understanding of theory and application related to the area of study so they can collect and analyze data to formu(i)-5.1 (sT( an)p. [(n)8 ( -16 (y)8 ( 006 Tc -0.003 Tw -8.133 012 (i)-5.1 (c)-7.8 (h )-

**CCLP ACADEMIC CALENDAR 2019-2020**

<b>Fall Trimester 2019</b>	
September 3	Fall Course A begins
September 9	<b>Last day to add courses; last day to drop courses without incurring charges for tuition and fees.</b>
October 21-27	Fall Course A final exams/assessments
October 27	Fall Course A ends/Fall Course B begins
November 6	<b>Last day to drop courses and receive a grade of “W,” which does not adversely affect grade point average but may affect financial aid.</b>
November 11	Veteran’s Day- No classes
November 16	Make-up date for Veteran’s Day
November 28-29	Thanksgiving- No classes
December 7	Make-up date for Thanksgiving
December 14-20	Fall Course B final exams/assessments
December 20	Fall Trimester ends
December 24-Jan 5	Winter Break

<b>Spring Trimester 2020</b>	
January 6	Spring Course A begins
January 12	<b>Last day to add courses; last day to drop courses without incurring charges for tuition and fees.</b>
January 20	Martin Luther King Jr. Day; No classes
January 25	Make-up date for Martin Luther King Jr. Day
February 24-Mar 1	



June 21-27	Summer Course A Final Exams
June 27	Summer Course A ends/Summer Course B begins
July 5	Independence Day; No classes
July 7	<b>Last day to drop courses and receive a grade of “W,” which does not adversely affect grade point average but may affect financial aid.</b>
July 10	Make-up date for Independence Day
August 16-20	Summer Course B Final Exams
August 20	Summer Trimester ends
August 21-29	Summer Break

## CCLP ACADEMIC CALENDAR 2021-2022

Fall Trimester 2021



May 8	<b>Last day to add courses; last day to drop courses without incurring charges for tuition and fees.</b>
May 30	Memorial Day; No classes
June 4	Make-up date for Memorial Day
June 19 <del>24</del>	Summer Course A Final Exams
June 24	Summer Course A ends/Summer Course B begins
July 2	<b>Last day to drop courses and receive a grade of “W,” which does not adversely affect grade point average but may affect financial aid.</b>
July 4	Independence Day; No classes
July 9	Make-up date for Independence Day
August 15 <del>19</del>	Summer Course B Final Exams
August 19	Summer Trimester ends
August 20 <del>28</del>	Summer Break

## CCLP ACADEMIC CALENDAR 2022-2023

Fall Trimester 2022	
August 29	Fall Course A begins
September 4	<b>Last day to add courses; last day to drop courses without incurring charges for tuition and fees.</b>
September 5	Labor Day; No classes
September 10	Make-up date for Labor Day
October 17 <del>22</del>	Fall Course A final exams/assessments
October 22	Fall Course A ends/Fall Course B begins
November 2	<b>Last day to drop courses and receive a grade of “W,” which does not adversely affect grade point average but may affect financial aid.</b>
November 11	Veteran’s Day No classes
November 12	Make-up date for Veteran’s Day
November 24 <del>25</del>	Thanksgiving- No classes
December 3	Make-up date for Thanksgiving
December 12 <del>16</del>	Fall Course B final exams/assessments
December 16	Fall Trimester ends
December 17 <del>Jan 1</del>	Winter Break

Spring Trimester 2023	
January 2	Spring Course A begins
January 8	<b>Last day to add courses; last day to drop courses without incurring charges for tuition and fees.</b>
January 16	Martin Luther King Jr. Day; No classes
January 21	Make-up date for Martin Luther King Jr. Day
February 24 <del>27</del>	Spring Course A Final Exams.
February 27	Spring Course A ends/Spring Course B begins
March 8	<b>Last day to drop courses and receive a grade of “W,” which does not adversely affect grade point average but may affect financial aid.</b>
April 7	Good Friday; No classes

Summer Trimester 2023	
May 1	Summer Course A begins
May 7	<b>Last day to add courses; last day to drop courses without incurring charges for tuition and fees.</b>
May 29	Memorial Day; No classes
June 3	Make-up date for Memorial Day
June 18-23	Summer Course A Final Exams
June 23	Summer Course A ends/Summer Course B begins
July 4	Independence Day; No classes
July 5	<b>Last day to drop courses and receive a grade of “W,” which does not adversely affect grade point average but may affect financial aid.</b>
July 8	Make-up date for Independence Day
August 14-18	Summer Course B Final Exams
August 18	Summer Trimester ends
August 19-27	Summer Break

April 20	Spring Trimester ends
April 21-28	Spring Break

<b>Summer Trimester 2024</b>	
April 29	Summer Course A begins
May 5	<b>Last day to add courses; last day to drop courses without incurring charges for tuition and fees.</b>
May 27	Memorial Day; No classes
June 1	Make-up date for Memorial Day
June 16-21	Summer Course A Final Exams
June 21	Summer Course A ends/Summer Course B begins
July 3	<b>Last day to drop courses and receive a grade of “W,” which does not adversely affect grade point average but may affect financial aid.</b>
July 4	Independence Day; No classes
July 6	Make-up date for Independence Day
August 12-16	Summer Course B Final Exams
August 16	Summer Trimester ends
August 17-25	Summer Break

## **ADMISSION CRITERIA**

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 doctoral students toward effective leadership in community and technical colleges. Admission requirements are designed to ensure that the students in the doctoral programs reflect these attributes.

## **ADMISSION REQUIREMENTS - EDD**

Admission to the Doctor of Education (EdD) in Community College Leadership Program (CCLP) requires the following:

- A completed online application
- A master's degree or higher from a regionally accredited institution of higher education in the United States or, 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).
- The NAU doctoral program admission committee will

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

- a. Provide an official Test of English as a Foreign Language (TOEFL) score report indicating a minimum score of 550 for a paper-based, 213 for a computer-based or 80 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 following information: (um)12.9d(of)13.7 ( on)12 (6406tg2.364. (s)4 (on)12 . (n)12.1 (e)4.2 8.627J 0 Tc

## **STUDENTS**



- Demonstrate an understanding of board dynamics and board and CEO roles and responsibilities in analyzing and establishing policies, priorities, goals, and implementing effective governance and operational practices.
- Evaluate the effectiveness and progress of an institution operating in local, district, state, national, and global environments.
- Demonstrate the ability to plan, confer about, execute, and assess programs and major initiatives.
- Demonstrate the ability to utilize technology in multiple ways to achieve initiative and/or institutional goals.
- Demonstrate an understanding of team dynamics, how to build and develop effective leadership teams, and elicit stakeholder involvement.
- Demonstrate an understanding of human relations issues, including employment, setting, evaluation, discipline, and professional development.
- Demonstrate the ability to communicate and advocate effectively with media and local, state, and federal policy makers.

### CCLP Requirements

The doctoral CCLP 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 CCLP doctoral program at NAU (refer to Time Limitations (p. 44)).

### Community College Leadership Program Core Courses

Core courses are to be completed prior to taking the capstone course, the advanced doctoral practice courses (i.e., practicum and advanced leadership institute), or, defending the dissertation. The core CCLP courses include:

ED8000	Community College History, Mission and Emerging Issues	3
ED8106	Leadership Development	6
ED8200	Managing Change/Leading Institutional Transformation	3
ED8300	Organization Design and	3

	Development	
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 the Contemporary Community College Student	3

### Community College Leadership Program Research and Culmination Courses

Research and culmination courses include:

ED9000	Introduction to Research Methodology	3
ED9043	Capstone	3
ED9020	Designing and Shaping the Dissertation	6

### Advanced Doctoral Practice Courses

The advanced doctoral practice courses include:

ED9600	Practicum I	3
ED9601	Practicum II	3
ED9700		





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 the Contemporary Community College Student	3

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

## Student Learner Services

## **EDUCATIONAL P**

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

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

## **COHORT PARTICIPATION**

Students who are admitted into the CCLP will matriculate through the program of study and actively participate as a member of a cohort.

Those students who enter the program after the cohort has started will be required to complete missed courses. Students are to contact the vice president and 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 aid advisor to determine funding options that may be available to assist in covering these costs.

## **ATTENDANCE AND PARTICIPATION POLICY**

The rigor of doctoral studies includes substantive preparation and active participation in all face-to-face sessions, assigned site visits, team projects, and other

## **GRADING STANDARDS**

Grade points are earned as follows for each credit hour:

A - 4 grade points Excellent

B - 3 grade points Good

C





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

Tuition and fees are due on the first day of each trimester, 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 subject to collection 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
-------------------------------	---------

A list of specialty course/program fees is available to all students and prospective students in the student account office. Tuition does not include the cost of books or supplies.

## REGISTRATION

Any changes in a student's registration (including course sections and adding or dropping courses) must be prior approved by the vice president and dean who will submit them to the registrar's office for processing.

## 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 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 vice president and dean to terminate their enrollment officially. 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.

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 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. The following refund policy does not apply to contract agreements or other arrangements where a separate refund policy is stated.

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.

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Beyond 60% of scheduled classes	no refund
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\* 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, Associate General Counsel, 5301 Mount Rushmore Rd., Rapid



or federal tuition assistance programs. Students' employers may also offer tuition assistance or tuition reimbursement programs.

## **FEDERAL DIRECT LOANS**

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

Graduate and professional students are only eligible for an

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(Core Courses include, ED8000, ED8106, ED8200, ED8300, ED8400, ED8500, ED8600, ED8700, ED8800, and ED8900.)

## **8000-LEVEL COURSES**

### **ED8000 - Community College History, Mission, and Emerging Issues (3)**

This course offers students the opportunity to identify and analyze emerging local, state, national, and global issues impacting community colleges in the context of the



and goals; and foster institutional transformation to improve targeted outcomes.

Prerequisite: All core courses.

**ED9600 - Practicum I (3)**

The practicum is a critical aspect of the doctoral students' experience. It offers an opportunity for students to spend time with a CEO or leadership team at a designated college or system office to examine a significant problem, with structured and supervised deliverables. Students will be required to develop proposed plans for their own learning outcomes for the practicum which will culminate in a comprehensive project or report for the college, the focus of which will be developed by the doctoral student with approval by the CEO and the course instructor. The

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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.

- Baker, George, BA, Business Administration, Presbyterian College; MEd, Shippensburg State University; JSC, The Armed Forces Staff College; EdD, Duke University; MMPA, (Honors), Public Administration, Naval War College
- Boggs, George, BS, Chemistry, The Ohio State University; MA, Chemistry, University of California Santa Barbara; PhD, Educational Administration, The University of Texas at Austin (1984)
- 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
- de los Santos, Gerardo E., BA, Rhetoric, University of California at Berkeley; MA, English, Arizona State University; PhD, Educational Administration, Community College Leadership, The University of Texas at Austin
- Ellis, Martha, BA, Religion and Music, American Christian College; MS, Human Developmental Psychology, University of Texas at Dallas; PhD, Higher Education Administration and Research, University of North Texas  
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 Texas at Austin



The Henley-Putnam School of Strategic Security (H-PSSS) is designed to contribute to the establishment of higher education standards in the areas of strategic security, intelligence and counterterrorism. 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. Graduates will be able to coordinate effectively a wide range of strategic security resources and personnel, across multiple agencies if necessary, to produce timely, objective, and accurate intelligence and other security-related products to help prepare those choosing to protect others and the nations of the world. It is evident that the need for such training and education grows ever more rapidly during these tumultuous times, especially with numerous shifts in geopolitics.

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 corporate developments that can deter and prevent conflict.

National American University recognizes the many sacrifices, challenges, and demands placed upon service members and their families, including extended deployments, temporary duty assignments, and frequent permanent change of stations. To better serve military students and their dependents, NAU maintains a full division dedicated to the service of active duty and retired military personnel and their dependents. NAU is committed to assisting military students to achieve their educational goals by providing quality education and exceptional student support services focused on the

specific needs of veterans, active military, dependents, and retirees.

H-PSSS serves both military and civilian students. The school offers both undergraduate and graduate degrees (see the undergraduate and master's catalogs for more information).

NAU provides services specifically designed to meet military personnel and their dependents needs. Through National Amgsir

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security threats. This trend has greatly increased the demand for intelligence, counterterrorism, and protection personnel in both the public and private sectors. Further, it has never been more important that those professionals have the very best training available.

The original founders of Henry Putnam University possessed extensive backgrounds in strategic security including the intelligence, counterterrorism and protection communities and anticipated the need for improved professional training in the field of strategic security. To this end, they educated and trained with a focus on deterrence and prevention while continuing to incorporate the teaching of practical tradecraft. Henry Putnam built a comprehensive, strategic security curriculum, supported by over 100 adjunct faculty members (many with ~~top~~ secret security clearance) with extensive experience within the security industry. Faculty members have served in senior

conscience and the right to refuse to engage in actions that violate ethical principles, professional standards, or provisions of law.

- Values administrative and technological quality performed efficiently and effectively.
- Values cost effective growth and return on investment.

## Learning Outcomes

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

The successful graduate of DSS will demonstrate the following attributes:

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

## DSS ACADEMIC CALENDAR 2018-2019

Summer 2019	
July 1	Quarter begins
July 7	<b>Last day to add classes; last day to drop classes without incurring charges for tuition and fees.</b>
August 15	<b>Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid</b>
September 9-15	Final exams
September 15	Quarter ends
September 16-October 6	Quarterbreak

June 21

Quarter ends





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	Final exams
September 19	Quarter ends
September 20 - October 2	Quarter break

## DSS ACADEMIC CALENDAR 2022-2023

**F 2025 (be)4o**

October 3                      Quarter begins

**DSS ACADEMIC CALENDAR 2023-2024**

Fall 2023	
October 2	Quarter begins
October 8	<b>Last day to add classes; last day to drop classes without incurring charges for tuition and fees.</b>
November 16	<b>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.</b>
December 1-17	Final exams
December 17	Quarter ends
December 18-Jan 1	Quarter break

Winter 2023-2024	
January 2	Quarter begins
January 8	<b>Last day to add classes; last day to drop classes without incurring charges for tuition and fees.</b>
February 16	<b>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.</b>
March 12-18	Final exams
March 18	Quarter ends
March 19-31	Quarter break

Applicants to this program must have a master's degree or a bachelor's degree and the equivalent of 45 quarter credits (30 graduate level semester hours) in Strategic Security or a related field from an

- Availability of an appropriate BS course and/or cooperating faculty member
- Course enrollment and/or institutional need
- Position availability

Evaluation: The cooperating faculty member will complete a midterm and final evaluation of the teaching assistant's performance based on the job description. A satisfactory evaluation is required for the teaching assistant to assume another ~~one~~ placement, for up to four total quarters.

## MASTER'S TO DOCTORATE

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

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

To apply, students will have

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

## PHILOSOPHY AND PROCESS

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.

## APPLICATION PROCESS

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

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

## INTERNATIONAL STUDENTS

Currently not accepting international students on F1 Visas

An international student is a student who is not a citizen of, nor a permanent resident of, nor a refugee in, the United States of America or Canada and has demonstrated English proficiency or English is the native language.

## Admission Requirements

In addition to the other doctoral program requirements, international student applicants who wish to study at NAU:

1. Complete and submit an International Student Application for Admission (See [www.national.edu](http://www.national.edu));
2. Provide evidence of secondary and/or ~~post~~ secondary education completion through one of the following requirements:
  - a. An official credential evaluation of the academic transcript or marks sheets from the country where secondary education was completed. The documents presented should be those which would allow the student access to ~~post~~ secondary education in the home country. Diplomas or certificates of government examinations must show the subjects passed, and grades or marks received. All records must be submitted to a NACES (National Association of Credential Evaluation Services) member approved credential evaluation service following the requirements listed by the service. The original report should be sent directly

to the NAU location where the student intends to enroll. Copies of all documents evaluated by the service must accompany the original report when it is forwarded to the registrar's office

- b. An official transcript that indicates completion of a postsecondary program of at least two years in length



Program-



Students taking this certificate will practice the literacy

Students are able to access all services, graduate and undergraduate, from the NAU Student Center and related online resources in the library, math writing centers, student portal, teaching-learning center, and career services websites.

## UNIVERSITY STUDENT SERVICES

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

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

## ALUMNI

Graduates of NAU are members of the National American University Alumni Network. The university maintains communication with graduates (n)5 ( w) 27[(c)-2.8 (o)-7 (m)044.1 (U)1Aratio0.2 (i)-12.2 of4T] 15of42.9 (o)-1m (LUMN8 ( u46 0 Td



## **TUTORING SERVICES**

The tutoring service that is available to students of the graduate school can be located through the student portal and accessing Smarthinking.

## **USERVICES**

For additional information not found at One Stop, the Userervices team is available via phone (800-548-0602) or email (userservices@national.edu) to assist.

## **ATTENDANCE PHILOSOPHY**

The university's philosophy on attendance supports its mission of career and professional education. The university creates an educational environment that is responsive to the career and professional interests and educational objectives of its students, as well as the needs of employers, government and society. Students are expected to attend all of their classes just as employees are expected to be at work as scheduled in the business world. NAU's goal is to prepare students to be conscientious and productive employees.

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

## **ATTENDANCE POLICY**

**Please Note:** The foregoing attendance policy does not apply to veteran's educational benefits for students residing in Oklahoma.

## CHANGE OF PERSONAL DATA

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

## EXPECTATION OF STUDENTS

Graduate studies require a high level of commitment and motivation from both faculty and students. To successfully complete a doctorate program, students are expected to hone leadership and team development skills, and adhere to the following expectations:

- 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.

## SUGGESTIONS FROM STUDENTS

## **FEES**

Matriculation Fee (paid once)	\$ 75.00
Experiential Learning Assessment (cost per credit hour)	\$ 50.00

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%
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%







### Course Numbering

700-800 Level. Graduate level courses for the doctoral program. They assume that the student has already completed a master's degree.

## **COM - COMMUNICATIONS**

**COM750 - Briefings, De-**

TCT800, and all three (3) Doctoral Comprehensive Exams (DCE) .

**FRP804 - 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: COM750, COM780, FRP801, FRP802, FRP803, HIST750, INT700, INT800, LAW850, MGT800, PRO700, PRO800, SEC700, SEC740, SEC750, SEC760, TCT700, TCT800, and all three (3) Doctoral Comprehensive Exams (DCE).

**FRP805 - 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: COM750, COM780, FRP801, FRP802, FRP803, FRP804, HIST750, INT700, INT800, LAW850, MGT800, PRO700, PRO800, SEC700, SEC740, SEC750, SEC760, TCT700, TCT800, and all three (3) Doctoral Comprehensive Exams (DCE).

**FRP806 - Directed Dissertation Research VI (4.5)**

This is the sixth course in the dissertation process for the doctoral candidate. The graded activities in the dissertation guide the dissertation candidates towards completion in a typical timeline. However, the candidate can continue





## **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)

## BOARD OF GOVERNORS

Dr. David Wendler	Chair
Dr. Susan Murphy	Vice Chair
Dr. Joe Pace	Member
Dr. Blake Faulkner	Member
Dr. Michael Westerfield	Member
Dr. Ed Buckingham	Member
Mr. Richard Halbert	Member
Dr. Michael Hillyard	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 in Denver, Colorado.



## CENTRAL ADMINISTRATION

### University President and Chief Executive Officer

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

### 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 Operations

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 Continuous Quality Improvement

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)

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

Todd Herseth, BA, Dakota Wesleyan University (1995); MBA, University of South Dakota (2004); EdD, University of South Dakota (2016)

### Vice President and Dean, HD Buckingham Graduate School

F. Lynn Moore, BS, University of Phoenix (1999); MBA, Baker College (2002); PhD, The University of Texas at Austin (2004)

### Associate Dean, Terrorism and Counterterrorism Studies and Foreign Language Programs

Autumn Miller, M.A., Wake Forest University (2004)

### Associate Dean, Intelligence Management

Charles Russo, MA, American Military University (2012); PhD, Capella University (2018)

### Associate Dean, Strategic Security and Protection Management

Susie Kuilan, BA, Henderson State University (1988); MA, Northwestern State University (2000); MS, Army War College (2011); PhD, Louisiana State University (2010)

### Associate Dean, Doctor of Strategic Security

Barbara Burke, MSHS, Touro University (2004); MSS, US Army War College (2005); PhD, Capella University (2016)

### Associate Dean, Criminal Justice

Ben Straight, BA, Radford University (2001); MA, University of South Florida (2003); JD, University of Florida (2008); PhD, Criminal Justice, Nova Southeastern University (2019)

### Acting Dean, School of Nursing and Graduate Nursing Studies

Rhonda Winegar, ADN, Redlands Community College (1991); BSN, Northwestern Oklahoma State University (1994); MSN, Texas A&M, Corpus Christi (2000); DNP, Saint Louis University (2014)

### Associate Vice President of Academic Operations

Dale Stiles, BS, University of Nebraska (1996); MA, Bellevue University (2006)

### Associate Dean for General Education and Instructional Design

Brigit McGuire, BA, St. Olaf College (2005); MA, Columbia University (2006); MPhil, Columbia University (2009); PhD, Columbia University (2015)

### System Director of Human Resources

Gordon Brooks, BA, Chadron State College (2003); MM, National American University (2008)

### System Director of Financial Aid

Cheryl Bullinger

### System Director of Student Accounts

Linda Pottorff, BS, National American University (1995)

### System Director of Alumni and Foundation Services

Murray Lee, BS, South Dakota State University (2012); MS, South Dakota State University (2019)

### University Librarian and Associate Vice President for Faculty and Student Engagement

John Oyler, BA, University of Maryland University College (1984); MTS, Saint Paul School of Theology (2002); MA, University of Missouri (2005)

### Director of Accreditation Services

Toni Brumbaugh, BA, University of Minnesota-Twin Cities (1985)



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