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ACADEMIC

CATALOG

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NORTH AMERICAN
UNIVERSITY

2023-2024
ACADEMIC CATALOG

North American University
11929 West Airport Blvd, Stafford, TX, 77477

Last revision: August 18, 2023

Table of Contents

TABLE OF CONTENTS	2
1. ACADEMIC CALENDAR	5
2. GENERAL INFORMATION	16
2.1. MISSION STATEMENT.....	16
2.2. CORE VALUES AND STRATEGIC GOALS	16
2.3. NORTH AMERICAN UNIVERSITY HISTORY	17
2.4. PHYSICAL FACILITIES	19
2.5. ACCREDITATION AND CERTIFICATIONS.....	19
2.6. STATEMENTS.....	19
3. ADMISSIONS	21
3.1. APPLICATION DEADLINES	22
3.2. ADMISSION PROCESS	22
3.3. ADMISSION CATEGORIES	23
3.4. DISTANCE EDUCATION.....	31
3.5. COLLEGE READINESS.....	32
3.6. TRANSFER.....	35
4. FINANCIAL INFORMATION	40
4.1 TUITION AND FEES	40
4.2. PAYMENT OF TUITION AND FEES	43
4.3. CANCELLATION AND REFUND POLICIES.....	43
4.4 TYPE OF FINANCIAL AID ASSISTANCE	45
4.5 UNIVERSITY SCHOLARSHIPS	45
4.6 RETURN OF TITLE IV FUNDS.....	50
4.7 FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY	51
4.7.1. <i>SAP Standards</i>	51
4.7.2. <i>Maximum Time Frame for Program Completion</i>	51
4.7.3. <i>Qualitative Standard: Required Cumulative Grade Point Average (CPGA)</i>	52
4.7.4. <i>Financial Aid Warning</i>	53
4.7.5. <i>Financial Aid Suspension</i>	53
4.7.6. <i>Regaining Financial Aid Eligibility</i>	53
4.7.7. <i>Financial Aid SAP Appeal Process</i>	53
4.7.8. <i>Additional Appeals</i>	54
4.7.9. <i>Financial Aid Probation</i>	54
4.7.10. <i>Withdrawals and SAP Evaluation</i>	54
4.7.11. <i>Incomplete Grades and SAP Evaluation</i>	54
4.7.12. <i>Repeated Course and SAP Evaluation</i>	55
4.7.13. <i>Non-punitive Grades and SAP Evaluation</i>	55
4.7.14. <i>Non-credit Remedial Courses and SAP Evaluation</i>	55
4.7.15. <i>Change of Program / Additional Credentials and SAP Evaluation</i>	55
5. ACADEMIC POLICIES AND STANDARDS	56
5.1. ACADEMIC POLICIES	56
5.1.1. <i>Academic Advising</i>	56
5.1.2. <i>Academic Regulations for International Students</i>	56
5.1.3. <i>Degree Plans</i>	56
5.1.4. <i>Course Registration</i>	56
5.1.5. <i>Course Load</i>	57
5.1.6. <i>Adding and Dropping Courses</i>	57
5.1.7. <i>Transfer of Credit for Registered Students</i>	58
5.1.8. <i>Class Attendance and Make-up Work Policy</i>	58

5.1.9.	<i>Grade Change Policy</i>	58
5.1.10.	<i>Academic Honesty</i>	58
5.1.11.	<i>Auditing Courses</i>	59
5.1.12.	<i>Undergraduate Enrollment in Graduate Courses</i>	59
5.1.13.	<i>Graduation Policy</i>	59
5.1.14.	<i>Grade Appeal Policy</i>	59
5.1.15.	<i>Final Examinations</i>	60
5.1.16.	<i>Withdrawal and Termination Policy</i>	61
5.1.17.	<i>Leave of Absence Policy</i>	61
5.1.18.	<i>Transcript Requests</i>	61
5.1.19.	<i>Intellectual Property and Copyrights Policy</i>	62
5.1.20.	<i>Student Identity Verification Policy</i>	62
5.1.21.	<i>Academic Records and Release of Information</i>	64
5.2	ACADEMIC STANDARDS	67
5.2.1.	<i>Minimum Class Enrollment</i>	67
5.2.2.	<i>Credit Hours</i>	67
5.2.3.	<i>Course Numbers</i>	67
5.2.4.	<i>Student Classification</i>	68
5.2.5.	<i>Incomplete Course Grades</i>	68
5.2.6.	<i>Earned and Unearned Grade</i>	68
5.2.7.	<i>Repeated Courses</i>	69
5.2.8.	<i>Grading and Point Equivalent</i>	69
5.2.9.	<i>Degree Requirements</i>	70
5.2.10.	<i>Double Major</i>	70
5.2.11.	<i>Concentrations</i>	71
5.2.12.	<i>The Minor</i>	71
5.2.13.	<i>Remedial Courses</i>	71
5.2.14.	<i>Academic Honors</i>	71
5.3	SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY	73
5.3.1.	<i>Satisfactory Progress</i>	73
5.3.2.	<i>Failure to Meet SAP Standards</i>	74
5.3.3.	<i>Regaining Financial Aid Eligibility</i>	76
5.3.4.	<i>Additional SAP Information</i>	77
6.	STUDENT SERVICES	79
6.1.	STUDENT ORIENTATION	79
6.2.	LIBRARY	79
6.3.	STALLION CAFÉ	79
6.4.	COMPUTER AND INFORMATION SERVICES	80
6.5.	INTERNATIONAL STUDENT OFFICE	80
6.6.	STUDENT AFFAIRS OFFICE	80
6.7.	STUDENT RESIDENTIAL AND COMMUNITY LIFE	82
6.8.	LIABILITY	83
6.9.	DRESS CODE	83
6.10.	NONDISCRIMINATION	83
6.11.	NO SOLICITATION	83
6.12.	TECHNOLOGY – ACCEPTABLE USE	83
6.13.	BACTERIAL MENINGITIS	84
6.14.	EMERGENCY RESPONSE POLICY	84
6.15.	STUDENT CODE OF CONDUCT	84
6.16.	DISCIPLINARY PROCEDURES	87
6.17.	GRIEVANCE/COMPLAINT PROCEDURE	88
6.18.	DISABILITY ACCOMMODATION	89
6.19.	ATHLETICS	90
6.19.1.	<i>Introduction</i>	90
6.19.2.	<i>Vision</i>	90

7. DEGREE PROGRAMS	90
7.1. DELIVERY METHODS AND TECHNICAL REQUIREMENTS FOR ONLINE COURSES	91
7.2. GENERAL EDUCATION PROGRAM	92
7.3. UNDERGRADUATE PROGRAMS	95
7.3.1. <i>Business Administration</i>	95
7.3.2. <i>Computer Science</i>	97
7.3.3. <i>Interdisciplinary Studies in Education</i>	99
7.3.4. <i>Teacher Certification Program (TCP)</i>	101
7.3.5. <i>Alternative Certification Program (ACP)</i>	103
7.3.6. <i>Principal Certification Program (PCP)</i>	104
7.3.7. <i>Criminal Justice with concentration in Forensic Science</i>	105
7.4. GRADUATE PROGRAMS	107
7.4.1. <i>Master of Business Administration</i>	107
7.4.2. <i>Master of Science in Computer Science</i>	108
7.4.3. <i>Master of Education in Curriculum and Instruction</i>	110
7.4.4. <i>Master of Education in Educational Leadership</i>	111
7.4.5. <i>Master of Education in School Counseling with 48 credit hours</i>	112
7.4.6. <i>Master of Education in School counseling with 30 credit hours</i>	113
8. NON-DEGREE PROGRAMS	114
8.1. GULF LANGUAGE SCHOOL	114
9. CERTIFICATION PROGRAMS.....	116
9.1. EDUCATOR CERTIFICATION PROGRAMS	116
9.2. BOOTCAMP PROGRAMS.....	116
9.2.1. <i>Data Analytics Bootcamp</i>	116
9.2.2. <i>Networking and System Administration Bootcamp</i>	116
9.2.3. <i>Software Quality Assurance with Test Automation Bootcamp</i>	117
10. COURSE DESCRIPTIONS	119
11. UNIVERSITY GOVERNANCE.....	169
11.1. BOARD OF TRUSTEES	169
11.2. UNIVERSITY ADMINISTRATION	169
11.3. UNIVERSITY ADVISORY BOARD.....	170
12. FACULTY (FULL-TIME).....	171

1. ACADEMIC CALENDAR

2023-2024 Academic Calendar – UNDERGRADUATE

FALL 2023	August 23 - December 8
March 20 - August 14	Fall Registration
August 15 - August 22	Late registration
August 22	Payment due date in full. First installment is also due for payment plan enrolled students.
August 23	First day of classes
August 25	Last day to add a course
September 4	Labor Day Holiday
September 8	Last day to drop a course or withdraw without a "W"
September 8	Campus Census
September 21	Second installment is due for payment plan enrolled students
October 19	Third installment is due for payment plan enrolled students
October 27	Last day to drop a course or withdraw with a "W"
October 27	Graduation application deadline for Fall semester *
November 6	Spring registration start
November 20	Fourth installment is due for payment plan enrolled students
November 23 - November 24	Thanksgiving Holiday
November 30	Last day of classes
December 1	Make up day for classes officially cancelled by NAU (if necessary) or reading day
December 4 - December 8	Final Examinations
December 8	End of Semester
December 11	Last day to submit final grades
SPRING 2024	January 17 - May 10
November 7 - January 7	Spring Registration

January 8 - January 16	Late registration
January 15	Martin Luther King Jr. Holiday
January 16	Payment due date in full. First installment is also due for payment plan enrolled students.
January 17	First day of classes
January 19	Last day to add a course
February 1	Last day to drop a course or withdraw without a "W"
February 1	Campus Census
February 15	Second installment is due for payment plan enrolled students
February 23	Graduation application deadline for Spring and Summer semesters *
March 11 - March 15	Spring Break
March 14	Third installment is also due for payment plan students.
March 29	Last day to drop a course or withdraw with a "W"
April 18	Fourth installment is due for payment plan enrolled students
April 22	Summer and Fall Registration Starts
May 2	Last day of classes
May 3	Make up day for classes officially cancelled by NAU (if necessary) or reading day
May 6 - May 10	Final Examinations
May 10	End of Semester
May 13	Last day to submit final grades
TBD	North American University Commencement
SUMMER I 2024	May 28 - June 27
1st 5 Week Session	
April 22 - May 19	Summer I Registration
May 20 - May 26	Late registration
May 26	Payment due date in full. First installment is also due for Summer I and Summer III payment plan enrolled students only
May 27	Memorial Day Holiday

May 28	First day of classes
May 31	Last day to add a course
June 7	Last day to drop a course or withdraw without a "W"
June 7	Census
June 14	Last day to drop a course or withdraw with a "W"
June 21	Second installment is due for Summer I and Summer III payment plan enrolled students only
June 26	Last day of classes for Summer I
June 27	Final Examinations
June 27	End of Semester
June 28	Last day to submit final grades
SUMMER II 2024	July 1 - August 2
2nd 5 Week Session	
April 22 - June 23	Summer II Registration
June 24 - June 30	Late registration
June 30	Payment due date in full for Summer II only
July 1	First day of classes
July 4	Independence Day Holiday
July 5	Last day to add a course
July 12	Last day to drop a course or withdraw without a "W"
July 12	Census
July 12	Payment due date.
July 19	Last day to drop a course or withdraw with a "W"
July 19	Third installment is due for Summer I and Summer III payment plan enrolled students only
August 1	Last day of classes for Summer II
August 2	Final Examinations
August 2	End of Semester

August 5	Last day to submit final grades
SUMMER III 2024	May 28 - August 2
10 Week Session	
April 22 - May 19	Summer III Registration
May 20 - May 26	Late registration
May 26	Payment due date in full. First installment is also due for Summer I and Summer III payment plan enrolled students only
May 27	Memorial Day Holiday
May 28	First day of classes
May 31	Last day to add a course
June 7	Last day to drop a course or withdraw without a "W"
June 7	Census
June 21	Second installment is due for payment plan enrolled students
June 28	Last day to drop a course or withdraw with a "W"
July 4	Independence Day Holiday
July 19	Third installment is due for Summer I and Summer III payment plan enrolled students only
August 1	Last day of classes for Summer III
August 2	Final Examinations
August 2	End of Semester
August 5	Last day to submit final grades

2023-2024 Academic Calendar – GRADUATE

FALL 2023	August 23 - December 8
March 20 - August 14	Fall Registration
August 15 - August 22	Late registration
August 22	Payment due date in full. First installment is also due for payment plan enrolled students.
August 23	First day of classes
August 25	Last day to add a course
September 4	Labor Day Holiday
September 8	Last day to drop a course or withdraw without a "W"
September 8	Campus Census
September 21	Second installment is due for payment plan enrolled students
October 19	Third installment is due for payment plan enrolled students
October 27	Last day to drop a course or withdraw with a "W"
October 27	Graduation application deadline for Fall semester *
November 6	Spring Registration Starts
November 20	Fourth installment is due for payment plan enrolled students
November 23 - November 24	Thanksgiving Holiday
November 30	Last day of classes
December 1	Make up day for classes officially cancelled by NAU (if necessary) or reading day
December 4 - December 8	Final Examinations
December 8	End of Semester
December 11	Last day to submit final grades
Fall 1	August 23 - October 12
March 20 - August 14	Fall Registration
August 15 - August 22	Late registration
August 22	Payment due date in full. First installment is also due for payment plan enrolled students.

August 23	First day of classes
August 25	Last day to add a course
September 4	Labor Day Holiday
September 8	Last day to drop a course or withdraw without a "W"
September 8	Campus Census
September 21	Second installment is due for payment plan enrolled students
September 22	Last day to drop a course or withdraw with a "W"
October 10	Last day of classes
October 11	Make up day for classes officially cancelled by NAU (if necessary) or reading day
October 12	Final Examinations
October 12	End of Semester
October 13	Last day to submit final grades
FALL 2	October 18 - December 7
March 20 - October 8	Fall I Registration
October 9 - October 17	Late registration
October 18	First day of classes
October 19	Third installment is due for payment plan enrolled students
October 24	Payment due date in full for Fall II students only
October 20	Last day to add a course
October 27	Last day to drop a course or withdraw without a "W"
October 27	Graduation application deadline for Fall semester *
November 6	Spring Registration Starts
November 10	Last day to drop a course or withdraw with a "W"
November 20	Fourth installment is due for payment plan enrolled students
November 23 - November 24	Thanksgiving Holiday
December 5	Last day of classes

December 6	Make up day for classes officially cancelled by NAU (if necessary) or reading day
December 7	Final Examinations
December 7	End of Semester
December 11	Last day to submit final grades
SPRING 2024	January 17 - May 10
November 7 - January 7	Spring Registration
January 8 - January 16	Late registration
January 15	Martin Luther King Jr. Holiday
January 16	Payment due date in full. First installment is also due for payment plan enrolled students.
January 17	First day of classes
January 19	Last day to add a course
February 1	Last day to drop a course or withdraw without a "W"
February 1	Campus Census
February 15	Second installment is due for payment plan enrolled students
February 23	Graduation application deadline for Spring and Summer semesters *
March 11 - March 15	Spring Break
March 14	Third installment is also due for payment plan students.
March 29	Last day to drop a course or withdraw with a "W"
April 18	Fourth installment is due for payment plan enrolled students
April 22	Summer and Fall Registration Starts
May 2	Last day of classes
May 3	Make up day for classes officially cancelled by NAU (if necessary) or reading day
May 6 - May 10	Final Examinations
May 10	End of Semester
May 13	Last day to submit final grades
TBD	North American University Commencement

Spring 1	January 17 - March 8
November 7 - January 7	Spring Registration
January 8 - January 16	Late registration
January 16	Third installment is due for payment plan enrolled students
January 16	Payment due date in full for Spring I students only
January 17	First day of classes
January 19	Last day to add a course
February 1	Last day to drop a course or withdraw without a "W"
February 1	Campus Census
February 9	Last day to drop a course or withdraw with a "W"
February 15	Fourth installment is due for payment plan enrolled students
February 23	Graduation application deadline for Fall semester *
March 6	Last day of classes
March 7	Make up day for classes officially cancelled by NAU (if necessary) or reading day
March 8	Final Examinations
March 8	End of Semester
March 11	Last day to submit final grades
Spring 2	March 20 - May 10
November 7 - March 10	Spring II Registration
March 11 - March 19	Late registration
March 15	Third installment is due for payment plan enrolled students
March 20	Payment due date in full for Spring II students only
March 20	First day of classes
March 22	Last day to add a course
March 29	Last day to drop a course or withdraw without a "W"
April 12	Last day to drop a course or withdraw with a "W"

April 17	Fourth installment is due for payment plan enrolled students
April 22	Summer and Fall Registration Starts
May 8	Last day of classes
May 9	Make up day for classes officially cancelled by NAU (if necessary) or reading day
May 10	Final Examinations
May 10	End of Semester
May 13	Last day to submit final grades
SUMMER <u>IV</u> 2024	May 20 - June 28
1st 6 Week Session	
April 22 - May 12	Summer IV Registration
May 13 - May 19	Late registration
May 19	Payment due date in full. First installment is also due for Summer IV and Summer VI payment plan enrolled students only
May 20	First day of classes
May 24	Last day to add a course
May 27	Memorial Day Holiday
May 31	Last day to drop a course or withdraw without a "W"
May 31	Census
June 7	Last day to drop a course or withdraw with a "W"
June 20	Second installment is due for Summer IV and Summer VI payment plan enrolled students only
June 27	Last day of classes for Summer IV
June 28	Final Examinations
June 28	End of Semester
July 1	Last day to submit final grades
SUMMER <u>V</u> 2024	July 1 - August 9
2nd 6 Week Session	
April 22 - June 23	Summer V Registration

June 24 - June 30	Late registration
June 30	Payment due date in full for Summer II only
July 1	First day of classes
July 4	Independence Day Holiday
July 5	Last day to add a course
July 12	Last day to drop a course or withdraw without a "W"
July 12	Census
July 19	Payment due date.
July 19	Last day to drop a course or withdraw with a "W"
July 19	Third installment is due for for Summer IV and Summer VI payment plan enrolled students only
August 8	Last day of classes for Summer V
August 9	Final Examinations
August 9	End of Semester
August 12	Last day to submit final grades
SUMMER VI 2024	May 20 - August 9
12 Week Session	
April 22 - May 12	Summer VI Registration
May 13 - May 19	Late registration
May 19	Payment due date in full. First installment is also due for Summer I and Summer III payment plan enrolled students only
May 20	First day of classes
May 24	Last day to add a course
May 27	Memorial Day Holiday
May 31	Last day to drop a course or withdraw without a "W"
May 31	Census
June 23	Second installment is due for payment plan enrolled students

June 28	Last day to drop a course or withdraw with a “W”
July 4	Independence Day Holiday
July 19	Third installment is due for Summer I and Summer III payment plan enrolled students only
August 8	Last day of classes for Summer III
August 9	Final Examinations
August 9	End of Semestert
August 12	Last day to submit final grades

***Late registration fee does not apply to new students*

** Graduation applications submitted after the deadline will incur a late fee, and students may not be able to participate in the commencement ceremony, if applicable*

2. GENERAL INFORMATION

2.1. Mission Statement

North American University (NAU) is a private and non-profit institution offering bachelor's and master's degrees. The university is committed to teaching excellence and student-centeredness. NAU strives to provide an environment promoting global cultural competency, personal growth and responsible citizenship.

2.2. Core Values and Strategic Goals

Core Values

Learning – Dedication to discovery, construction, discussion and dissemination of knowledge and its real-world applications.

Honesty and Integrity – Commitment to truth and consistency in one's actions and communication.

Leadership – Courage and commitment to lead with integrity, innovation, and openness to new ways of thinking and inquiry.

Teamwork – Pursuit of excellence through consultation and collaboration.

Ethical and Professional Conduct – Pursuit of high ethical and professional standards in every endeavor.

Human Dignity – Recognition that every human being is unique and valuable and has something of value to contribute to the college environment and society at large.

Strategic Goals

Goal 1: Enhance the Quality of Academic Programs

- Objective 1: Develop and invest in academic programs consistent with the mission and goals of the university.
- Objective 2: Support and develop excellence in faculty.
- Objective 3: Attract, nurture, and retain global, diverse, and culturally aware students.
- Objective 4: Improve student academic achievement.

Goal 2: Strengthen Institutional Effectiveness

- Objective 1: Bridge the institutional effectiveness planning process through interdepartmental collaboration to ensure continuity.
- Objective 2: Achieve institutional and departmental goals through comprehensive campus-wide training program.

- Objective 3: Prioritize technological advances to support the institutional mission and accomplish academic and departmental goals.
- Objective 4: Disseminate consistent communication in a timely manner for well-informed decision-making and continuous improvement.

Goal 3: Emphasize Student Centeredness and Promote Global Citizenship

- Objective 1: Provide programs and activities that encourage students to respect and value diverse cultures.
- Objective 2: Cultivate a student-oriented environment that is responsive to student needs and career goals.
- Objective 3: Provide academic services and support to students through their enrollment at the institution.

Goal 4: Engage with Stakeholders

- Objective 1: Promote institutional programs and activities to stakeholders such as students, employers, advisory committees, occupational experts, alumni, media, and community members.
- Objective 2: Seek input from stakeholders on an ongoing basis in the development of institutional plans and programs.
- Objective 3: Seek and increase support from the stakeholder about programs, funding, resources.
- Objective 4: Provide outreach to stakeholders.

Goal 5: Maximize and Make Efficient Use of Resources

- Objective 1: Manage resources entrusted with the University by maintaining the effectiveness and efficiency of personnel, services, and operations.
- Objective 2: Encourage use of technology to improve instructions and engage students learning.
- Objective 3: Provide and sustain an online learning infrastructure to meet the needs of students and faculty.

2.3. North American University History

North American University (NAU) was founded by the Texas Gulf Foundation (TGF). There is no short or straight path to becoming recognized as a university. NAU's path began in April 2007 when the Texas Gulf Foundation (TGF), a non-profit educational organization, was formed to create and support the establishment of higher education institutions. The Foundation, under the direction of Dr. Alp Aslandogan, explored locations and settled at 9441 W. Sam Houston Parkway South Suite 100, Houston, Texas 77099 to open the Texas Gulf Institute (TGI) in September 2007 offering certificate courses. The Texas Gulf Institute decided to add undergraduate programs to their academic offerings; thus, TGI applied for a Certificate of Authority to offer Bachelor of Science degrees in Interdisciplinary Studies in Education, Computer Science, and Business Administration to the Texas Higher Education Coordinating Board (THECB) on January 20, 2009.

The Texas Gulf Institute's vision was to draw students from every corner of the world. These students would represent a broad spectrum of economic, racial, religious and demographic backgrounds, and they would play a special role in advancing TGI's international character. To advance this vision, TGI submitted their certification application to the Student and Exchange Visitor Information System (SEVIS) on April 11, 2009 and on August 6, 2009, the SEVIS initial Certificate of Eligibility for Nonimmigrant Student Status was received for TGI to issue Form I-20s to prospective international students after admitting them for a course of study.

Anticipating a positive response from the Texas Higher Education Coordinating Board regarding offering bachelor's degrees, TGI, on October 16, 2009, applied for accreditation to the Accrediting Council for Independent Colleges and Schools (ACICS). Gratefully, on October 29, 2009, THECB granted the Certificate of Authority allowing TGI to offer bachelor's degrees. Subsequently, on April 20, 2010 ACICS granted initial accreditation to TGI to offer certificate programs through December 31, 2013.

To spur the growth of its academic programs, TGI applied on June 16, 2010, to the ACICS to include Bachelor of Science (BS) degree in Interdisciplinary Studies in Education, Computer Science, and Business Administration to the accreditation. On July 2, 2010, the ACICS approved TGI to offer the respective degrees.

From an Institute to a College

Approval to offer undergraduate degrees resulted in the renaming of Texas Gulf Institute to North American College (NAC). The first campus of NAC was located at 3203 N. Sam Houston Parkway W., Houston, Texas 77038.

On August 16, 2010, ACICS approved the TGI name change and September 10, 2010, the THECB also approved the name change to North American College. The college enrolled its first student in the Fall of 2010 with the launch of the Bachelor of Science in Interdisciplinary Studies in Education degree program. In the Spring of 2011, NAC expanded the enrollment to include Bachelor of Science in Computer Science and Business Administration degree programs.

Many of the students applying to NAC needed funding and the Federal Financial Aid Plan is available to students who are interested in receiving federal grants, federal loans, or both to pay for tuition in an eligible degree or certificate program. On September 24, 2010, North American College applied to the Federal Student Aid department of the United States Department of Education to take part in the Federal Student Financial Assistance Programs and on January 30, 2011, NAC was designated as an eligible institute to participate in the Student Financial Aid by the U. S. Department of Education.

North American College continued to look to the future to increase a comprehensive academic and student life program. Hence, North American College applied to ACICS to offer a Master of Education in Educational Leadership degree, which was authorized July 29, 2013.

The College Becomes the University

By the action of ACICS, on August 28, 2013, North American College and Texas Gulf Foundation were renamed North American University (NAU). "Becoming a university," defined as a change in organizational name, symbolizes the transition to a comprehensive university mission which offers full undergraduate and graduate programs.

The inaugural enrollment in the Master of Education in Educational Leadership commenced in Fall 2014. NAU received endorsement for three more master's programs on June 18, 2015: Master of Education in Curriculum and Instruction, Master of Science in Computer Science, and Master of Business Administration. Students in Fall 2015 enrolled in the first courses towards a Master of Education in

Curriculum and Instruction, Master of Science in Computer Science, and Master of Business Administration. In December 2016, NAU received endorsement for the Master of Education in School Counseling program and student enrollment began Fall 2017.

North American University moved to a new campus May 15, 2016 located at 11929 W. Airport Blvd, Stafford, Texas, 77477. The new facilities were in response to the university's growth in size and professionalism.

2.4. Physical Facilities

North American University is located at 11929 W. Airport Blvd., Stafford, Texas on 12 acres of land in the southwest quadrant of the city. The campus features a nine-story building which includes: residential dorms (two floors); instructional facilities; administrative offices; university library; academic support units; and meeting spaces. The building was remodeled in 2016 to accommodate 24 classrooms, 89 offices, four computer labs (including a dedicated Apple lab), library, and tutoring center, as well as dormitories for 230 students. Class size will vary. The maximum capacity for laboratory classes is 36 and the maximum capacity for lecture classes is 60.

The campus also includes a covered parking garage with a capacity of 650 vehicles, covered walkways, café, weight room, athletic field, and excellent landscaping with water features and outdoor meeting space.

2.5. Accreditation and Certifications

1. North American University is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). The Accrediting Commission of Career Schools and Colleges (ACCSC) is a recognized accrediting agency by the U.S. Department of Education.

Accrediting Commission of Career Schools and Colleges (ACCSC)

2101 Wilson Boulevard, Suite 302

Arlington, Virginia 22201

<http://www.accsc.org/>

Phone: 703.247.4212

Fax: 703.247.4533

2. North American University is approved by the Texas Higher Education Coordinating Board (THECB) to award bachelor's and master's degrees.

Texas Higher Education Coordinating Board

1200 E. Anderson Ln.

Austin, TX 78752

<http://www.thecb.state.tx.us>

2.6. Statements

As a private, non-profit, and non-denominational institution, North American University works to maintain a positive campus environment that promotes affirmative action, diversity, and equal access to all. Some printed materials must carry statements that reflect our commitment to this mission and our compliance with certain legal guidelines.

The following statements are approved by the Executive Committee and maintained by the Human Resource Office and Office of the President. Any questions regarding these statements should be directed to the Human Resources Office at (832) 230-5553.

Equal Opportunity Statement

The North American University provides equal treatment and opportunity to all persons without regard to race, color, religion, national origin, sex, age, disability, veteran status or sexual orientation except where such distinction is required by law. This statement reflects compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 and all other federal and state regulations.

Americans with Disabilities Act (ADA) Statement

Persons with disabilities who desire accommodations should contact the Human Resource Office at 832 230 5553. Students seeking academic accommodations must contact the Student Affairs Office (see the Student Handbook for more information).

Transferability of Credits

Decisions concerning the acceptance of credits earned in any course taken at the school are made at the discretion of the receiving institution. The school makes no representation whatsoever concerning the transferability of any credits earned at the school to any institution. The student must contact the registrar of the receiving institution to determine what credits earned at the school, if any, that institution will accept.

3. ADMISSIONS

The North American University places special emphasis on equal access to education. Applicants are considered based on their educational qualifications regardless of race, color, gender, religion, age, disabilities, or national origin.

North American University is particularly interested in attracting students who have demonstrated academic achievement and seriousness of purpose, and who recognize the value of a broad educational experience as an important component of their personal and professional development.

The admission requirements include various measures of English language proficiency, standards based upon the records established by applicants in their previous educational experiences, high school grade point averages, and performance on available standardized tests.

Each semester, the Office of Admissions evaluates all complete applications and extends offers of admission to qualifying applicants. The following criteria are considered by the Office of Admissions during the admissions decision-making process: high school courses and grades, English proficiency, and all previous college level coursework. All applicants must abide by the application deadlines for full consideration.

The Office of Admissions is responsible for admitting all undergraduate and graduate students to the university. Undergraduate Students have the choice of being enrolled on a full-time basis (minimum of 12 credit hours and maximum of 18 credit hours per semester), or on a part-time basis (less than 12 credit hours per semester). Graduate students have the choice of being enrolled on a full-time (minimum 9 credit hours and a maximum of 12 credit hours) or on a part-time basis (less than 9 credit hours per semester). Non-degree seeking students (NDS) are also eligible for admission to the North American University if they meet the admissions requirements.

The Admissions Office recommends campus tours and class visits to experience North American University and discover the many opportunities available to you, and to get a feel for our amazing campus.

All initial inquiries to the University should be made to the Admissions Office:

Address: 11929 West Airport Blvd, Stafford, TX, 77477

Phone: 832-230-5555

E-mail: admissions@na.edu

North American University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. In order to request and establish academic accommodations, the student is responsible for contacting the Student Affairs Office via email at academicaffairs@na.edu to schedule an appointment to discuss and officially request academic accommodation services. If academic accommodations are approved, the Student Affairs Office will provide a letter of accommodations to the course instructors and the student. The student must apply for academic accommodations each semester the Student Affairs will provide approved written accommodations each semester.

Students requiring accommodations for disabilities related to university residence life should also contact the Department of Residential Operations & Facilities Management at housing@na.edu.

3.1. Application Deadlines

Fall 2023 Semester: July 31st, 2023

Spring 2024 Semester: January 5th, 2024

3.2. Admission Process

All domestic and international undergraduate, graduate, and transfer applicants must complete the following steps for admissions:

Note: If an applicant cancels the enrollment at least 3 business days after signing the enrollment agreement and before the start of class, the applicant will receive a 100 percent refund on tuition and refundable fees.

Step 1. Complete and submit an application form online at www.na.edu/admissions.

Step 2. Pay the non-refundable application fee if applicable.

	Resident or Eligible Non-resident	International
Undergraduate	\$ 0.00	\$ 50.00
Graduate	\$ 50.00	\$ 50.00

Step 3. Transcripts

Undergraduate	<ul style="list-style-type: none"> - Official or certified High School transcript, diploma or GED Score showing the completion of at least a high school degree or its equivalent. <ul style="list-style-type: none"> • Students admitted prior to high school graduation must complete their senior year satisfactorily and have an official final high school transcript sent for review. - Official transcripts from all post-secondary institutions (college or university) previously attended
Graduate	<ul style="list-style-type: none"> - Official transcripts from all undergraduate and graduate institutions previously attended <ul style="list-style-type: none"> • If the undergraduate degree is not completed, submit the official copy of original transcripts with the application. Upon acceptance into the program and prior to enrollment, the student must submit an official copy of the undergraduate transcripts showing the degree completion.

Note: *A document is considered “official” if it is sent to NAU directly from the issuing institution either by electronic means or in a sealed envelope.*

Step 4. Complete the additional requirements and instructions in the Admission Categories.

3.3. Admission Categories

Note: If an applicant cancels the enrollment at least 3 business days after signing the enrollment agreement and before the start of class, the applicant will receive a 100 percent refund on tuition and refundable fees.

Resident or Eligible Non-resident

(U.S. permanent resident, with a Permanent Resident Card (formerly known as an Alien Registration Receipt Card or "Green Card"), conditional permanent resident (I-551C))

Undergraduate Applicants

- **Submit Official Standardized Tests Score** - ACT, SAT, TAKS, TSI, or STARR EOC.
 - SAT scores: NAU School Code 6558
 - ACT scores: NAU School Code 4313
- **Dual Credit** - Students seeking dual credit(s) must request an official transcript be sent to the admissions from the institution where the dual credit(s) was earned, in addition to the official high school transcript.
- **Advanced Placement (AP) scores or International Baccalaureate (IB)** – Student must request scores from the testing agency an official score report be sent to the admissions prior to the start of enrollment of the requested enrollment semester.
 - AP test scores: NAU School Code 6558
- **Current ID** - a government-issued photo identification document (ID) i.e., driver's license, passport, permanent resident card, etc.
- **Proof of immunization for bacterial meningitis (if under 22 years of age)** –Submit proof of bacterial meningitis vaccination, or of an exemption prior to registration. The shot must have been received during the five years prior to enrollment.

Note: A document is considered “official” if it is sent to NAU directly from the issuing institution either by electronic means or in a sealed envelope.

Enrollment Confirmation Fee:

Once a student is accepted to the North American University, an enrollment confirmation fee of \$50.00 is required before new incoming freshman/transfer students can register for classes.

Decisions are made on applications when they are complete, and applicants are notified promptly through the Office of Admission. The Office of Admission adheres to the NAU minimum acceptance criteria requirements set below. All students must meet at least one of the minimum academic criteria for acceptance.

Undergraduate Minimum Admission Criteria		
Source	Subject	Scores
SAT (prior to March 2016)	Reading Section <i>or</i>	400
	Math Section	400
SAT (March 2016 to present)	Reading/Writing <i>or</i>	480 on the Evidence-Based Reading and Writing (EBRW)
	Reading Test <i>or</i>	22
	Math Section	440
ACT	Composite <i>or</i>	15
	Math <i>or</i> English	19
TSI (Texas Success Initiative) exemption/waiver requirements can be found at www.theccb.state.tx.us	Reading	351
	Writing	Multiple Choice 340 and Essay 4 OR Multiple Choice below 340, Adult Basic Education Diagnostic score of level 4, and essay score of 5
	Math	350
TSIA2 (Texas Success Initiative) (On or after 1/11/2021)	ELAR	ELAR Score of 945+ AND Essay Score of 5 – 8 OR ELAR Score under 945 AND ELAR Diagnostic Level of 5 - 6 AND Essay Score of 5 - 8
	Math	950+ OR Math Score Under 950 AND Math Diagnostic Level of 6
STAAR EOC	Algebra II	4000
	English III Reading	4000
TAKS	Reading and Math	2200
CAMBRIDGE IGCSE (O-Level)	Five Subject Areas (Must include the following subjects: English, Mathematics, and Science)	C or above
GPA	High School CGPA	2.00
	College CGPA	2.00
Transfer of Course (includes Dual Credit(s))	English or Algebra	C- or above

Students not meeting criteria above may be referred to the Office of the Vice President of Administrative Affairs for review. The Vice President of Administrative Affairs may waive the requirement and grant admission to the NAU according to the special consideration section below.

Graduate

- **Letter of Intent** - intellectual autobiography that conveys the continuum of experiences and events in the applicant’s academic life which have led to the desire of an academic graduate education.
- **Curriculum Vitae or Resume** - The quality of a Graduate program is immeasurably enhanced by the real-world experience that students bring to the classroom. For this reason, most of our students have two or more years of full-time professional work experience following the completion of their undergraduate degree. More important, however, is the richness of that experience.
- **Two letters of recommendation** - the recommendations provide us with third-party confirmation and insights into the applicant’s achievements. The applicant should choose recommenders who

will support his/her candidacy with concrete examples of performance and impact on the organization.

Note: A document is considered “official” if it is sent to NAU directly from the issuing institution either by electronic means or in a sealed envelope.

Once the prospective student’s admissions documents have been received, the student’s folder is forwarded to the appropriate Department Chair for official review for acceptance. Prospective students are informed of the admission decision via telephone, email (if available) and/or regular mail.

Transfer

Note: Credits that have been earned ten or more years ago may need to be repeated. Students should obtain advisement from the Chair of the Academic Department regarding expiration of prerequisites taken more than ten years ago.

Transfer Students are students who have previously attended another college or university and wish to continue their education at NAU. Undergraduate transfer students must provide:

- **Submit Official Standardized Tests Score** - ACT, SAT, or CLEP if applicable for credit by examination. Please use the following school codes when ordering official test scores: SAT: 6558, ACT: 4313, CLEP: 6558.
- **Advanced Placement (AP) or International Baccalaureate (IB)** - Students seeking credit based on Advanced Placement (AP) scores or International Baccalaureate (IB) scores must request from the testing agency an official score report be sent to the admissions prior to the start of enrollment of the requested enrollment semester. Please use the following school codes when ordering official test scores: AP: 6558.
- **Official Transcripts and Records** - submit official transcripts from all post-secondary (university and college-level) courses taken.
- **Current ID** - a government-issued photo identification document (ID) i.e., driver's license, passport, permanent resident card, etc.
- **Proof of immunization for bacterial meningitis (if under 22 years of age)** –Submit proof of bacterial meningitis vaccination, or of an exemption prior to registration. The shot must have been received during the five years prior to enrollment.

Note: A document is considered “official” if it is sent to NAU directly from the issuing institution either by electronic means or in a sealed envelope. In addition, each academic program may have additional required criteria.

Decisions are made on applications when they are complete, and applicants are notified promptly through the Office of Admission.

Enrollment Confirmation Fee:

Once a transfer student is accepted to the North American University, an enrollment confirmation fee of \$50.00 is required before new incoming freshman/transfer students can register for classes.

International Students

Students who are citizens of the following countries need not submit proof of English language proficiency unless English is not the student's native language:

List of English-speaking Countries starting with Antigua and Barbuda and including:			
Australia	Gambia	Malawi	Singapore
Bahamas	Ghana	Malta	South Sudan
Barbados	Guyana	Mauritius	South Africa
Belize	Ireland	Namibia	Swaziland
Botswana	India	New Zealand	Tanzania
Canada	Jamaica	Nigeria	Trinidad-Tobago
Cameroon – Anglophone	Kenya	Papua New Guinea	Uganda
Cayman Island	Hong Kong	Philippines	United Kingdom
Dominica	Lesotho	Pakistan	Zambia
Fiji	Liberia	Sierra Leone	Zimbabwe

Undergraduate

International undergraduate students, whether on campus students or distant learning/online students, are required to complete the standard admissions process for acceptance by the University and additionally must fulfill the following requirements:

- **Submit Official Standardized Tests Score - ACT, SAT**
 - SAT scores: NAU School Code 6558
 - ACT scores: NAU School Code 4313
 - **Cambridge IGCSE (O-Level) and Cambridge AICE (A-Level)** - For exams taken in the last five years, submit a copy of the certificate(s). The following information shown on the certificate will be used to access exam data directly from Cambridge: Centre number, candidate number, date of birth, and assessment series. Exams exceeding the five-year guideline must request a verification of results directly from Cambridge indicating NAU as the recipient. Forwarded submissions from students will not be accepted.
- **Copy of passport** - passport's Identification page and visa (when received) pages are necessary.
- **Advanced Placement (AP) scores or International Baccalaureate (IB)** – Student must request scores from the testing agency an official score report be sent to the Admissions prior to the start of enrollment of the requested enrollment semester.
 - AP test scores: NAU School Code 6558
- **Official Evaluation** - All transcripts from non-US institutions must be translated and evaluated to be equivalent to a U.S. high school degree with a calculated U.S. equivalent grade point average through an approved credential evaluation agency. Contact the Admissions Office for a list of approved agencies.
 - Cambridge IGCSE certificates with passing grades in a minimum of five O-level exams are considered equivalent to a U.S. high school degree. Three of the five exams must be in the following areas: English, Mathematics, and Science. This does not require an evaluation.
- **Other Supporting Documents** - reference letters, proof of achievement letters, certificates, etc.
- **Financial Status** - bank letter and International Financial Support Form (Scholarship Letter). Before a U.S. consul will grant a visa, the applicant must prove that he/she will have sufficient

money to meet all the expenses while studying in the United States. The applicant must explain the source of the funds and guarantee that he/she will receive them while attending their studies in the US.

- **English Proficiency** - provide one of the following test scores.
 - TOEFL: 79 IBT, 550 PBT. NAU *codes for official test scores TOEFL: 7304.*
 - IELTS: 6.5
 - Duolingo: 100
 - Pearson Test of English (PTE) Academic: 53
 - Cambridge IGCSE (O-Level) English: C or above
 - Cambridge English Advanced (CAE): Overall score of 58 or Overall Grade C or above
 - SAT Scores prior to March 2016: Reading Section: 500 and Writing Section: 500; SAT Scores March 2016 to present: Reading Test: 27 and Writing and Language Test: 29 or Evidence-Based Reading and Writing: 480
 - ACT English: 23
 - Composition and Rhetoric I with a grade of "C" or better from a U.S. based college or university.
 - TSI or its equivalent in other states
 - Completion of a degree or high school in an English-speaking country
 - Completion of the Gulf Language School Intensive English Program at NAU
 - Completion of a degree or high school in an English-speaking country
 - Completion of an English Language Program at an accredited institution of higher education in the United States

- **Proof of immunization for bacterial meningitis (if under 22 years of age)** –Submit proof of bacterial meningitis vaccination, or of an exemption prior to registration. The shot must have been received during the five years prior to enrollment. Students enrolled only in online or other distance education courses are exempt from this requirement.

Note: A document is considered “official” if it is sent to NAU directly from the issuing institution either by electronic means or in a sealed envelope.

Decisions are made on applications when they are complete, and applicants are notified promptly through the Office of Admission.

Graduate

International graduate students, whether on campus students or distant learning/online students, are required to complete the standard admissions process for acceptance by the University and additionally must fulfill the following requirements:

- **Copy of passport** - passport's Identification page and visa (when received) pages are necessary.
- **Letter of Intent** - intellectual autobiography that conveys the continuum of experiences and events in the applicant's academic life which have led to the desire of an academic graduate education.
- **Curriculum Vitae or Resume** - The quality of a Graduate program is immeasurably enhanced by the real-world experience that students bring to the classroom. For this reason, most of our students have two or more years of full-time professional work experience following the

completion of their undergraduate degree. More important, however, is the richness of that experience.

- **Two letters of recommendation** - the recommendations provide us with third-party confirmation and insights into the applicant's achievements. The applicant should choose recommenders who will support his/her candidacy with concrete examples of performance and impact on the organization.
- **Official Course evaluation** - Students applying for admission who have attended a college or university outside the U.S. must have official foreign transcripts translated and evaluated for authentication from a recognized United States evaluation company to transfer credits to North American University. The transfer evaluation must include course by course grades, a grade point average calculation and indicate the diploma or degree conferred and U.S. equivalency. This evaluation must be original and forwarded to North American University directly from the credential evaluation agency to admissions@na.edu. Applicants may request the evaluation themselves or pay \$150 to NAU to request the international transcript evaluation.
- **English Proficiency** - NAU codes for official test *score TOEFL: 7304*.
 - TOEFL: 79 IBT, 550 PBT
 - IELTS: 6.5
 - Duolingo: 100
 - Pearson Test of English (PTE) Academic: 53
 - Cambridge English Advanced (CAE): Overall score of 58 or Overall Grade C or above
 - Composition and Rhetoric I or II with a grade of "B" or better from a U.S. based college or university
 - A bachelor's degree or higher from a U.S. institution or from an institution where English is the primary medium of instruction or from an institution in an English-speaking country
 - Two (2) years of teaching experience in an English-speaking country for M.Ed. programs; Two (2) years of teaching experience in a school where the primary language of instruction is English for M.Ed. programs; two (2) years of verified work experience in the U.S for other master programs.
 - Completion of six (6) graduate credits with a minimum grade of B in a U.S. institution
 - Completion of the Gulf Language School Intensive English Program at NAU

Note: 1) *A document is considered "official" if it is sent to NAU directly from the issuing institution either by electronic means or in a sealed envelope.*

2) *In addition, each academic program may have additional required criteria.*

Decisions are made on applications when they are complete, and applicants are notified promptly through the Office of Admission.

Transfer

Note: *Credits that have been earned ten or more years ago may need to be repeated. Students should obtain advisement from the Chair of the Academic Department regarding expiration of prerequisites taken more than ten years ago.*

International transfer students, whether on campus students or distant learning/online students, are required to complete the standard admissions process for acceptance by the University and additionally must fulfill the following requirements:

- **U.S. Institution Transfer** - applicants transferring from another U.S. institution to North American University need to submit a copy of current I-20 and a signed copy of the NAU Student Advisor Form located at <http://www.na.edu/documents/admissions/International/advisor.pdf>.
 - **Cambridge IGCSE (O-Level) and Cambridge AICE (A-Level)** - For exams taken in the last five years, submit a copy of the certificate(s). The following information shown on the certificate will be used to access exam data directly from Cambridge: Centre number, candidate number, date of birth, and assessment series. Exams exceeding the five-year guideline must request a verification of results directly from Cambridge indicating North American University as the recipient. Forwarded submissions from students will not be accepted.
- **Official Transcripts and Course Evaluations**- submit official transcripts from all post-secondary (university and college-level) courses taken. Students applying for admission who have attended a college or university outside the U.S. must have official foreign transcripts translated and evaluated for authentication from a recognized United States evaluation company to transfer credits to North American University. The transfer evaluation must include course by course grades, a grade point average calculation and indicate the diploma or degree conferred and U.S. equivalency. This evaluation must be original, and forwarded to North American University directly from the credential evaluation agency to records@na.edu. Applicants may request the evaluation themselves or pay \$150 to NAU to request the international transcript evaluation.
- **Copy of passport** - passport's Identification page and visa (when received) pages are necessary.
- **Test Scores** - official SAT/ACT (optional). NAU *codes for official test scores*: SAT: 6558, ACT: 4313.
- **Other Supporting Documents** - reference letters, proof of achievement letters, certificates, etc.
- **Financial Status** - bank letter and International Financial Support Form (Scholarship Letter). Before a U.S. consul will grant a visa, the applicant must prove that he/she will have sufficient money to meet all the expenses while studying in the United States. The applicant must explain the source of the funds and guarantee that he/she will receive them while attending their studies in the US.
- **English Proficiency** - provide one of the following test scores:
 - TOEFL: 79 IBT, 550 PBT. NAU *codes for official test scores* TOEFL: 7304.
 - IELTS: 6.5
 - Duolingo: 100
 - Pearson Test of English (PTE) Academic: 53
 - Cambridge IGCSE (O-Level) English: C or above
 - Cambridge English Advanced (CAE): Overall score of 58 or Overall Grade C or above
 - SAT Scores prior to March 2016: Reading Section: 500 and Writing Section: 500; SAT Scores March 2016 to present: Reading Test: 27 and Writing and Language Test: 29 or Evidence-Based Reading and Writing: 480
 - ACT English: 23

- Composition and Rhetoric I with a grade of "C" or better from a U.S. based college or university.
- TSI or its equivalent in other states
- Completion of a degree or high school in an English-speaking country
- Completion of the Gulf Language School Intensive English Program at NAU
- Completion of an English Language Program at an accredited institution of higher education in the United States

Note: A document is considered “official” if it is sent to NAU directly from the issuing institution either by electronic means or in a sealed envelope.

Decisions are made on applications when they are complete, and applicants are notified promptly through the Office of Admission.

Special Consideration

Resident or Eligible Non-resident Undergraduate Applicants

Students who have a high school diploma or its recognized equivalent, but do not otherwise meet the admission requirements, may be admitted by special consideration by meeting the minimum Accuplacer scores or receiving approval from the Vice President of Administrative Affairs. To be admitted for special consideration, the Admissions Committee must determine that a student could be successful by taking advantage of the academic support services that are available. The student must meet the minimum scores below:

Special Consideration		
Source	Subject	Scores
Accuplacer (All 3 scores represent the minimum score.)	Reading	60
	Writing	5
	Math	40
Accuplacer Next Generation (All 3 scores represent the minimum score.)	Reading	240
	Writing	5
	Math	238

International Undergraduate and Graduate Applicants

Students who meet the admission requirements, may be admitted by special consideration as “partially English proficient.” Students are required to successfully complete North American University’s remedial reading and writing courses (ENGL R300 and ENGL R301) in their first year or successfully complete Gulf Language School’s Intensive English Program’s Developmental Reading and Writing.

Undergraduate Students

- TOEFL: 61 IBT, 500 PBT
- IELTS: 5.5
- Duolingo: 85
- Pearson Test of English (PTE) Academic: 42
- Cambridge English Advanced (CAE): Overall score of 47
- SAT Scores prior to March 2016: Reading Section: 400; SAT Scores March 2016 to present: Reading Test: 22

- ACT English: 17

Graduate Students

- TOEFL: 61 IBT, 500 PBT
- IELTS: 5.5
- Pearson Test of English (PTE) Academic: 42
- Cambridge English Advanced (CAE): Overall score of 47

The Vice President of Academic Affairs, with a recommendation from the Department Chair, may make exceptions to the requirements above for graduate students. Graduate students whose English proficiency is judged inadequate by the department may be denied permission to continue work on graduate degrees.

3.4. Distance Education

North American University's distance education program provides the student with the same level of educational excellence and strives to maintain the same level of quality of instruction and student service that is available to on-campus students. NAU Distance Education programs are committed to utilize effective technologies to provide accessible, effective, and secure educational opportunities through alternative synchronous and asynchronous delivery methods and services to students who have time, geographic location, or any other constraints to attend on-campus courses and programs. Courses in the distance education program are the same courses taught on campus. In addition to the regular requirements for undergraduate, graduate and international student admissions, applicants for distance education have unique requirements which must be met.

All prospective master level students must take and pass a Distance Education Proficiency Test to measure basic computer skills prior to acceptance and for enrollment in online courses. All enrolled undergraduate level students must take and pass a Distance Education Proficiency Test prior to registration into an online course. The test assesses whether the student has the necessary computer skills, such as using an internet browser, search engines, e-mail software, creating and managing files/folders, Word processing, and basic hardware and software knowledge to succeed in NAU's online environment.

Prior to enrollment, all students are required to read, thoroughly understand and sign the Enrollment Agreement which includes a section on online course requirements. This document informs the students regarding our minimum hardware and software requirements, necessary computer skills for online learning environment, such as being proficient with an internet browser and search engines, being able to install software, being able to send and receive e-mail, being able to create, save, and manage files, being proficient with Word processing, and being able to join a webinar meeting.

J1 eLearning course management system is utilized as the primary course delivery tool. J1 eLearning is a learning platform designed to provide educators, administrators, and learners with a single robust, secure and integrated system to create personalized learning environments. J1 eLearning delivers a powerful set of learner-centric tools and collaborative learning environments that empower both teaching and learning. A simple interface, drag-and-drop features, and well-documented resources along with ongoing usability improvements make J1 eLearning easy to learn and use. Course materials including text presentation, multimedia presentations, homework assignments, projects, quizzes, questionnaires, surveys, assessments, web link, file, video, audio or other type of resources are delivered via this system. J1 eLearning will also be used for communication purposes such as online forums facilitating class discussions, instant messaging, and private messaging with instructors and students. Asynchronous electronic communication such as e-mail and forums are used for correspondence

between students and instructors. Additionally, webinar tools are utilized for holding synchronous online lectures and demonstrations throughout the semester.

3.5. College Readiness

A student’s college readiness is defined as a student who is ready for college and career can qualify for and succeed in entry-level, credit bearing college courses leading to a baccalaureate or certificate, or career pathway-oriented training programs without the need for remedial or developmental coursework.

The university has established criteria for determining student readiness for study in Mathematics and English. Depending on SAT, ACT, and Accuplacer scores, students may be placed in readiness courses designed to prepare them for college-level courses.

The minimum College Readiness Scores:

Tests and minimum scores to meet the college readiness standard, as determined by North American University:

Undergraduate Testing Exemption Minimum Scores		
Source	Subject	Scores
SAT (prior to March 2016)	Combined Critical Reading and Math	1070
	Reading	500
	Math	500
SAT (March 2016 to present)	Reading/Writing	480 on the Evidence-Based Reading and Writing (EBRW)
	Math	530
ACT (all 3 must meet minimum)	Composite	23
	English	19
	Math	19
STAAR EOC (End-of-course)	English III	4000
	Algebra II	4000
TSI (Texas Success Initiative)	Reading	351
	Writing	Multiple Choice 340 and Essay 4 OR Multiple Choice below 340, Adult Basic Education Diagnostic score of level 4, and essay score of 5
	Math	350
Transfer of Composition & Rhetoric	English	C- or above
Transfer of College Algebra	Math	C- or above
Gulf Language School Intensive English Program	Developmental Reading and Writing course or IENG 0006	70

TESTS SCORES FOR PLACEMENT AND/OR COURSE EXEMPTIONS

English Equivalency Chart for SAT, ACT and ACCUPLACER

Composition and Rhetoric I		Composition and Rhetoric II		English upper
Placement	Exemption	Placement	Exemption	Placement
SAT Reading 500	SAT Reading 600	SAT Reading 600	SAT Reading 700	SAT Reading 700
ACT English 23	ACT English 26	ACT English 26	ACT English 30	ACT English 30
SAT Evidence Based Reading and Writing 480				
Accuplacer Reading 80 Writing 6				
Accuplacer Next Generation Reading 253 Writing 6				

College readiness is the combination of knowledge and skills in English and Mathematics necessary to qualify for and succeed in college-level, for-credit coursework without the need for remediation. North American University requires students who do not meet one of the minimum college-readiness standards above, to take the ACCUPLACER assessment to determine the students' current academic placement in mathematics, reading, and writing before course enrollment into NAU. Students who are not proficient in the skill(s) tested are required to take and successfully complete appropriate remedial courses in that subject(s).

Accuplacer Proficiency Test Score	Course Placement
Reading Comprehension Score < 80	ENGL R301 Reading Skills
Essay Score < 5	ENGL R300 Basic Writing
Accuplacer Next Generation Test Score	Course Placement
Reading Comprehension Score < 253	ENGL R301 Reading Skills
Writing Score < 6	ENGL R300 Basic Writing

NAU Mathematics Placement Guide

- Test scores are valid for placement for 5 years. After 5 years, the student must retest.
- The measure (Accuplacer, SAT, or ACT) achieving the highest placement for the student will be used.

- Students without a measure (Accuplacer, SAT, or ACT) will be placed in MATH R300 Fundamentals of Mathematics.
- Any student may choose to take Accuplacer to improve their placement. Accuplacer can be taken twice with no questions asked. After this, a student must get special permission to retake.

NEXT-GENERATION ACCUPLACER SCORES

Score	Course Recommendation
Arithmetic (NGA)	
200-247	MATH R300 Fundamentals of Mathematics (3cr)
248-300	MATH R301 Intermediate Algebra (3cr) OR MATH 1312 Statistics (3cr)
Quantitative Reasoning, Algebra & Statistics (NGAAF)	
200-241	MATH R300 Fundamentals of Mathematics (3cr)
242-274	MATH R301 Intermediate Algebra (3cr) OR MATH 1312 Statistics (3cr)
275-300	MATH 1311 College Algebra (3cr)
Advanced Algebra & Functions (NGAAF)	
205-239	MATH R301 Intermediate Algebra (3cr) OR MATH 1312 Statistics (3cr)
240-264	MATH 1311 College Algebra (3cr)
265-275	MATH 1313 Pre-Calculus (3cr)
276-300	MATH 2314 Calculus (3cr)

SAT SCORES (2016 OR LATER)

SAT Math Subject Scores (S12)	Course Recommendation
530-579	MATH R301 Intermediate Algebra (3cr) OR MATH 1312 Statistics (3cr)
580-609	MATH 1311 College Algebra (3cr)
610-699	MATH 1313 Pre-Calculus (3cr)
700+	MATH 2314 Calculus (3cr)

ACT SCORES

ACT Math Subject Scores (A02)	Course Recommendation
21-23	MATH R301 Intermediate Algebra (3cr) OR MATH 1312 Statistics (3cr)
24-25	MATH 1311 College Algebra (3cr)

26-29	MATH 1313 Pre-Calculus (3cr)
30+	MATH 2314 Calculus (3cr)

For Classic Accuplacer Scores on exams taken prior to September 2018, please use the chart below:

CLASSIC ACCUPLACER SCORES

Score	Course Recommendation
Elementary Algebra (<i>PEA</i>)	
Under 33	MATH R300 Fundamentals of Mathematics (3cr)
34-79	MATH R301 Intermediate Algebra (3cr) OR MATH 1312 Statistics (3cr)
80-120	MATH 1311 College Algebra (3cr)
College Level Math (<i>PCM</i>)	
Below 23	MATH R301 Intermediate Algebra (3cr) OR MATH 1312 Statistics (3cr)
23-53	MATH 1311 College Algebra (3cr)
54-59	MATH 1313 Pre-Calculus (3cr)
60-120	MATH 2314 Calculus (3cr)

3.6. Transfer

Credits earned at another institute of higher education and credits earned by examination may be transferred to North American University and apply towards a degree program. The transfer student may need to provide materials such as school catalogs/bulletins, course descriptions, course outlines, class assignments, or textbooks to assure proper evaluation. The final determination of the applicability of credit transferred toward a degree sought at North American University is made by the chair of the student's major department. Transfer credits are counted in the calculation of credit hours attempted and credit hours earned toward successful course completion percentage and maximum time frame allowed. Students who wish to appeal that evaluation may by submitting an appeal form to the Vice President for Academic Affairs who will make the final decision on the course evaluation.

Transferring Credit from a College or University

North American University accepts up to a maximum of 90 undergraduate transfer credits (including credit by examination) from a four (4) year college or university or a student can transfer a maximum of 66 credit hours from community colleges. Transferable coursework with grades of "C-" or above may be accepted for transfer credit from other institutes of higher learning. For master's degree programs, courses with a grade of "B-" or above may be accepted for transfer credit. Courses previously applied for a bachelor's degree may not be transferred to apply towards a master's degree. In addition, most of the credits required for a master's degree must be completed at NAU.

North American University requires prospective students to submit official transcript(s) from each previous institution attended. Failure to submit official transcripts from one or more of the previously attended institutions may result in a hold of the student's MyNAU account and revocation of transfer credits. International university transcripts require a course by-course evaluation, with a calculated U.S. equivalent grade point average, through an approved credential evaluation agency. Contact the Admissions Office for a list of approved agencies.

Developmental or vocational course work is not accepted for transfer credit for an undergraduate degree but is taken into consideration for decisions regarding college readiness.

Returning (already enrolled) undergraduate students will NOT be able to transfer any credit from course work at other institutions.

Credits by Examination

Students attending North American University may receive college credit at any time based upon their scores on the Advanced Placement (AP), International Baccalaureate (IB), SAT Subject Tests, and College Level Examination Program (CLEP) tests. A maximum of 30 credit hours may be transferred by credit by examination.

The Computer Science Department offers a Proficiency Exam for Credit for COMP 1314 Computer Applications and Literacy course by achieving a passing score. The credit for this proficiency exam will be awarded as transfer credit and will not be counted in the GPA.

Credit by Examination Transferability Chart for AP, CLEP, IB, and SAT Subject Test

If a student has taken more than one test that counts towards the same course equivalency, the additional test may be counted towards electives.

TEST	Required Score	Course Equivalency
AP EXAMS	1-5	
Art History	3	ARTS 1311
Music Theory	3	ARTS 1311
Studio Art 2-D Design	3	ARTS 1311
Studio Art 3-D Design	3	ARTS 1311
Studio Art Drawing	3	ARTS 1311
English Language and Composition	3	ENGL 1311
English Literature and Composition	3	ENGL 1311
Comparative Government and Politics	3	GOVT 2311
European History	3	HIST 1311
Human Geography	3	GEOG 2311
Macroeconomics	3	ECON 2311
Microeconomics	3	ECON 2312
Psychology	3	PSYC 2311
US Government and Politics	3	GOVT 2311
US History	3	HIST 1311 & HIST 2312

World History	3	HIST 1311
Calculus AB	3	MATH 2314
Calculus BC	3	MATH 2314 & MATH 2315
Computer Science A	3	COMP 1314
Computer Science AB	3	COMP 1314 & COMP 1411
Statistics	3	MATH 1312
Biology	3	BIOL 1311
Chemistry	3	CHEM 1311
Environmental Science	3	GEOL 1311
Physics I	3	PHYS 1311
Physics II	3	PHYS 2412
Physics C: Electricity and Magnetism	3	PHYS 1311
Physics C: Mechanics	3	PHYS 1311
Chinese Language and Culture	3	ELEC 1
French Language and Culture	3	ELEC 1
German Language and Culture	3	ELEC 1
Italian Language and Culture	3	ELEC 1
Japanese Language and Culture	3	ELEC 1
Latin	3	ELEC 1
Spanish Language and Culture	3	ELEC 1
Spanish Literature and Culture	3	ELEC 1
CLEP TESTS	20-80	
American Literature	50	ENGL 2316
College Composition	50	ENGL 1311
College Composition Modular	50	ENGL 1311
English Literature	50	ENGL 2315
Humanities	50	ARTS 1311
French Language	50	ELEC 1
German Language	50	ELEC 1
Spanish Language	50	ELEC 1
American Government	50	GOVT 2311
History of the US: Early Colonization to 1877	50	HIST 1311
History of the US II: 1865 to Present	50	HIST 2312
Human Growth and Development	50	EDUC 2312
Introduction to Educational Psychology	50	EDUC 2311
Principles of Macroeconomics	50	ECON 2311
Principles of Microeconomics	50	ECON 2312
Introductory Psychology	50	PSYC 2311
Introductory Sociology	50	SOCI 2311

Western Civilization I: Ancient Near East to 1648	50	HIST 2313
Western Civilization II: 1648 to Present	50	HIST 2313
Biology	50	BIOL 1311
Calculus	50	MATH 2314
Chemistry	50	CHEM 1311
College Algebra	50	MATH 1311
College Mathematics	50	MATH 1311
Natural Sciences	50	GEOL 1311
Pre-calculus	50	MATH 1313
Trigonometry	50	MATH 1311
Financial Accounting	50	ACCT 2311
Information Systems and Computer Applications	50	COMP 1314
Introductory Business Law	50	BUSI 3315
Principles of Management	50	MNGT 2311
Principles of Marketing	50	MRKT 2311
IB TESTS	1-7	
Art/ Design	4	ARTS 1311
Biology	4	BIOL 1311
Chemistry	4	CHEM 1311
Computer Science/ Computing Studies	4	COMP 1314
Dance	4	ARTS 1311
Economics	4	ECON 2311
English A1	4	ENGL 1311 & ENGL 1312
Film	4	ARTS 1311
Geography	4	GEOG 2311
History	4	HIST 1311
History of the Americas	4	HIST 1311
Management	4	MNGT 2311
Mathematics	4	MATH 1311
Mathematics Studies	4	MATH 1311
Music	4	ARTS 1311
Physics	4	PHYS 1311
Psychology	4	PSYC 2311
Theater Arts	4	ARTS 1311
Visual Arts	4	ARTS 1311
SAT Subject Test	200-800	
Biology	590	BIOL 1311
Chemistry	630	CNEM 1311
Chinese with Listening	640	ELEC 1
English	750	ENGL 1311

French with Listening	640	ELEC 1
German with Listening	640	ELEC 1
Japanese with Listening	640	ELEC 1
Korean with Listening	640	ELEC 1
Latin	640	ELEC 1
Literature	750	ENGL 2315
Math Level 1	650	MATH 1311
Math Level 2	700	MATH 1313
Spanish with Listening	640	SPAN 1311
US History	700	HIST 1311
World History	700	HIST 1311

Transfer Policy for Graduate Level Courses

Graduate level coursework with a grade of “B-” or above is accepted for transfer credit. All transferable courses must be transferred before the student enrolls in NAU upon approval by the Graduate Advisor. The majority of the credits required for the degree must be completed at NAU.

Credits received for a graduate-level course taken as an undergraduate may be transferred into an academic program provided that the course did not count toward the requirements of the undergraduate degree.

Challenge Exams allow students to earn credits for select courses by demonstrating they have previously gained the necessary knowledge to complete the courses. These exams may include any or all of the following: a comprehensive exam, project, or research paper. Challenge Exams are administered by the respective Department. Credits earned by challenge exams are applied as transfer credits.

For additional information, please refer to the Transfer Credit Policy (ACA.200.3) in the Academic Affairs section at www.na.edu/about-nau/nau-policies.

4. FINANCIAL INFORMATION

North American University offers various opportunities to increase the accessibility of the University's educational programs to all qualified students. NAU is committed to helping students and their families find sources of financial aid such as scholarships, grants, and loans.

4.1 Tuition and Fees

Attending North American University represents a significant investment in the future of students. Like all investments, there is a financial aspect to consider. The Office of Financial Aid is at your service during the financial planning phase of your time at NAU.

Undergraduate Programs

Per Semester Tuition for Resident Students

Per credit hour for 1-11 credits	: \$	614
Tuition for 12-16 credit hours	: \$	6,143
Each additional credit over 16 credits	: \$	614

Per Semester Tuition for International Students

Per credit hour for 1-11 credits	: \$	1,071
Tuition for 12-16 credit hours	: \$	12,836
Each additional credit over 16 credits	: \$	1,071

Per Semester Fees for All Students

Computer and Internet Fee	: \$	95	
Departmental Fee	: \$	55	
Library Fee	: \$	55	
Student Service Fee	: \$	95	
Course with Lab Fee	: \$	75	
Athletics Fee (Football, Basketball, Soccer)	: \$	950	<i>(Participants only)</i>
Athletics Fee (all other sports)	: \$	700	<i>(Participants only)</i>

Other Fees

Late Registration Fee	: \$	150
Accuplacer Test Fee	: \$	45
Transcript Fee	: \$	10
Verification of Enrollment Fee	: \$	5
Notary Services Fee	: \$	15
Same Day Service Fee	: \$	40
Re-enrollment/Admission Fee	: \$	70
I-20 International Mailing Fee	: \$	100
I-20 Reinstatement Fee	: \$	190

One-time Student Fees

Resident Student Application Fee	: \$	0
International Student Application Fee	: \$	50

Undergraduate Enrollment

Confirmation Fee	: \$	50	<i>(US Resident only)</i>
High School Diploma Evaluation Fee	: \$	100	
Transcript Evaluation Fee	: \$	150	
Graduation Application Fee	: \$	110	<i>(\$140.00 after deadline)</i>

Sample Approximate Cost per Semester for Resident Student

Tuition (12-16 hours)	: \$	6,143
Fees	: \$	300
Room	: \$	2,250
Meal Service	: \$	1,440
Books & Supplies	: \$	561
TOTAL	: \$	10,694

Sample Approximate Cost per Semester for International Student

Tuition (12-16 hours)	: \$	12,836
Fees	: \$	300
Room	: \$	2,250
Meal Service	: \$	1,440
Books & Supplies	: \$	561
Insurance	: \$	675
TOTAL	: \$	18,062

Graduate Programs Resident Students**Master of Business Administration (M.B.A.)**

Total tuition (30 credits)	: \$	11,498
Tuition per credit	: \$	383

Master of Education (M.Ed.) Programs**M.Ed. in Curriculum and Instruction**

Total tuition (30 Credits)	: \$	9,293
Tuition per credit	: \$	310

M.Ed. in Leadership

Total tuition (30 Credits)	: \$	9,293
Tuition per credit	: \$	310

M.Ed. in Counseling

Total tuition (48 Credits)	: \$	14,880
Tuition per credit	: \$	310

Master of Science in Computer Science (M.S. CS)

Total tuition (30 credits)	: \$	11,498
Tuition per credit	: \$	383

International Students:**Master of Business Administration (M.B.A.)**

Total tuition (30 credits)	:\$	18,795
Tuition per credit	:\$	627

Master of Education (M.Ed.) Programs**M.Ed. in Curriculum and Instruction**

Total tuition (30 Credits)	:\$	14,610
Tuition per credit	:\$	487

M.Ed. in Leadership

Total tuition (30 Credits)	:\$	14,610
Tuition per credit	:\$	487

M.Ed. in Counseling

Total tuition (48 Credits)	:\$	23,376
Tuition per credit	:\$	487

Master of Science in Computer Science (M.S. CS)

Total tuition (30 credits)	:\$	20,895
Tuition per credit	:\$	697

Per Semester Fees

Computer and Internet Fee	:\$	95
Departmental Fee	:\$	55
Library Fee	:\$	55.
Student Service Fee	:\$	95

Other Fees

I-20 International Mailing Fee	:\$	100
I-20 Reinstatement Fee	:\$	190
Late Registration Fee	:\$	150
Re-enrollment/Admission Fee	:\$	70
Same Day Service Fee	:\$	40
Transcript Fee	:\$	10
Verification of Enrollment Fee	:\$	5
Notary Services Fee	:\$	15

One-Time Student Fee

US Resident Application Fee	:\$	60
International Student Application Fee	:\$	50
Transcript Evaluation Fee	:\$	150
Graduation Application Fee	:\$	110

(\$140 after deadline)

4.2. Payment of Tuition and Fees

Students are solely responsible for their account and must closely follow payment deadlines to avoid late fees and/or registration cancellation due to non-payment. A student's registration will not be complete, and thus, may not attend classes, unless his/her student account balance is in good standing. A student's account will be considered in good standing if he/she pays off total balance upfront, enrolls in the payment plan, or has sufficient financial aid (e.g., FAFSA) pending disbursement.

The University offers a deferred payment plan to help students pay their tuition and fees. Only students in good academic and financial standing can take advantage of this plan. A student must consult with the Bursar's Office or email sa@na.edu to get more information and develop their individual deferred payment plan. Payments can be made online at [MyNAU](#) student portal or in person at NAU's Bursar's Office. For further details about deferred payment plan please visit NAU website.

Payments may also be mailed to NAU Bursar's Office:

*North American University Bursar's Office
11929 W. Airport Blvd. Room 737
Stafford, TX 77477*

Please write your NAU ID in the memo section of your check. Students must pay close attention to payment deadlines to avoid late fees. The following fees may apply:

Late Payment Fee	: \$ 100.00	<i>(for each late payment)</i>
NSF (non-Sufficient Fund) Fee	: \$ 35.00	<i>(for each returned check)</i>
Payment Plan Enrollment Fee	: \$ 100.00	

4.3. Cancellation and Refund Policies

Cancellation Policy

Students who wish to cancel their enrollment should contact the Registrar's Office. The contact information of the office can be found on the university website.

A full refund will be made to any student who cancels the enrollment within three days (excluding weekends and legal holidays) after the enrollment agreement is signed. If a student cancels the enrollment after three class days from the date of signing the enrollment agreement, but prior to attending any class, a student will get a full refund minus an application fee and/or enrollment confirmation fee.

Refund Policy

Students who drop one or more courses but maintain enrollment for that academic term may be given a full refund for the dropped course(s), if the course(s) is dropped before the last day to drop a course with a "W" (specific dates can be found in the academic calendar). Dropping courses may impact financial aid eligibility and students should contact the Financial Aid Office for details.

Students who intend to drop all courses in a semester are considered as withdrawing from the university and must submit the official withdrawal form to the Registrar's Office. A refund for students who withdraw from the University will be calculated based on the following schedule. Class days refer to the number of calendar days the institution normally meets for classes, not the days a particular course meets.

Fall and Spring Semesters**Percentage Refunded**

Prior to or on the 1 st class day	100%
Between the 2 nd and 5 th class days	75%
Between the 6 th and 10 th class days	50%
Between the 11 th and 15 th class days	25%
After the 15 th class day	None

Summer 6-Week Session**Percentage Refunded**

Prior to or on the 1 st class day	100%
On the 2 nd class days	75%
On the 3 rd class days	50%
On the 4 th class days	25%
After the 4 th class day	None

Summer 12-Week Session**Percentage Refunded**

Prior to or on the 1 st class day	100%
Between the 2 nd and 4 th class days	75%
Between the 5 th and 7 th class days	50%
Between the 8 th and 9 th class days	25%
After the 9 th class day	None

Students are issued refunds via direct deposit or refund checks which are mailed to the student's permanent mailing address (as recorded with the Registrar's Office) within 14 calendar days. Those withdrawing students receiving any form of financial aid should also refer to Return of Title IV Funds Section. This policy provides information about how the students should return financial aid funds for unearned credit. For cancellation and refund policies regarding the Athletics Fee, students should refer to the Athletic Participation Fee Agreement.

Financial Aid Office

The Financial Aid Office helps students with financial planning at NAU. The services of the Financial Aid Office include but are not limited to:

- Assisting students with various financial aid sources including federal financial aid.
- Organizing Financial Aid Workshops for interested candidates to increase their awareness of all financial support available to them.
- Helping students apply for financial aid and fulfill the requirements for continuation of aid.

Students should contact the Financial Aid Office to learn how they can seek financial aid and/or find scholarships.

4.4 Type of Financial Aid Assistance

North American University participates in the Title IV Federal Student Aid (FSA) program offered by the U.S. Department of Education. To receive federal student aid, eligible students should apply for the Free Application for Federal Student Aid (FAFSA) using North American University's school code (041975) on their application. Students should be enrolled full-time to be considered for full financial aid and be on track for satisfactory academic progress.

NAU offers the following Title IV federal student aid programs:

- Federal Pell Grant
- Federal Supplemental Opportunity Grant (FSEOG)
- Federal TEACH Grant
- Federal Work-Study
- Federal Direct Loan (Subsidized & Unsubsidized)
- Federal Direct PLUS Loan

NAU offers the following institutional merit and need-based aid:

- NAU Academic Merit Scholarship
- NAU Economic Hardship Grant
- NAU Stallion Academic Excellence Award
- NAU Vice President (VP) Recognition Award
- NAU Athletics Scholarship

VA Education Benefits are available to qualified Veteran's and their dependents. Private student loans funded by third-party lenders are also available to those that qualify. Additional information about these programs can be found on the university website.

4.5 University Scholarships

Institutional scholarships are available to qualified undergraduate freshman and transfer students. Scholarship recipients must meet all University requirements for regular admission in the fall and spring semester for eligibility. Full-time students (12 credits or more per semester) may qualify for scholarships toward their tuition and fees. Students will be responsible for all other expenses, such as admissions and housing application fees. Currently, NAU does not offer scholarships to graduate students.

Application Procedure

To apply for institutional scholarships, students must submit all supporting documents including SAT, ACT, high school transcripts, and previous college transcripts, by the requested deadline. Additional supporting documents will not be accepted once the initial scholarship award has been issued.

Scholarship Application Deadlines

- Fall 2023 – July 31st
- Spring 2024 – January 5th

Rules & Regulations

The following rules and regulations govern the institutional scholarships offered by North American University:

1. Availability of scholarships may be limited and are awarded on a first-come, first-served basis.
2. Scholarships are only available for fall and spring semesters and are not valid during summer terms.
3. Students must maintain full time (12+ credit hours) enrollment each semester to qualify for scholarships. Award amounts will be pro-rated for students in their final semester before graduation with less than 12 credit hours needed to complete their program.
4. Scholarships will be adjusted to reflect changes in a student's enrollment status up until the campus census date each semester.
5. The NAU Grants & Scholarship Committee meets annually to review each student's scholarship eligibility for renewal consideration each summer. Students will be notified of their new scholarship eligibility prior to the start of the fall semester.
6. To be eligible for scholarship review, students must earn at least 18 credit hours while attending NAU and meet the minimum CGPA requirements by the annual evaluation and renewal period.
 - a. Students who meet or exceed the CGPA requirements will automatically qualify to renew their current Academic Merit Scholarship. Resident students that exceed CGPA requirements may also be eligible to receive an Academic Excellence Award.
 - b. If the eligibility requirements are not met, the Academic Merit Scholarship will decrease by one level each evaluation period. Academic Excellence Awards may increase or decrease based on the student's CGPA and will be replaced with the appropriate level each evaluation period.
 - c. Students with less than 18 credits earned while attending NAU are not eligible for review and will retain their current scholarship award until the next evaluation and renewal period.
 - d. Remedial courses do not count towards the number of credit hours earned or affect a student's CGPA.
7. NAU reserves the right to reduce or terminate a student's scholarship at any time, for any reason, without prior notice.

[U.S. Resident]

The following institutional scholarships are awarded to resident undergraduate freshman and transfer students as described in the tables below.

Academic Merit Scholarship

FRESHMAN (0-14 college credits earned)

Merit Scholarship	Amount	Qualifying Criteria	Renewal CGPA Requirement
Foundation	\$3,000	2.50-2.75 or SAT 950 or ACT 18	2.00
Stafford	\$4,000	2.76-2.99 or SAT 1050 or ACT 20	2.50
Provost	\$5,000	3.00-3.49 or SAT 1150 or ACT 23	2.75
Board	\$6,000	3.50-3.75 or SAT 1250 or ACT 26	3.00
NAU	\$8,000	3.76-4.00 or SAT 1350 or ACT 29	3.50

TRANSFER (15 or more college credits earned)

Merit Scholarship	Amount	Qualifying CGPA	Renewal CGPA Requirement
Foundation	\$3,000	2.00-2.24	2.00
Stafford	\$4,000	2.25-2.49	2.50
Provost	\$5,000	2.50-2.99	2.75
Board	\$6,000	3.00-3.49	3.00
NAU	\$8,000	3.50-4.00	3.50

CONTINUING (18 or more credits earned while attending NAU)

Merit Scholarship	Amount	Qualifying & Renewal CGPA Requirement
Foundation	\$3,000	2.00
Stafford	\$4,000	2.50
Provost	\$5,000	2.75
Board	\$6,000	3.00
NAU	\$8,000	3.50

Stallion Academic Excellence Award

Academic Excellence Awards are available to resident undergraduate students demonstrating exceptional academic performance and achievement. Students must earn at least 18 credit hours while attending NAU and meet the minimum CGPA requirements to be eligible for consideration. Excellence awards may increase or decrease based on the student's CGPA and will be replaced with the appropriate scholarship level each review period.

Academic Excellence Award	Amount	Qualifying & Renewal CGPA
Stallion Excellence - Level 1	\$500	3.00-3.49
Stallion Excellence - Level 2	\$1,000	3.50-3.74
Stallion Excellence - Level 3	\$2,000	3.75-4.00

Economic Hardship Grant

Need-based grants are available to students with exceptional financial need as a result of an economic hardship. Students must apply for this award each academic year for consideration. Award amounts vary and are only valid until the next evaluation and renewal period. Students must also have a FAFSA with a valid expected family contribution (EFC) on file.

Award	Amount	Renewal Requirement
Economic Hardship Grant	Varies	Re-apply each academic year

[International]

The following institutional scholarships are awarded to international undergraduate freshman and transfer students as described in the tables below.

Academic Merit Scholarship

**FRESHMAN
(0-14 college credits earned)**

Merit Scholarship	Amount	Qualifying Criteria	Renewal CGPA Requirement
Foundation	\$12,000	SAT 950, ACT 18, 50% PR in National Exam; GPA 2.50-2.99	2.00
Stafford	\$14,000	SAT 1050, ACT 20, 40% PR in National Exam, GPA 3.00-3.49	2.50
Provost	\$17,000	SAT 1150, ACT 23, 30% PR in National Exam, GPA 3.50-4.00	2.75
Board	\$20,000	SAT 1250 or ACT 26 or 25% PR in National Exam	3.00
NAU	\$22,000	SAT 1350 or ACT 29 or 5% PR in National Exam	3.50

**TRANSFER
(15 or more college credits earned)**

Merit Scholarship	Amount	Qualifying CGPA	Renewal CGPA Requirement
Foundation	\$12,000	2.00-2.24	2.00
Stafford	\$14,000	2.25-2.49	2.50
Provost	\$17,000	2.50-2.99	2.75
Board	\$20,000	3.00-3.75	3.00
NAU	\$22,000	3.76-4.00	3.50

**CONTINUING
(18 or more credits earned while attending NAU)**

Merit Scholarship	Amount	Qualifying & Renewal CGPA Requirement
Foundation	\$12,000	2.00
Stafford	\$14,000	2.50
Provost	\$17,000	2.75
Board	\$20,000	3.00
NAU	\$22,000	3.50

Economic Hardship Grant

Need based grants are available to students with exceptional financial need as a result of an economic hardship. Students must apply for this award each academic year for consideration. Award amounts vary and are only valid until the next evaluation and renewal period.

Award	Amount	Renewal Requirement
Economic Hardship Grant	Varies	Re-apply each academic year

Exceptional Merit Scholarship

Exceptional Merit Scholarships are only available to international students and are awarded at the discretion of the NAU Grants & Scholarship Committee. Award amounts vary and are valid up to one academic year. Students must re-apply each academic year for renewal consideration.

Scholarship	Amount	Renewal Requirement
Exceptional Merit	Varies	Re-apply each academic year

[ADDITIONAL SCHOLARSHIPS]

The following additional scholarships are awarded to eligible undergraduate U.S. Resident and International students as described below.

Athletic Scholarship

Athletic scholarships are available to student athletes based on talent, academic merit, and financial need. Scholarship amounts vary and are awarded and renewed at the discretion of the Athletics Department each semester.

Scholarship	Amount	Renewal Requirement
Athletic	Varies	Re-apply each semester

Vice President (VP) Recognition Award

VP Recognition Awards are solely offered at the discretion of the Vice President of Academic Affairs and the Vice President of Administrative Affairs. Award amounts vary and are valid until the next scholarship evaluation and renewal period. Students must re-apply each academic year for renewal consideration.

Scholarship	Amount	Renewal Requirement
VP Recognition Award	Varies	Re-apply each academic year

4.6 Return of Title IV Funds

Title IV Funds refers to the following Federal financial aid programs administered by the Department of Education: Direct Unsubsidized Loan, Direct Subsidized Loan, Federal PLUS Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and Teacher Education Assistance for College and Higher Education (TEACH) Grant. Federal Title IV funds are awarded to a student with the assumption that the student will attend school for the entire period for which assistance was awarded. When a student officially withdraws, unofficially withdraws, or is expelled a Return of Title IV funds calculation must be performed to determine the amount of federal funds the student has earned and the amount of unearned federal funds for which the school and/or student is responsible for returning.

The return of Title IV funds is a requirement that is applicable to Title IV recipients who are withdrawn on or before 60% of time has elapsed during the period of enrollment for which the student has been charged. The Return of Title IV funds Policy, as defined by the Federal government, determines the formula for calculating the amount of Title IV funds a student and school can retain when a student withdraws prior to completing more than 60% of a semester. The return of Title IV funds formula defines how much Title IV aid a school or student may use to cover incurred costs. Federal financial aid regulations have defined that a student who withdraws prior to completing more than 60% of a semester, has not earned 100% of the federal financial aid that was received, and the student and/or the school may be required to return a portion of his or her federal aid. For a student who withdraws after the 60% point of the period of enrollment, a student has earned 100% of the Title IV funds he or she was scheduled to receive during the period.

To determine the amount of Title IV aid for which the student is eligible, NAU uses the student’s withdrawal date, the amount of aid the student was awarded, the number of days that comprise the payment period and the number of days completed in the payment period. The calculation is made using the number of days completed divided by the number of days comprising the payment period to determine the percentage earned. The total number of calendar days in a term of enrollment shall exclude any scheduled breaks of more than five days. The percentage earned, subtracted from 100%, will be the percentage of unearned aid that must be returned to the Title IV program. Funds are returned to the appropriate federal program based on the percentage of aid earned and the order of return dictated by the U.S. Department of Education. The return of unearned aid is allocated in the following order:

1. Direct Unsubsidized Loan
2. Direct Subsidized Loan
3. Federal Parent (PLUS) Loan
4. Federal Pell Grant
5. Federal Supplemental Opportunity Grant (FSEOG)
6. TEACH Grant
7. Other Title IV grant programs for which return of funds is required.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student may be required to return a portion of the funds. Students are responsible for any portion of their institutional charges that are left outstanding after Title IV funds are returned. The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the student's withdrawal. If a student earned more aid than was disbursed, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

Sample Title IV Return of Funds Calculation

Description	Amount Disbursed
Direct Unsubsidized Loan	\$990.00
Direct Subsidized Loan	\$1,732.00
Pell Grant	\$3,697.00
FSEOG Grant	<u>\$100.00</u>
	\$6,519.00
Completed Days:	69
Total Days:	123
Percent Complete:	56.1%
Percent Earned:	56.1%
Amount of Title IV Aid Earned by Student:	56.1% x \$6,519.00 = \$3,657.16
Percent of Title IV Aid Unearned by Student	100% - 56.1% = 43.9%
Title IV Aid to be Returned:	43.9% x \$6,519.00 = \$2,861.84

4.7 Financial Aid Satisfactory Academic Progress Policy

Federal regulations require that all students make satisfactory academic progress (SAP) in their programs of study to maintain eligibility for financial aid. Evaluation of SAP is done at the close of each semester (Fall, Spring, and Summer) once grades are available in the university system. Students must meet SAP standards to maintain eligibility for financial aid. Students are notified of their SAP status via school email.

4.7.1. SAP Standards

SAP is measured by the three standards below. Students who do not meet these components will be considered failing to meet SAP:

1. Maximum Time Frame for Program Completion
2. Qualitative Standard: required cumulative grade point average (CGPA)
3. Quantitative Standard: required completion rate

4.7.2. Maximum Time Frame for Program Completion

Federal regulations require students to complete their program within a maximum time frame of 150% of the normal program length measured by attempted credit hours.

Undergraduate

For an undergraduate degree program, the normal program length is 120 credits, and a student should complete the program in 180 attempted credit hours (180 = 150% of 120 credit hours).

Graduate

For the Master of Education in School Counseling (48 cr.) program, the normal program length is 48 credits, and a student should complete the program in 72 attempted credit hours (72 = 150% of 48 credit hours). For all other graduate degree programs, the normal program length is 30 credits, and a student should complete the program in 45 attempted credit hours (45 = 150% of 30 credit hours).

4.7.3. Qualitative Standard: Required Cumulative Grade Point Average (CPGA)

Federal regulations require that students maintain a minimum CGPA.

Undergraduate

Undergraduate students must have a CPGA of 2.00 at the end of the second academic year and thereafter. Students are required to have a CGPA of 2.00 in order to graduate. Additionally, students must meet the following CGPA requirements at the close of each semester:

Credit Hours Attempted	Minimum CGPA
0 – 23	1.60
24 - 47	1.80
48 - 180	2.00

Graduate

Graduate students are expected to maintain a CGPA of 3.00 at the close of each semester. Graduate students are required to have a CGPA of 3.0 for graduation.

Credit Hours Attempted	Minimum CGPA
≥ 1	3.0

Quantitative Standard: Required Completion Rate

Federal regulations require students to progress through their academic program at a pace that will ensure they graduate within the maximum timeframe.

Undergraduate

Undergraduate students must successfully complete a percentage of all attempted credit hours at the close of each semester according to the table below:

Credit Hours Attempted	Completion Rate
0-23	50%
24-47	60%
48-180	67%

Graduate

Graduate students must successfully complete a percentage of all attempted credit hours at the close of each semester according to the table below:

Credit Hours Attempted	Completion Rate
≥ 9	75%

Failure to Meet SAP Standards

4.7.4. Financial Aid Warning

Students who fail to meet the qualitative and quantitative standards are placed on SAP Warning for one semester of enrollment. Students in a warning status may enroll for a subsequent semester and remain eligible for financial aid. If they achieve SAP standards by the next evaluation, they will be returned to good academic standing. If they do not meet SAP standards, they will be placed on SAP Suspension.

4.7.5. Financial Aid Suspension

Students who fail to meet SAP standards are ineligible to receive financial aid in subsequent semesters. Students placed on SAP Suspension may file an appeal if mitigating circumstances resulted in the suspension. Although a student's financial aid is suspended, s/he may be eligible to continue attending NAU at their own expense, if in good academic standing.

4.7.6. Regaining Financial Aid Eligibility

Students on SAP Suspension can regain financial aid eligibility by enrolling at their own expense and meeting SAP standards by the next evaluation period. If SAP standards are met in the next evaluation, financial aid eligibility will be reinstated for the subsequent term enrolled. Students may also choose to file a Financial Aid SAP Appeal to petition for reinstatement. If the appeal is approved, financial aid eligibility will be reinstated for the subsequent term enrolled.

4.7.7. Financial Aid SAP Appeal Process

Students on SAP Suspension may appeal to the Financial Aid Office to receive financial aid in the subsequent semester if there were extenuating circumstances that impacted the student's academic performance. Students can petition for reinstatement by submitting the following required documents:

- 1. Financial Aid SAP Appeal Form**
- 2. Personal Statement**

Students must provide a detailed description of the extenuating circumstances (such as personal illness or injury, illness or death of immediate family, financial obligations which require changes in employment that conflict with class schedules) that occurred during the semester in which the student failed to meet SAP. All personal statements must include the following required details:

- a. Explain the unique and extenuating circumstances that prevented the student from meeting SAP standards.
- b. Clearly indicate how those circumstances have been resolved.
- c. Describe the specific plan/strategies to improve academic performance to ensure SAP standards are met.

- 3. Supporting Documentation**

Appeals must include documentation to support the existence of the circumstances described in the personal statement or evidence that the circumstances have been resolved.

Financial Aid SAP Appeals received without the requirements above are considered incomplete and will not be eligible for review. Appeals must be received by the Financial Aid Office by the announced deadline. Students will receive a response via school email within seven (7) business days of submitting a complete appeal with all required information.

Students seeking to reestablish financial aid eligibility remain ineligible to receive financial aid until the appeal process is complete and a decision has been made. Students should be prepared to pay tuition, fees, and other educational expenses until they have been approved to receive financial aid.

4.7.8. Additional Appeals

If an appeal has been granted and a student fails to meet the qualitative and quantitative requirements in a later term, they may submit another Financial Aid SAP Appeal. However, the extenuating circumstances that caused the student to not meet SAP, along with the resolution, must be different than a previously approved appeal.

4.7.9. Financial Aid Probation

If an appeal is approved, students will be placed on SAP Probation and can receive financial aid for one term. Students are expected to meet SAP standards by the end of that term or return to SAP Suspension.

If the Office determines, based on the appeal, that the student will require more than one term to meet SAP standards, students may be placed on an academic plan by their department chair. The academic plan will extend the probationary period beyond one term.

If a student does not meet the SAP standards at the end of the probationary period or fails to achieve the academic plan requirements at any semester while on SAP Probation, the student will be placed on SAP Suspension.

Additional SAP Information

Transfer Credits and SAP Evaluation

Transfer credits are not counted in the calculation of CGPA, but as credit hours attempted and credit hours earned toward successful course completion percentage and maximum time frame allowed.

4.7.10. Withdrawals and SAP Evaluation

Courses dropped during the “last day to drop courses with a W” dates will appear as a “W” (withdrawal) on student transcript. It will count towards attempted coursework credit however will not contribute towards GPA calculation.

4.7.11. Incomplete Grades and SAP Evaluation

An incomplete grade from a course does not affect the CGPA. This course is considered as an attempted course but not counted as earned credit in the calculation of course completion percentage for satisfactory academic progress.

If a student fails to meet SAP requirements because of receiving the grade of “I”, he or she has to pay the cost of attendance until the incomplete grade is changed. The student is responsible for notifying the Office of Financial Aid that the incomplete grade has been changed and requesting a re-evaluation of financial aid eligibility.

4.7.12. Repeated Course and SAP Evaluation

Each repeated course is counted toward attempted credit hours but counted only once as earned credit hours.

4.7.13. Non-punitive Grades and SAP Evaluation

Non-punitive grade from a course does not affect the CGPA. This course is counted as attempted credit hours and in the maximum time frame.

4.7.14. Non-credit Remedial Courses and SAP Evaluation

Non-credit remedial courses are counted as attempted credit hours and in the maximum time frame and not used for computing the CGPA.

4.7.15. Change of Program / Additional Credentials and SAP Evaluation

When a student changes his/her program of study at NAU, credits in previous program are counted in the calculation of the CGPA, credit hours attempted, credit hours earned toward successful course completion percentage and maximum time frame allowed in the new program.

For students seeking additional credentials, credits in both programs are counted in the calculation of the CGPA, credit hours attempted, credit hours earned toward successful course completion percentage and maximum time frame allowed.

Students who change majors or seek additional credentials may appeal for an extension of the maximum time frame provision of this policy.

5. ACADEMIC POLICIES AND STANDARDS

5.1. Academic Policies

5.1.1. Academic Advising

North American University believes that academic advising is an integral part of a student's educational experience; therefore, each student upon admission to North American University is assigned an academic advisor by the Department Chair of their undergraduate or graduate program of study. North American University encourages all students to seek academic advising before each registration and at other times when academic questions arise. Academic advisors are committed to preparing students for success in the academic setting by assisting students in the development of skills to define and achieve their academic goals. Advisors assist students to develop a plan of study based on the student's degree requirements and objectives. Ultimately, the student is responsible for seeking adequate academic advice, for knowing and meeting degree requirements, and for enrolling in appropriate courses to ensure orderly and timely progress toward a degree.

Students should plan and request an appointment with their advisor well ahead of the day they are eligible to register for the next semester, a date that can be found by checking the Academic Calendar, or when students demonstrate unsatisfactory academic progress.

5.1.2. Academic Regulations for International Students

The International Student Office (ISO) administers academic regulations for international students on student visas. In addition to complying with the general academic regulations of the University, international students in F-1 or J-1 status must obtain approval from the International Student Office when registering for the first time or for a new program, when registering below a full-course load or equivalent (Reduced Course Load), when registering for an internship, when taking an approved temporary leave, or when withdrawing from the University. This approval is in addition to the normal requirements and may not be waived.

Any student who fails to comply with the terms and requirements of the visa status will not be allowed to enroll in any courses offered by the University until he or she resolves the issue with the U.S. Citizenship and Immigration Services (USCIS). Students are responsible for keeping their own records and for knowing the USCIS's policies and regulations.

5.1.3. Degree Plans

Undergraduate students who have accrued 60 credit hours toward a bachelor's degree must have an approved degree plan tailored to their academic and professional goals on file in the department of their major or with their academic advisor. The student and the academic advisor may modify the plan as needed.

Students who have accumulated a total of 60 or more credits (including completed and scheduled credits) cannot register for subsequent semesters without an approved degree plan.

5.1.4. Course Registration

During announced registration periods published on the academic calendar, students are recommended to meet with their department chair or academic advisor to create a roster of courses for the upcoming semester. The student should register for courses via the MyNAU Student Portal or in person during the times specified by the Office of the University Registrar. The Bursar's Office will bill the student following each registration cycle.

Students must complete course registration during the scheduled registration period or be subject to payment of a late registration fee, if allowed to register. Registration is not complete nor is any academic credit awarded until all course tuition and fees for the semester have been paid.

Enrollment in closed or restricted classes must be authorized by the department chairs.

Students are responsible for verifying the accuracy of their course registration towards their degree plan throughout the semester(s) in which they are enrolled.

5.1.5. Course Load

Full time undergraduate students must enroll in at least 12 credit hours in Fall or Spring semesters and half-time students must enroll in 6 credit hours respectively. During a regular semester of the academic year, a full-time course load for undergraduates is generally 15 semester hours. However, the maximum course load is 19 semester hours which includes all academic credits. Exceptions (overloads) must be approved by the Department Chair.

Course loads for more than 19 credit hours may only be permitted if one or more of the following criteria are met:

- The student has a 3.0 GPA (B average) on all courses completed and for the immediately preceding semester.
- The student is a senior in good standing.

If a student wants to register for more credits than the maximum course load and none of the above holds, the student may submit a petition to the Department Chair. A desire to graduate early, in itself, is not sufficient reason to receive approval for academic overload.

Note: Undergraduate students' course-load over 16 credit hours per semester is subject to additional tuition charges. For more information regarding tuition charges, students should refer to the financial information section of the academic catalog or contact the Bursar's Office.

Students in Satisfactory Academic Progress (SAP) probation can register for a maximum of 13 credit hours a semester until they maintain satisfactory academic progress.

Recommended course load for any student who is enrolled in remedial courses is a maximum of 15 credit hours.

Graduate students should enroll in 9 credit hours to maintain full-time status during Fall and Spring semesters. The minimum course load for half-time students is 6 credit hours.

All international students should confirm course load requirements for face-to-face courses with NAU's International Student Office.

5.1.6. Adding and Dropping Courses

A student may add or drop a course at any time before the deadlines specified in the Academic Calendar. A course can be dropped without appearing on the student's academic record, or it can be dropped with a grade of 'W' (withdrawal). The deadline for dropping a course with a 'W' and without a 'W' is specified in the Academic Calendar. Students who intend to drop all courses in a semester are considered as withdrawing from the university and must fill out the Official Withdrawal form. Students cannot withdraw from the university after the last day to drop a course with a "W".

During registration periods a student can add or drop courses from the MyNAU Student Portal. After the registration periods close, requests to add or drop a course must be submitted to the Registrar's Office, using the Course Add/Drop form (available on the Registrar's web page) by the published

deadline. Any forms submitted outside business hours, during weekends or holidays will be processed and effective the next business day. Students are responsible for verifying their schedule changes by logging into the MyNAU Student Portal.

5.1.7. Transfer of Credit for Registered Students

Current undergraduate students will NOT be able to transfer any credit.

5.1.8. Class Attendance and Make-up Work Policy

Registration in a course obligates the student to be regular and punctual in class attendance. Students are responsible for learning about, becoming knowledgeable of, and complying with the attendance policy stated in the catalog and/or faculty syllabus. Faculty members will provide details on the rules for attendance in their classes in their course syllabi and faculty members will keep students' attendance records. Missing 20% or more of the scheduled hours in a semester is considered excessive absenteeism and it may result in administrative action.

If a student is enrolled and reported as not attending all registered classes by each of his/her instructors as of census date, the student will be unofficially withdrawn from the program. The census date is set by the university and typically on this day, the university takes a "snapshot" of all students' enrollment which becomes the "official enrollment" that is used for financial aid eligibility.

Instructors may establish policies on making up missed work in their classes. It is the student's responsibility to contact instructors for assignments during the absence. However, make-up work shall not be authorized for removing an absence. For more information about class attendance policy, visit policy manual on the NAU website.

5.1.9. Grade Change Policy

Grades submitted by the faculty at the end of the semester are final and are not subject to change because of revision of judgment on the part of the instructor. Grades cannot be changed based on a second trial, such as a new examination or additional work undertaken or completed after the grade report has been recorded, or by retaking the course. Grades may only be changed due to:

1. Correction of Error in Grading; and
2. Grade Appeal

The course instructor is the only individual who can decide to initiate a grade change. In the event of a grade error, the faculty member should change the grade using the University's grade change process. Any correction or appeal of a grade must take place in the term following the one in which the grade was assigned. The Registrar's Office is responsible for entering the grade change into the campus management system.

5.1.10. Academic Honesty

Academic honesty is a fundamental principle of learning and a necessary foundation for all academic institutions. North American University expects students to be honest and demonstrate integrity in all aspects of their relationship with the university (e.g., application, transfer evaluation, course work, internships, student teaching, and interactions with faculty, staff, and students).

Violation of the academic honesty policy includes, but is not limited to, plagiarism (intentional or unintentional); any fabrication, falsification or misrepresentation of documents; stealing and abuse of academic materials; unauthorized removal, mutilation, or deliberate concealment of library materials; lying; deceit; cheating in an examination; intimidation for the purpose of influencing a grade change; misconduct in group projects; unauthorized recording, distribution or publication of course-related materials; bribery; and coercion.

Violations aforementioned are unacceptable and resulting actions may range from a written warning, discipline committee review, a reduction of the grade or failure on the examination or assignment in question, failure in the course(s), suspension or even dismissal from the academic program or the university, or combination of these.

5.1.11. Auditing Courses

North American University does not allow course auditing. However, with the permission of the instructor, students may unofficially visit any course, but the visit is **not** recorded.

5.1.12. Undergraduate Enrollment in Graduate Courses

Undergraduate students classified as a senior and proceeding toward graduation as directly as possible with a Cumulative Grade Point Average (CGPA) of 2.75 or better may enroll in graduate courses with permission in advance from his/her advisor. Graduate courses can be taken either towards a graduate degree or as an elective toward an undergraduate degree. If the course(s) is applied toward an undergraduate degree, the course(s) cannot be applied to a graduate degree. If course(s) is applied toward a graduate degree, the credits earned are subject to transfer credit rules and regulations.

The total number of hours taken in one semester by an undergraduate student may not exceed 15 credit hours, which includes no more than 6 credit hours of graduate courses. Undergraduate students enrolled in graduate courses will pay graduate-level tuition and fees associated with those courses.

5.1.13. Graduation Policy

Undergraduate students who expect to complete 120 or more credit hours after the current term with a Cumulative Grade Point Average (CGPA) of 2.00, who have completed the requirements of at least one major and degree program and who have no holds on their account are eligible to apply for graduation. Graduate students expecting to complete their degree program's required hours after the current term with a CGPA of 3.00, complete the requirements of the degree program, and have no holds on their account are eligible to apply for graduation.

Students are responsible for making certain that their plan of study meets all degree and major requirements. To graduate from North American University, all students must fill out a Graduation Application Form (available on the Registrar's web page) and pay associated fees for graduation. This form is required for all students who plan to complete their degree requirements at the end of a fall, spring, or summer semester. The Graduation Application Form must be approved and signed by the student's advisor and department chair and submitted to the Registrar on or before the following deadlines:

- a. by the last Friday in October for December conferral
- b. by the last Friday in February for May and August conferral.

Upon completion of degree requirements, degrees are approved by the faculty and conferred in December, May, and August. Fall, Spring, and summer degree recipients may then participate in the annual commencement ceremony, celebrated each year after the conclusion of the spring semester.

Failure to meet any of the requirements listed above will result in an inability to graduate and receive a diploma. In addition, graduation applications submitted after the deadline will incur a late fee. Students who applied for graduation but have not completed academic requirements after the term must re-apply for graduation and their graduation date will be moved to the next conferral date. International students needing to re-apply for graduation should inform NAU's International Student Office.

5.1.14. Grade Appeal Policy

The purpose of the grade appeal process is to protect the rights of both the student in earning a grade and the faculty in assigning a grade. The faculty have the right to use their professional judgment

both subjectively and objectively in determining a student's grade based on academic performance. They also have the responsibility to award the grade in a uniform manner based on established expectations and criteria for academic performance. Students have the right to appeal a grade that they feel has been awarded in an arbitrary and capricious manner. They also have the responsibility to accept the faculty member's professional judgment about their performance.

Grade appeals should be made only in the case of a grade which the student feels has been unfairly awarded. Only final course grades can be appealed; however, individual assignments or course examinations can be evidence if it can be shown that the grade earned on a given assignment or examination resulted in a lower final grade. Students may appeal a grade if they feel that:

- The grade was awarded based on factors other than academic performance as outlined in the syllabus or factors that could constitute an act of discrimination.
- The grade awarded was not calculated according to the prior established guidelines set forth by the faculty and distributed to students.
- The standards for determining their grade were more demanding and rigorous than for other students.
- The grade awarded was calculated on false or erroneous information.

Students who wish to appeal a grade fill out the Grade Appeal Request Form, found on the Registrar's website, and email it with their letter of appeal and supporting documentation to registrar@na.edu. The burden of proof rests with the student to demonstrate that the final grade was awarded inappropriately. Falsification or fabrication of information to support an appeal is subject to disciplinary action under the Code of Conduct. The Registrar's Office will relay information pertaining to the student's Grade Appeal to the faculty member, Department Chair and Academic Appeals Committee. The Academic Appeals Committee reviews and approves Grade Appeal requests.

The Registrar's Office will be notified by the Academic Appeals Committee Chair of the decision regarding the student's appeal. The Registrar's Office will communicate the outcome of the hearing to the student and, if warranted, post the grade change.

5.1.15. Final Examinations

Final examinations each semester are administered according to the schedule published on the Academic Calendar. The university expects students and instructors to follow this schedule and give final examinations within the hours set aside in the examination schedule. This requirement should be clearly articulated in the course syllabus.

Final examinations or the equivalent that occur in class must be given each semester in accordance with the published University's Final Examination schedule so that students' final exams do not conflict with each other. Examination schedules are published online on the university's website under Academics. Faculty may use their discretion to make accommodations for students who have justified reasons for not being able to attend an in-class final at its scheduled time. No deviation from this printed schedule for in-class final exams or the equivalent is permitted unless specific prior approval has been obtained from the authorized department chair and is reported to the provost. Faculty teaching online courses who give final exams, or the equivalent may choose a due date for these assessments anytime within the university's Final Examination schedule as long as there is reasonable access for students taking in-class exams. Other faculty electing to assign online final exams, or the equivalent online assignment may select a completion date no earlier than the first day of final examinations and no later than the last day of final examinations as stated in the Final Examination Schedule in the Academic Calendar. All final exams or the equivalent online assignments (for online courses) must remain open for a period of at least 48 hours.

No quiz, test, or examination may be given the last day of classes unless reflected on the syllabus and with prior approval of the department chair.

5.1.16. Withdrawal and Termination Policy

Students who elect to withdraw from the university must fill out the official withdrawal form (available on the Registrar's web page) and submit the form to the Registrar's Office. Students who intend to drop all courses in a semester are considered as withdrawing from the university and must fill out the official withdrawal form. Any forms submitted outside business hours, during weekends or holidays will be processed and effective the next business day. Failure to complete a withdrawal form will result in the recording of the grade of "F" for all courses at the end of the term. Administrative withdrawals are executed when a student appears to no longer be active within the school and fails to submit an official withdrawal form. Students who are administratively withdrawn for non-attendance are not entitled to a refund of tuition or fees. Students withdrawing receive a "W" for each course in which they are enrolled.

Students who have previously withdrawn or have been administratively withdrawn and who have not been enrolled in NAU for two regular semesters after their withdrawal can apply for reenrollment to the university. Students not enrolled at NAU for three or more semesters must apply for readmission through the Admissions Office.

North American University reserves the right to terminate enrollment of any student if, in the opinion of the University, further association is not in the best interest of the student or the University. Administrative termination can occur for reasons including, but not limited to, the following: any student code of conduct policy, attendance policy, satisfactory academic progress policy, or due to failure to complete remedial classes within the prescribed timeframe or nonobservance of other student regulations.

Students who are terminated or withdraw from NAU may be entitled to a refund of tuition in accordance with the refund policy or may owe funds to the university to cover unpaid tuition. Students are responsible for officially dropping courses to be eligible for a refund. Nonpayment for classes for which a student is registered or non-attendance in a registered class does not release the student from financial obligation. The university may attempt to collect any funds from a student that the university was required to return to the financial aid programs and/or funds received from a third-party.

5.1.17. Leave of Absence Policy

A Leave of Absence (LOA) is a temporary interruption in a student's program of study. LOA refers to the specific time period during a program when a student is not in attendance. An approved LOA must meet certain conditions to be counted as a temporary interruption in a student's education instead of being counted as a withdrawal. International students must notify the International Student Office before submitting a LOA form. If the LOA does not meet the conditions outlined in this policy, the student is considered to have ceased attendance and will be withdrawn from the university. In order for an LOA to be granted, there must be reasonable expectation that the student will return from the leave. For the school to make such a determination the University must know the student's reason for requesting the leave. Students may request an LOA as long as there are documented, legitimate extenuating circumstances that require the students to interrupt their education. Extenuating circumstances include but are not limited to: personal, medical, military obligations and jury duty. The LOA, together with any additional leaves of absence, must not exceed a total of 180 days in any 12-month period. This 12-month period begins on the first day of the student's initial LOA. The leave of absence return date must be at the start of a semester.

5.1.18. Transcript Requests

The Transcript of Records or "transcript" is an inventory of the courses taken and grades earned by a student throughout his/her enrollment at the University, including transferred credits from other

institutions. The Registrar's Office issues academic transcripts. In accordance with the Family Educational Rights and Privacy Act (FERPA), personnel in the Registrar's Office issues transcripts only upon the written consent of the student. No transcripts will be released until all University obligations are satisfied.

Transcript requests may be processed as regular or expedited. Regularly processed transcript requests are finalized within four (4) business days from the date of request submission. Official transcripts can be requested for a cost of \$10.00 per copy for domestic mailing, pickup, or email. Official transcript requests for international shipping will be charged an additional mailing fee.

Expedited transcript requests are fulfilled in the same business day. Requests submitted after 4 pm will be deemed as submitted on the following working day. The fee for expedited requests is \$40 per transcript plus the expedited shipment fee.

Transcripts must be ordered online only thru NAU's website. The instructions and payment information can be found on the Registrar's webpage.

5.1.19. Intellectual Property and Copyrights Policy

North American University (NAU) Intellectual Property and Copyrights Policy is established to describe the guidelines and procedures to enable an environment that will encourage creativity and innovation, and to recognize and protect the intellectual property rights of faculty, staff, students, and the university. The policy applies to all employees and students.

Faculty members hold copyright to all course materials including videos, webinar recordings, discussion questions, assignments, articles, lecture notes and syllabi. Course materials on NAU Moodle, the online course management system, created jointly by faculty authors and others will be jointly owned by the faculty author and the university.

North American University reserves the right to affirm ownership to any intellectual property created under any of the following circumstances:

- Works created with significant use of university facilities, resources, technical support or financial support.
- Works created as a result of external funding.
- Funding an employee or student to develop the material.

North American University has the ownership of all student course work, such as assignments, homework, projects, videos, and articles. Copyright notice is required to protect and recognize authorship and the integrity of the work. A copyright notice must be affixed to the intellectual property and should contain:

- the word "copyright"
- a "c" in a circle (©)
- the date of publication, and
- the name of either the author or the owner of all the copyright rights in the published work.

Any disagreements regarding the ownership of the intellectual property will be resolved by the provost.

5.1.20. Student Identity Verification Policy

North American University (NAU) Student Identity Verification Policy describes the procedures and methods of verifying and protecting Distance Education student identity. This policy applies to all credit-bearing distance education courses or programs offered by NAU, beginning with the application for admission and continuing through to a student's graduation, transfer, or withdrawal from study.

The policy ensures that NAU operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) concerning the verification of student identity in distance education. The HEOA requires that institutions offering distance education or correspondence courses, or programs have a process in place to determine that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit.

The HEOA requires that institutions use one of the following three methods:

- A secure login and pass code;
- Proctored examinations; and
- New or other technologies and practices that are effective in verifying student identification.

Secure Login and Passcode: North American University utilizes a secure login process to determine that the student who registers in a distance education course is the same student who participates in, completes, and receives credit for the course. NAU delivers distance learning courses over the internet utilizing Moodle as the online course management system (NAU Moodle). The delivery of instruction and all user activities including viewing course content, assignments, quizzes, and discussion forums require every user to log in to the NAU Moodle.

Upon admission, new students receive a unique user ID and a unique user-determined password to access NAU Office 365. User accounts are stored inside NAU Active Directory. NAU Moodle system is accessible through Office 365 portal with an authentication method that recognizes the credentials that are stored in the Active Directory to protect and verify user identity. No 'Guest' or any other third-party accounts are allowed to log in to NAU Moodle system. Students are not allowed to change their user ID for any reason. The password must meet following complexity requirements to enhance security:

- Passwords must have a minimum of 7 characters.
- Not contain the user's account name or parts of the user's full name that exceed two consecutive characters.
- Contain characters from three of the following four categories:
 - English uppercase characters (A through Z)
 - English lowercase characters (a through z)
 - Base 10 digits (0 through 9)
 - Non-alphabetic characters (for example, \$, #, %)

Complexity requirements are enforced when passwords are changed or created. In addition, the following measures are enforced to enhance security:

- Passwords must be changed at least twice a year (maximum password age is 200 days; minimum password age is 1 day).
- Passwords must be changed significantly and cannot repeat more frequently than every two years (Past 5 passwords are kept in the system).
- Passwords that are written down or stored electronically must not be accessible to anyone other than the owner and/or issuing authority.
- Passwords must not be shared unless explicitly permitted by the issuing authority.

Personal identifiable information collected by the university may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their learning system password be reset may be asked to provide two or more pieces of information for comparison with

data on file, or to come to the NAU IT office in person with a valid photo ID or verification. In addition, the NAU self-service portal requires that the students create three secure questions and answers to be used if students need to change/reset their password on or off campus on their own. NAU self-service portal can be reached at: <https://passreset.na.edu/>. If students are not able to reset their password on their own, they can request password reset via email, phone call, submitting a help ticket, or in person with a valid photo ID or verification. Students are responsible for providing their complete and true identity information in any identification verification process. All NAU Moodle users are responsible for the protection of their unique username and password as well as for preventing disclosure of such data to unauthorized party.

Faculty may require up to two proctored examinations per course. It is the instructor's responsibility to clearly state in the course syllabus if proctored exams will be required along with the dates and times, exam duration, and special instructions (specify to the proctoring center/proctor what items are allowed/prohibited, i.e., open book, calculators, formula sheet, etc.) Students are responsible for making the arrangements for proctoring and any proctoring center exam fees. The exams can be proctored at one of the following locations:

- a testing center at a university or a community college
- a testing center approved by the National College Testing Association Consortium of College Testing Centers. Please visit <http://www.ncta-testing.org/interactive-map> to find a certified test center.

Students are required to inform the instructor of the following items no later than the date indicated in the syllabus prior to exam:

- Name of the proctoring center
- Name and title/position of the proctor
- Proctor's phone number and email address
- Date and time requested for the exam

5.1.21. Academic Records and Release of Information

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights are as follows:

1. Students have the right to inspect and review their education records within 30 days of the day the University receives the request.
2. Students have the right to request amendment of their education records that they believe are inaccurate or misleading. If the University denies a student requested amendment, the student has the right to a hearing regarding the requested amendment to his/her education record.
3. Students have the right to consent to disclosures of personally identifiable information in their education records, except to the extent that FERPA authorizes disclosure without consent.
4. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. Such complaints may be sent to the Family Policy Compliance Office of the Department of Education or the Accrediting Commission of Career Schools and Colleges, NAU's national accreditor.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202- 5920.

Accrediting Commission of Career Schools and Colleges (ACCSC)
2101 Wilson Boulevard, Suite 302
Arlington, Virginia 22201
<http://www.accsc.org/>
Phone: 703.247.4212
Fax: 703.247.4533

Review and Amendment of Academic Records

Students may inspect and review their educational records based on written request. Access is given to students within 30 days after the request has been made. An appropriate administrative official or member of the faculty obtains the record for the student and remains present while the student reviews the records.

Students have the right to inspect information in their education records. Students wishing to review their education records must make written requests to the appropriate campus official listing the item or items of interest. Students who believe that their records contain misleading information may challenge the contents of their education records and request a hearing if the outcome of their appeal is unsatisfactory. Student education records are handled by the Registrar's Office; financial aid and billing related matters are coordinated by the Financial Aid Office and the Bursar's Office.

Students may not inspect the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations regarding admissions, employment or job placement information; and education records that include information about another student.

If the decisions of the campus official from the related office are in agreement with the student's request, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended. If the student chooses to seek a hearing procedure, he/she must submit a request in writing to the Vice President for Academic Affairs. The student will be informed of the date, place, and time of the hearing. Students may present evidence relevant to the issues. The hearing panels to adjudicate such challenges will be the Vice President for Academic Affairs, representatives of the Student Affairs Office and the corresponding Department Chair. Decisions of the hearing panels are final; necessary corrections will follow, if necessary.

Release of Information

North American University, in accordance with FERPA (Family Educational Rights and Privacy Act), does not release personal information about students to third parties except under certain conditions or unless the student authorized the release. The exceptional conditions are:

Common Exceptions

- a) School officials may access a student's file and records as long as they have a "legitimate educational interest".
- b) Basic student information such as name, email address, etc. may be released in a directory. However, the student must be given ample opportunity to withhold their information from a public directory. NAU uses the census date for directory purposes. The census date is published in the Academic Calendar.
- c) School records may be released to another institution if the student is attempting to enroll in that institution. However, unless the student has initiated the release of information, attempts must be made to contact the student prior to releasing information.
- d) Pertinent student information may be released to Financial Aid if the information will affect the student's eligibility.

Other Exceptions

- a) **Dependent Student Exemption** - If a student is claimed on a parent's most recent federal tax return, they are viewed as a "dependent student." In this case, the school may non-consensually disclose the eligible student's education records to both parents. Dependent Student Exemption cannot be applied for international students.
- b) **Health and Safety Emergency** - Under this provision, colleges and universities may notify parents when there is a health or safety emergency involving their son or daughter, even if the parents do not claim the student as a dependent.
- c) **Alcohol, Drugs and Criminal Acts** - FERPA also permits the non-consensual release of information to parents if the student has been charged with a crime by any local, state or federal law enforcement agencies in regard to the crime that the student has been charged. If a student is in violation of school rules and faces disciplinary charges regarding alcohol and controlled substances AND they are under 21 at the time of disclosure, the parents may also be informed of the violations that have occurred.
- d) **Other Legal Exceptions** - Release of information may occur in the following circumstances:
 - i. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the U.S. Secretary of Education, and State and local educational authorities for audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs;
 - ii. To organizations conducting studies for or on behalf of the school making the disclosure for the purposes of administering predictive tests, administering student aid programs, or improving instruction;
 - iii. To comply with a judicial order or a lawfully issued subpoena;
 - iv. To the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense concerning the final results of a disciplinary hearing with respect to the alleged crime; and
 - v. To any third party the final results of a disciplinary proceeding related to a crime of violence or non-forcible sex offense if the student who is the alleged perpetrator is found to have violated the school's rules or policies. The disclosure of the final results only includes: the name of the alleged perpetrator, the violation committed, and any sanction imposed against the alleged perpetrator. The disclosure must not include the name of any other student, including a victim or witness, without the written consent of that other student.

Public Information

North American University provides information about the University in accordance with the provisions of the Act and publishes this information in the University directory, website and advertisement materials. According to FERPA, the following is considered as directory information and the university may release or publish this information without the student's consent: full name; date and place of birth; major field of study; dates of attendance; degrees, honors and awards received; most recent educational institution attended; campus address and telephone number and student assigned e-mail; home address and telephone number; participation in officially recognized academic programs, student activities and sports.

Students can choose to restrict the release of directory information by submitting a formal request to the University to limit disclosure before the census date. The census date is published in the Academic Calendar.

5.2 Academic Standards

5.2.1. Minimum Class Enrollment

The University reserves the right to discontinue a course if fewer than six students register for that course.

5.2.2. Credit Hours

Definition of Credit Hour

North American University defines a credit hour in accordance with federal regulation, the Texas Administrative Code. The university has procedures in place that conform to accepted practices for determining the amount and level of credit awarded for courses regardless of format or mode of delivery, including but not limited to, online, hybrid, laboratory, seminar, internships, and lecture.

The minimum amount of time for a one-credit-hour course per semester equals 50 minutes per week for 15 weeks of engaged learning plus one week for final examinations or other methods of assessment. A credit hour is an amount of work represented by intended learning outcomes and verified by evidence of student achievement, for the various modes of instruction offered at North American University. Therefore, a 3 semester-credit-hour course contains at least 45 hours of engaged learning time (i.e. instruction/student engagement/educational experience).

The unit of measurement for academic work is the credit hour. One academic semester credit hour is equal to a minimum course time of:

- (A) 15 hours of classroom lecture;
- (B) 30 hours of laboratory experience;
- (C) 45 hours of internship/externship/practicum

The university has a formal faculty review process (undergraduate/graduate curriculum committees at department/unit, and university levels) to ensure that the amount and level of credit awarded for the undergraduate and graduate courses are compatible with sound academic practice in the given field. Non-traditional courses (hybrid, online, shortened semester) that do not meet the face-to-face contact hour requirements, may be offered after the completion of a comprehensive formal faculty review to determine the equivalent learning outcomes of traditionally delivered courses (face-to-face). Delivery methods, measurements of student work, academic calendars, disciplines, and degree levels are taken into consideration in determining the amount of work the learning outcomes will involve.

5.2.3. Course Numbers

Each credit-bearing course is represented by four capital letters followed by a four-digit numeral (e.g., ENGL 1313). The letters form an abbreviation for the instructional area while the four-digit number is interpreted as follows:

- The first digit indicates academic level and provides information regarding restrictions as to undergraduate and/or graduate student enrollment:
 - 1000 and 2000 series - undergraduate lower division
 - 3000 and 4000 series - undergraduate upper division (for undergraduate students but with advisor approval for graduate students).
 - 5000 series - graduate courses (for graduate students only).
- The second digit indicates the number of credit hours earned for completing the course.
- The final two digits indicate the departmental/program sequence.

Two hyphenated digits demonstrate weekly contact hour information in parenthesis as a part of course descriptions. The first digit indicates the number of contact hours for classroom lecture, and the second

digit indicates the number of contact hours for laboratory experience. Internship courses indicate no standard lecture/laboratory contact hours as class time is outside the regular classroom environment.

Example: COMP 1411 Cr. 4 (3-2) stands for a lower division Computer Science course with four credit hours, the first course in the sequence of Computer Science courses. This course includes three contact lecture hours and two contact laboratory hours per week.

5.2.4. Student Classification

Undergraduate student classification is determined by the total number of earned credit hours; credit hours for currently enrolled courses are not included. Credit for coursework taken at another institution is included only after completing the transfer credit approval process.

Freshmen	0-29 earned credit hours
Sophomores	30-59 earned credit hours
Juniors	60-89 earned credit hours
Seniors	90 or more earned credit hours

The university classifies a student as a graduate student when an admission application and the required credentials have been approved, and the student has enrolled (registered) for classes as a graduate student at North American University. All graduate students must go through the formal application process to obtain the graduate student classification.

5.2.5. Incomplete Course Grades

An Incomplete "I" grade is a non-punitive grade given only during the last one-fourth of a semester and only if a student (1) has completed a majority of class work; (2) has a justifiable reason why the work cannot be completed on schedule; and (3) arranges with the instructor to finish the course at a later date within the next regular semester by completing specific requirements. Whenever a grade of Incomplete is assigned, faculty should inform the Department Chair of the requirements for removal of the Incomplete and an automatic grade that will be assigned if the student fails to complete the requirements. If a student does not complete the stipulated work within the time specified, the grade will default to F unless the instructor has designated a different automatic grade.

Students who intend to graduate but receive an "I" in one of their courses during their final term are not graduates and should not be given more than 4 weeks to complete the course work unless it is a practicum course. If it is a practicum course, the student must then register for a completion course and pay any applicable fees for that course during the next full semester. If the student receives an "I" in a practicum course in the Spring term, the student may complete the work during the summer without registering for the completion course.

International students who intend to graduate but receive an "I" in one of their courses during their final term must notify the International Student Office to determine the impact of applying for OPT.

5.2.6. Earned and Unearned Grade

A grade of **FX** is given to students who never attend class or who stop attending during the term without officially withdrawing. If students have officially withdrawn, a grade of **W** will appear on the final grade roster. A grade of **FX** is given to students who stop attending before they have completed more than half of the coursework. Students who attend most classes but miss the final examination without a legitimate excuse will receive a zero or **F** grade for the final examination and have that value or grade calculated with other grades earned during the term to determine the final grade.

Grade	When to Assign	Effect on Student's
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		Federal Financial Aid
F (Earned F)	The student completed the course and earned an F grade. LDA = Last day of term	No change in student's aid
FX (Unearned F) It will show as an F on transcripts.	The student participation in the class at some point but then walked away and never completed the course (i.e., unofficial withdrawal). LDA = the last date of the student's participation in any academically related activity for the course should be recorded in Jenzabar.	If all of the student's grades for the term are FX, up to 50% of the student's federal financial aid will have to be refunded to ED based on the student's last class participation date.

For more information, visit the policy handbook on the NAU website.

5.2.7. Repeated Courses

A student may repeat a course taken at NAU. If a student repeats a course and has two or more passing grades, the official grade in the course is the last one assigned, and the CGPA is adjusted in the semester in which the course was repeated. If a student repeats a course and receives an F on the last attempt, the official grade in the course is the last passing grade. All repeated course attempts remain in student's transcript.

Effective July 1, 2011, due to changes in federal regulations, a student may receive federal financial aid (Title IV Funds) for a repeated course only once if the course was previously passed.

Repeating the Internship Course

Undergraduate students may earn up to nine (9) credit hours, and graduate students may earn up to six (6) credit hours for their internships. Students will receive a new letter grade each time the internship course is completed. Repeating the internship course requires either a new internship opportunity or a new assignment/project if the student has done an internship at that company before. Before each repeat attempt, the student should get approval from their academic advisor and the internship course instructor.

5.2.8. Grading and Point Equivalents

North American University will utilize the following grade scale and point equivalents for undergraduate students:

Letter	Description	Point	Percentage
A	Excellent	4.00	96 – 100%
A-		3.67	91 – 95%
B+	Above average	3.33	86 – 90%
B		3.00	81 – 85%
B-		2.67	76 – 80%
C+	Average	2.33	71 – 75%
C		2.00	66 – 70%
C-		1.67	61 – 65%
D+	Below average	1.33	56 – 60%
D		1.00	50 – 55%

F	Fail	0.00	<50%
P	Pass		
T	Transfer credit		
I	Incomplete		
W	Withdrawal		

The following grade scale will be used for graduate students:

Letter	Description	Point
A	Excellent	4.00
A-		3.67
B+		3.33
B	Average	3.00
B-		2.67
C+		2.33
C		2.00
F	Fail	0.00
P	Pass	
T	Transfer credit	
I	Incomplete	
W	Withdrawal	

The cumulative grade point average (CGPA) is calculated by adding the total number of grade points earned, then dividing that number by the total number of hours taken at the University.

5.2.9. Degree Requirements

All candidates for a bachelor’s degree must complete 120 credit hours of coursework including 36 credit hours of general education courses. If a course is a part of core or concentration courses of a degree program, the same course cannot be counted towards general education requirements for students in that degree program. Students must complete all course requirements of their degree programs as specified in the Degree Programs section of the catalog. Students must earn a minimum of 2.00 CGPA to be eligible for graduation.

Master’s degree candidates must complete all required credit hours of coursework and fulfill all course requirements of their degree programs as specified in Degree Programs section of the catalog. Students must earn a minimum of 3.00 CGPA to be eligible for graduation.

5.2.10. Double Major

The purpose of the Double Major Policy is to offer undergraduate students the opportunity to complete two majors in the same time frame as it would take to complete a single major at North American University. This policy aims to promote academic flexibility and provide students with the opportunity to pursue interdisciplinary studies, develop a broader skill set, and enhance their competitiveness in the job market. By clarifying the requirements, responsibilities, and benefits associated with double majors, this policy ensures a consistent and equitable approach across the university’s academic programs.

Students are admitted to the University with a single major. They may choose a second major after completing 30 semester hours of coursework in residence at the University. A student must follow any application procedures and meet any admission requirements that have been established for the second major; information about these and other relevant college policies is available from the admissions Coordinator. For more information, refer to the “double major policy: Policy Number: ACA.200.24

5.2.11. Concentrations

Students pursue an area of concentration by taking a planned sequence of courses in their degree program. Students should consult their academic advisors to establish a plan that fulfills the necessary requirements. The area of concentration is officially noted on the student’s transcript.

5.2.12. The Minor

The University encourages students to complete a minor, that is, a defined program of study in a discipline other than the student’s major. A minor must be at least 18 credit hours, at least 9 of which are upper-division credits. Students should maintain at least a 2.00 GPA in their minor courses. Students should consult with the related academic department.

5.2.13. Remedial Courses

The following courses are offered to enhance students' proficiency in the basic skills areas of Reading, Writing, and Mathematics. These are developmental courses and, therefore, carry no college credit:

ENGL R300 Basic Writing

ENGL R301 Development of Reading Skills

MATH R300 Fundamentals of Mathematics

MATH R301 Intermediate Algebra

Students must pass the remedial courses within two years. However, to receive federal financial aid, students must pass their remedial courses within one (1) year. Otherwise, they must pay from their own resources. Failure to pass the remedial courses will result in expulsion from the University. Please see the section on College Readiness in this catalog for more information.

5.2.14. Academic Honors

North American University bestows honors to undergraduate students as recognition of outstanding academic achievement. Every undergraduate student achieving the required proficiency will be granted the Academic Honors and Awards.

President’s Honor Roll

The President’s Honor Roll contains the names of undergraduate students who have earned a GPA of 4.0. The Dean's List contains the names of undergraduate students who have earned a GPA between 3.5 - 3.99. To be eligible for the President’s Honor and Dean’s List, students must meet the following requirements:

1. Must be in academically good standing.
2. Must be a full-time student and have earned a minimum of 12 credit hours in the semester.
3. Excludes pass/fail and satisfactory/unsatisfactory grades.
4. All grades of "I" must be made up before the honor is given.
5. Must not have a grade of F.

Both recognitions will be published at the end of the fall and spring semesters. Honor recognitions are notated on student transcripts. The University Marketing, Communications and Relations (UMCR) Office will publish these recognitions through NAU’s social media accounts, web page, and the NAU Newsletter.

Graduation with Latin Honors

North American University honors graduates who have high academic achievement by conferring the Latin designations of *Cum Laude*, *Magna Cum Laude*, and *Summa Cum Laude*. These designations are included in the commencement program and on the diploma. Students who receive these designations are also given a gold honor cord to wear during the commencement ceremony. The graduation honor is read by the university name caller when the student crosses the stage.

The current standards are outlined as follows:

- Summa Cum Laude: “With Highest Honor” is awarded to candidates whose cumulative grade point average is 3.80 to 4.00.
- Magna Cum Laude: “With Great Honor” is awarded to candidates whose cumulative grade point average is 3.60 to 3.79.
- Cum Laude: “With Honor” is awarded to candidates whose cumulative grade point average is 3.30 to 3.59.

Eligibility:

To graduate with honors, students must have completed a minimum of 60 credits with a cumulative GPA earned at North American University that meets the criteria above.

5.3 Satisfactory Academic Progress (SAP) Policy

Students enrolled at North American University must make measurable progress toward completion of their program of study to maintain eligibility for enrollment and for receiving federal financial aid. North American University Satisfactory Academic Progress (SAP) Policy defines the standards to evaluate students' academic progress. These standards are applicable to all undergraduate and graduate students.

5.3.1. Satisfactory Progress

Evaluation of SAP is made at the close of each semester (Fall, Spring, and Summer) by the Registrar's Office once grades are available in the university system. SAP is measured by the following three standards:

1. Maximum Time Frame for Program Completion
2. Qualitative Standard: a required cumulative grade point average (CGPA)
3. Quantitative Standard: a required completion rate

Students who fail to meet any of the above-mentioned standards will be considered not maintaining satisfactory academic progress and be notified of their SAP status via NAU email and/or regular mail. However, students are responsible for monitoring their own SAP status. Failure to receive the notification does not negate the student's SAP status and its implications. Consequences of not maintaining satisfactory academic progress are explained in Failure to Meet SAP Standards section below.

Maximum Time Frame for Program Completion

Federal regulations require that students complete their program within a maximum time frame of 150% of the normal program length measured by attempted credit hours.

For an undergraduate degree program, the normal program length is 120 credits, and a student should complete the program in 180 attempted credit hours ($180 = 150\%$ of 120 credit hours). For the Master of Education degree programs, the normal program length is 36 credits, and a student should complete the program in 54 attempted credit hours ($54 = 150\%$ of 36 credit hours). For the Master of Business Administration and Master of Science in Computer Science degree programs, the normal program length is 30 credits, and a student should complete the program in 45 attempted credit hours ($45 = 150\%$ of 30 credit hours).

All registered hours including withdrawals, repeated courses, and all accepted transfer hours will be counted towards maximum time frame.

Qualitative Standard: Required Cumulative Grade Point Average

According to the Federal regulations, undergraduate students must have a cumulative grade point average (CGPA) of 2.00 at the end of the second academic year and thereafter. Undergraduate students are required to have a CGPA of 2.0 for graduation. In addition, undergraduate students must meet the following CGPA requirements at the close of each semester:

Credit Hours Attempted	Minimum CGPA
0 - 23	1.60
24 - 47	1.80
48 - 180	2.00

Graduate students are expected to maintain a CGPA of 3.00 at the close of each semester. If any student cannot comply with the CGPA requirement, s/he should follow an approved academic plan developed by the Academic Advisor. Graduate students are required to have a CGPA of 3.0 for graduation.

Quantitative Standard: Required Completion Rate

Undergraduate students must successfully complete a percentage of all attempted credit hours at the close of each semester according to the table below:

<u>Credit Hours Attempted</u>	<u>Completion Rate</u>
0 - 23	50%
24 - 47	60%
48 - 180	67%

Graduate students must successfully complete at least 75% of attempted credit hours at the close of each semester after attempting 9 credit hours.

5.3.2. Failure to Meet SAP Standards

SAP Warning

Students are placed on SAP Warning for one semester if they do not meet the qualitative or quantitative SAP standards. Students on SAP Warning may be eligible for financial aid for one semester but must work towards improving their CGPA and/or completion rate to meet the SAP standards by the end of the semester. Students who fail to meet the qualitative standard at the end of the second academic year will be placed on SAP Suspension.

SAP Suspension

Students are placed on SAP Suspension for one of the following reasons:

1. Do not meet the qualitative or quantitative SAP standards after one semester on SAP Warning
2. Do not meet the qualitative or quantitative SAP standards after one semester on SAP Extended Enrollment (see section 5.3.2.4)
3. Do not meet the qualitative or quantitative SAP standards at the end of SAP Probation period (see section 5.3.2.3)
4. Do not meet the requirements of their Academic Plan while on SAP Probation (see section 5.3.2.3)
5. Do not maintain a CGPA of 2.0 at the end of second academic year.
6. Exceed the maximum time frame for program completion.

Students who are placed on SAP Suspension for the first time may be placed on an Academic Plan decided on by their department chair. Details of the Academic Plans are explained in SAP Probation section. Students who are placed on SAP Suspension the second time may file an appeal if any mitigating circumstances resulted in the suspension. Details of the appeal procedures are explained in the Appealing SAP Suspension section.

Students are not eligible to enroll in classes or receive federal financial aid while on SAP Suspension.

F-1 students placed on SAP Suspension will have their F1 visa status terminated unless their appeals are approved or placed on an academic plan by their department chair.

SAP Probation

A student whose appeal is approved by the SAP Appeals Committee will be placed on SAP Probation for one semester. Students who receive an Academic Plan by their department chair will be placed on SAP Probation for the length of the Academic Plan. The Academic Plan is a written agreement between a student and the institution in order for the student to improve his/her academic performance. The

Academic Plan includes a minimum GPA and a minimum completion rate that the student must achieve every semester during the probationary period. The student is also required to meet SAP standards at the end of the probationary period as a part of the Academic Plan. The Registrar's Office will monitor the academic progress of the student at the end of each semester. Academic Plans may be made for students who attempted less than of 144 credit hours.

If a student does not meet the SAP standards at the end of the probationary period or fail to achieve the Academic Plan requirements at any semester while on SAP Probation, the student will be placed on SAP Suspension.

If a student on SAP Probation meets the SAP standards at the end of or during the probationary period, the SAP Probation status will be removed, and the student will be deemed as maintaining satisfactory academic progress.

SAP Extended Enrollment

A student whose appeal is approved by the SAP Appeals Committee may be placed on SAP Extended Enrollment. SAP Extended Enrollment is one semester and students are expected to meet SAP standards at the close of the semester. Students on SAP Extended Enrollment are not eligible for federal financial aid.

Appealing SAP Suspension

A student who is placed on SAP Suspension a second time may file an appeal if mitigating circumstances prevented him/her from meeting the SAP standards.

The following is a list of conditions that can be considered as mitigating circumstances which have adversely impacted the student's academic progress.

- Student illness or injury that leads to hospitalization or documented serious illness or injury of the student (including mental health issues)
- Death of an immediate family member (a parent, spouse, sibling, or child)
- Illness of an immediate family member where the student is the primary caretaker, or the family member is the primary financial support.
- Work-related major changes during the period (including Military deployment)
- Natural disaster
- Other extraordinary circumstances that affect the ability to meet SAP standards.

The student should submit an Appeal Request Form to the Registrar's Office by the deadline indicated in the notification letter along with the following documents:

1. Appeal Request Form
2. Letter of appeal, explaining the mitigating circumstances that resulted in unsatisfactory academic progress, explanation on how the circumstances have been remedied or changed to ensure that the student will be able to meet SAP standards.
3. Supporting documentation of the mitigating circumstances, and the remediation or change. Appeals are reviewed by a committee involving the Director of Financial Aid, Registrar, Director of Student Success office, and representatives from various departments. The SAP Appeals Committee may seek information from the students' advisor or related department chair, if necessary. The committee evaluates the appeals and determines whether the student is able to meet the SAP standards by a specific point in time and is deemed eligible to receive federal financial aid. The committee may

- reject the appeal; or
- approve the appeal and place the student on SAP Probation for one semester; or
- approve the appeal and place the student on SAP Probation with an academic plan; or
- approve the appeal and place the student on SAP Extended Enrollment.

Students placed on SAP Suspension due to failure to meet the qualitative standard at the end of the second academic year are not eligible for SAP Probation.

If a student on SAP Probation or SAP Extended Enrollment is placed on SAP Suspension at the close of a semester, the student will not be able to appeal the suspension immediately unless the mitigating circumstance claim that affected unsatisfactory academic progress is different than the one indicated in the first approved appeal. Students are not allowed to appeal the suspension for a third time unless they have demonstrated, by attending another institution, the ability to succeed academically.

Reinstatement of Suspended Students

Students suspended from North American University will not be allowed to reenter the institution for at least one semester (fall or spring for undergraduate students; fall or spring or summer for graduate students) except as provided in the suspension appeals process above.

Any student who has been suspended for at least one semester and wants to return to the university must submit an appeal to the Registrar's Office. The SAP Appeals Committee evaluates the appeals and determines whether the student is eligible to return to NAU and receive federal financial aid. Suspended students will return to NAU on either SAP Probation or SAP Extended Enrollment status and are expected to maintain satisfactory academic progress at the close of the semester.

5.3.3. Regaining Financial Aid Eligibility

Regaining Financial Aid Eligibility

Students placed on SAP Suspension should refer to Appealing SAP Suspension and Reinstatement of Suspended Students sections to regain their financial aid eligibility. Students placed on SAP Extended Enrollment may enroll in classes for one semester at their own expense. Those students are expected to meet SAP standards at the close of the semester. Should a student on SAP Extended Enrollment meet SAP standards at the close of the semester, he or she will automatically regain financial aid eligibility without having to submit an appeal.

Students who lost their financial aid eligibility due to receiving a non-passing grade in all attempted credits may appeal to the Financial Aid office to receive federal financial aid in the subsequent semester if there were extenuating circumstances which impacted the student's academic performance. Appeals must include a detailed description of the extenuating circumstances (such as personal illness, illness or death of immediate family, or financial obligations which require changes in employment that conflict with class schedules) that occurred during the semester in which the student failed to complete his/her coursework. The appeal must also include all necessary documentation to support the existence of the circumstances described and evidence that the circumstances have been resolved. Appeals must be received by the Financial Aid Office by the announced deadline.

Students seeking to reestablish financial aid eligibility remain ineligible to receive financial aid or deferment of payment until the appeal process is complete and a decision has been made. Students should be prepared to pay tuition, fees, and other educational expenses until they have been approved to receive financial aid. If the appeal is not accepted or the student failed to appeal, he/she may still enroll in classes in subsequent semesters at their own expense unless they are placed on SAP Suspension.

5.3.4. Additional SAP Information

Transfer Credits and SAP Evaluation

Transfer credits are not counted in the calculation of CGPA, but as credit hours attempted and credit hours earned toward successful course completion percentage and maximum time frame allowed.

Withdrawals and SAP Evaluation

Courses dropped during the “last day to drop courses with a W” dates will appear as a “W” (withdrawal) on student transcript. It will count towards attempted coursework credit however will not contribute towards GPA calculation.

Withdrawal and Termination Policy

Students who no longer attend the North American University (NAU) and are not documented as being on a leave of absence and have not graduated or completed must be withdrawn from the University. North American University reserves the right to terminate enrollment of any student if, in the opinion of the North American University, further association is not in the best interest of the student or the University. Administrative termination can occur for reasons including, but not limited to, the following: the student code of conduct policy, attendance policy, satisfactory academic progress policy, or due to failure to complete remedial classes within the prescribed timeframe or nonobservance of other student regulations. accordance with the refund policy or may owe funds to the university to cover unpaid tuition. For more information about the policy, please refer the policy handbook on the NAU website.

Official Withdrawal: When a student notifies the school of his or her intent to withdraw from the University by filling out an official withdrawal form, he or she is eligible for an official withdrawal.

Unofficial Withdrawal: Unofficial withdrawals are determined when a student appears to no longer be active within the school but has failed to submit an Official Withdrawal Form. If the student drops out without notifying the school, then the withdrawal date is always the last date of the student’s academic engagement as documented by the university’s attendance records. North American University will drop all students that receive unearned F grades, recorded by faculty as an **FX** grade, from all courses at the close of each semester (except summer semesters) instead of dropping them during the census.

For more information about the policy, please refer the policy handbook on the NAU website.

Incomplete Grades and SAP Evaluation

An incomplete grade from a course does not affect the CGPA. This course is considered as an attempted course but not counted as earned credit in the calculation of course completion percentage for satisfactory academic progress.

If a student fails to meet SAP requirements because of receiving the grade of “I”, he or she has to pay the cost of attendance until the incomplete grade is changed. The student is responsible for notifying the Office of Financial Aid that the incomplete grade has been changed and requesting a re-evaluation of Title IV aid eligibility.

Repeated Course and SAP Evaluation

Each repeated course is counted toward attempted credit hours but counted only once as earned credit hours.

Non-punitive Grades and SAP Evaluation

Non-punitive grade from a course does not affect the CGPA. This course is counted as attempted credit hours and in the maximum time frame.

Non-credit Remedial Courses and SAP Evaluation

Non-credit remedial courses are counted as attempted credit hours and in the maximum time frame and not used for computing the CGPA.

Change of Program / Additional Credentials and SAP Evaluation

When a student changes his/her program of study at NAU, credits in previous program are counted in the calculation of the CGPA, credit hours attempted, credit hours earned toward successful course completion percentage and maximum time frame allowed in the new program.

For students seeking additional credentials, credits in both programs are counted in the calculation of the CGPA, credit hours attempted, credit hours earned toward successful course completion percentage and maximum time frame allowed.

Students who change majors or seek additional credentials may appeal for an extension of the maximum time frame provision of this policy.

For more information about SAP policy, please visit policy the manual at NAU website.

6. STUDENT SERVICES

North American University provides many services to complement and support students' academic and personal endeavors. These services are available for all NAU students, including those enrolled via distance education. Student services encourage and promote personal development at the University.

Distance education students have a dedicated section of the NAU website which focuses on their specific needs (<http://www.na.edu/nau-distance-education/>). This includes links to various student support services, NAU Help Desk, supporting FAQs and commonly used distance education terminology, and non-NAU educational resources.

6.1. Student Orientation

The Student Affairs Office at North American University offers new student orientation to prepare new students for their educational careers at NAU. The Orientation is designed to acquaint new students with the campus, students, faculty, and staff. It provides an overview of important policies, procedures, and resources that will help students transition into their new NAU experience.

At Orientation, new students will:

- Attend an academic advising session.
- Attend informative sessions.
- Learn how to get involved on campus.
- Receive your NAU-ID (student ID).
- Take a tour to become familiar with campus, and more.

The goal in Orientation is to establish and build a foundation for identity development of our students as thoughtful individuals, growing intellectuals, proud Stallions, and active members of society.

6.2. Library

The North American University Library has numerous resources that include print and electronic books, journals, newspapers, magazines, and online databases. Students may find information about these resources as well as, library's online catalog, hours of operation, library policies and Code of Conduct on the library's website. Online databases are available 24/7 and may be accessed through the computer workstations in the library during working hours or through any networked device with a web browser on or off campus. A login ID and password is required for on and off-campus access to online databases. Also available in the library are five study rooms, printer, scanner, and copier. For more information about NAU Library, please visit <https://www.na.edu/library/> or contact the library at naulibrary@na.edu.

6.3. Stallion Café

Located on the first floor, the Stallion Café features breakfast, lunch, and dinner meals. Choose from entrees, hamburgers or hotdogs, salads, and much more!

The dining facility is under the jurisdiction of the University. Students are responsible for following all Stallion Café regulations either posted or published while using the facility. Students in violation may be referred to the Student Affairs Office for judicial action.

- Dining facilities are for authorized use only.
- University ID cards are nontransferable for use in the Stallion Café
- Individuals are expected to pick up after themselves and bus their own tray in accordance with established procedures.
- Removing food, utensils, dishes, furniture, or décor from the Stallion Café is not allowed.

- Individuals are expected to conduct themselves in a manner conducive to the quiet enjoyment of meal.
- All students who reside at University housing are encouraged to choose and pay for one of the meal plans.
- It is the responsibility of the student to schedule classes, work, and other activities to provide time for eating meals during the Stallion Café meal service periods.

North American University is dedicated to fulfilling all students' needs, which includes a healthy diet. The Stallion Café is available for students, faculty, staff, and visitors.

6.4. Computer and Information Services

The Computer and Information Services designs and maintains the university-wide information system infrastructure and provides services and access to computational resources for all students.

North American University provides high-performance workstations for the students in the library, and computer labs.

Students are required to get a Student ID and a North American email which will be authorized during new student orientation, which is at the beginning of the fall and spring semesters. Students must have a student ID for proper student identification. The North American email address is to assure that important.

6.5. International Student Office

The International Student Office (ISO) at North American University serves all incoming and continuing international students. Our services include assistance with Immigration laws and regulations, obtaining and maintaining F-1 / J-1 student status, ensuring compliance with the laws and regulations of the Department of Homeland Security, and extending a student 1-20 and visa.

6.6. Student Affairs Office

North American University's Student Affairs Office is dedicated to the education and development of students both in and out of the classroom. Through progressive activities, events, programs and seminars, the office encourages leadership and engagement with the University. Students are supported academically, socially, personally and professionally through the following key areas: career services, student success office, counseling services, student life office, and student organizations including SGA.

Career Services

The North American University Career Services is located on the 8th floor. The Career Services provides an open space that meets the academic needs of students to create a more conducive learning environment. Career Services are available to students and alumni in order to provide resources and services necessary to help students be successful in their careers. The Career Services supports students and alumni in pursuing career goals through the following services:

- *Job Posting on Bulletin Board and on NAU website:* Job posting bulletin board is located across from the career center. The postings feature information pertaining to post-graduate opportunities as well as internship, part-time jobs and seasonal employment. In addition, the open positions are also published on the website. The applications need to be completed through university's website. The HR office and Career office review the applications for possible student worker positions at related offices.

- *Career and Internship Fairs:* The Career Service Department hosts an annual Career/Internship Fair each spring semester. Students and graduates are invited to meet with and speak with recruiters from various companies and organizations.
- *Employer Information Sessions and On-Campus Interviews:* The Career Service Department works to bring a variety of recruiters on campus each year for the purpose of informing students about available internships and employment opportunities at their companies and organizations. In many cases, the employers conducts on-campus interviews with interested students.
- *Employer and Alumni Connections:* The Career Service Department works to build relationships with a variety of companies and organizations for the purpose of increasing employment opportunities for the NAU alumni. The department can also assist students with connecting to alumni in their chosen career fields for networking purposes.
- *General Job Search Assistance*
 - *Online Resources:* The Career Center has a list of online resources available to students.
 - *Networking Tips:* The Career Center makes available networking tips and provide information pertaining to upcoming networking events.
 - *Resume Development and Review:* The Career Center assists students with resume writing, reviews and cover letters.
 - *Interviewing Process:* The Career Center assists students prepare for interviews by offering mock interviews, lists of the most commonly asked questions and tips for how to answer them. The Career Center also assists students with dressing for the interview.
 - *Accepting, Declining & Negotiating Offers:* The Career Center provides advisement in the process of accepting, declining or negotiating offers.

Student Success Office

The Student Success Office (SSO) is committed to the success of the individual students at North American University. The goal is to assist, guide, advise, mentor or steer students to the right person or place on campus to find an appropriate resolution to their academic achievements through

- Freshman Peer Mentor Program
- Content Based Tutoring
- Academic Coaching
- Academic Workshops

Counseling Services

North American University students may seek on campus counseling services through SAO when a need arises. In-house counseling services are free and anonymous to all NAU students. If the licensed practitioner is not available on campus, referrals are available for comprehensive counseling services for students seeking professional counseling for personal or psychological difficulties, as these issues often affect academic success. Students can contact the Student Affairs Office to help guide them in the right direction for outside help.

Student Organizations

The Student Affairs Office offers leadership, recreational, social, and cultural opportunities that enhance the student's educational experience. Students are encouraged to start and/or join student organizations. A student organization is formed and governed by students enrolled at North American University and is

registered with the Student Life Coordinator at NAU. There are many student organizations on campus. NAU believes these organizations are crucial to student engagement and retention.

Student Organizations regulate rules and responsibilities that enhance students' personal growth. The Student Life Office promotes the development of new organizations to encourage students' interests. All specific information concerning Student Organizations can be found in the Student Organization Guidebook for Starting an organization.

Student Government Association (SGA)

The main governing organization is Student Government Association (SGA). All students enrolled in the university are automatic members of the Student Association (SA). Therefore, any student that is enrolled and registered with North American University can attend Student Association meetings. The Student Executive Board of Student Association is the Student Government Association; which of whom is in charge of conducting all Student Association meetings, developing budgets for activities, listening to the voice of the student body, encouraging involvement and much more.

SGA is committed to:

- Improving campus life and quality of education
- Nurturing faculty/student relationships and understanding
- Assisting to establish closer ties between the school and the community.
- Providing beneficial forum for deriving solutions to problems that may arise involving the student body, or both the student body and school staff.

Any student currently enrolled at NAU may vote in SGA elections. The Student Executive Board of Student Association, also known as Student Government Association, is elected by the student body for a one-year term. The elections are organized by the Student Affairs Office.

Student Life Office

North American University hosts a variety of events, lectures, performances, exhibitions, and more, many of which are organized by students. In addition to these educational and cultural opportunities, the community looks forward to a number of important annual rituals. The academic year is bookended by Orientation for new students in the Fall and Commencement in the Spring. These celebrations of welcome and farewell are two of NAU's proud traditions.

Student Life Office cultivates community, culture and creativity within the NAU campus. Student Life Office provides entertainment and experiences that bring the entire student body together. Through their events, NAU students connect with new people, nurture existing friendships, and impact the campus atmosphere. Student Life Office is a source and catalyst for student development by fostering a learning environment that empowers students to engage and participate in a diverse array of enriching opportunities.

Some of the Student Life Office scheduled events including Spring and Fall Festivals, International Cultural Day, Homecoming, Alumni Luncheon, Thanksgiving Luncheon, and the Awards Banquet.

6.7. Student Residential and Community Life

The residential community is a tightknit society where residents can live and learn together. The development of Community Living Standards (CLS) is intended to enable students to experience the educational advantages of residential living. CLS provides a recognition that the individual and the community can work together to create an environment that best meets everyone's needs. The CLS also challenges students to reach consensus agreements, support, and challenge peers, and communicate within

the context of a learning community. For more information, related to Residential and Community Life, please contact the Residential Operations & Facilities Management (ROFM).

Resident Rights and Responsibilities

As a member of the University's diverse living community, students are afforded certain individual rights that should be respected; these rights carry with them reciprocal responsibilities. Responsibilities ensure that all community members have the same rights regardless of their gender, race, creed, religion, sexual orientation, cultural background, or other identity groups to which they belong; as well as any beliefs, values or attitudes.

The Residential Operations & Facilities Management (ROFM) cannot guarantee students will retain each of these rights at all times and must share the responsibility. To help ensure these rights will be honored, students are encouraged to have thoughtful discussion and open communication with roommates, suite mates, floor mates, and other community members. Dormitory staff is committed to offering an inclusive environment.

6.8. Liability

The University cannot be held liable for the loss of or damage to personal property in any building or on campus grounds, regardless of how the loss occurs — whether it is by theft, fire, water, vandalism, or any other cause.

6.9. Dress Code

The University holds students accountable for acceptable and appropriate dress on university property. Disruptive attire, which may include obscenity, profanity or indecency, is prohibited. Undergarments, midriffs, and cleavage may not be exposed. Students must wear shoes at all times. Shirts promoting the use of drugs/alcohol, advertising inappropriate practices, or displaying offensive language and figures are prohibited. Saggy pants are not allowed. Students in violation of the dress code are not permitted to attend classes. A recurrence of violation concerning dress code may result in disciplinary action.

6.10. Nondiscrimination

North American University is committed to providing its students, faculty, and staff with an educational and workplace environment free from any form of unlawful discrimination. NAU does not tolerate discrimination or harassment of students based on or related to sex, race, national origin, religion, age, disability, protected veteran status, or other protected categories, classes, or characteristics. While sexual orientation and gender identity are not protected categories under state or federal law, it is NAU's policy not to discriminate on this basis. Actions related to admission, discipline, housing, extracurricular and academic opportunities shall not be made based on a student's protected status. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, or electronically displayed or conveyed. Individuals who violate these policies and laws are subject to disciplinary action, up to and including expulsion.

6.11. No Solicitation

The University has a no-solicitation policy and does not allow any sales or distribution of merchandise or services on campus by students except fundraising activities authorized by the Student Affairs Office. Outside vendors are not allowed on campus without approval from the Student Affairs Office.

6.12. Technology – Acceptable Use

The University provides information technology resources, such as computers, printers, networks, and software systems, to support the University's mission and educational objectives. The use of these

resources should be viewed as a privilege, and all users, including students, faculty, and staff, are expected to follow the policies governing acceptable and responsible use.

Violations could result in disciplinary sanctions including but not limited to the loss of technology use privileges, suspension from the University, legal action, and criminal charges.

Technology – Acceptable Use Policy requires that users agree to:

- Follow security guidelines for computer accounts.
- Respect the rights and privacy of others using the system.
- Refrain from creating, accessing, storing, or disseminating materials that may be racially or sexually offensive, include pornography, or insulting to people from certain religious or ethnic backgrounds.
- Refrain from illegal file sharing.
- Consent to the authority of the University to monitor emails and Internet usage and accept the consequences for the violation of this policy.
- Not use the technology system for fund-raising, campaigns, business-related issues, or illegal purposes.
- Not solicit on behalf of any individual, organization, or company.

6.13. Bacterial Meningitis

Effective October 1, 2013, Texas state law requires students under the age of 22 entering a public or private institution of higher education to provide evidence of vaccination against bacterial meningitis, or to meet certain criteria for declining such a vaccination before completion of enrollment.

Each enrolling student must provide evidence of vaccination against bacterial meningitis or a booster dose during the five-year period preceding, and at least 10 days prior to, the first day of the first semester in which the student initially enrolls at an institution. Evidence of the student having received the vaccination from an appropriate health practitioner must be received by the Admissions Office.

6.14. Emergency Response Policy

The occurrence of an emergency situation can never be predicted, but with proper information and foresight, can be managed effectively. While it would be impossible to provide direction for all possible emergency situations, the policy provides a general guide to responding to anticipated emergencies. If an individual is involved in or witnesses an emergency situation, he or she may be required to participate in the reporting and investigation process. Details of the policy can be found in the Emergency Response Manual located on the University's website.

6.15. Student Code of Conduct

The student code of conduct supports certain standards by outlining and enforcing acceptable behaviors. Students must abide by the regulations described in the student code of conduct.

Misconduct

A student who fails to comply with the conduct standards may be subject to a verbal or written reprimand, probation, suspension from classes, or termination from the University, depending on the nature and severity of the violation. Re-admittance following such termination is at the discretion of the Vice President for Academic Affairs and relative to the nature and severity of the conduct violation. Students should immediately report any violations of code of conduct to the Student Affairs Office. The case will be discussed, and the decision will be made by the Disciplinary Hearing Committee as outlined in the Disciplinary Procedures.

Smoking

The purpose of this policy is to establish a smoke-free environment in the North American University campus community. Definition of smoking is creating smoke by lighting, inhaling, exhaling, burning, puffing, or carrying any lighted cigarette, cigar, pipe, or any other device or product used for smoking.

Smoking is prohibited in the North American University campus community. The North American University campus community is to include any properties owned and operated by the University and its officials including buildings, parking areas, sidewalks, sports fields, and dorms, except designated smoking areas. Administrators, faculty, staff, students, and visitors of the University community are encouraged to directly inform those unaware or in disregard for this code in a kind manner. Students and visitors who violate the code are subject to verbal or written warning. Persistent violations are subject to a \$50 fine and further disciplinary action.

Hazing

Hazing is strictly forbidden. Hazing is an initiation process involving harassment, abuse, or humiliation; and it endangers the physical or mental well-being of the targeted student. Forms of hazing include beating, forced physical activity, forced consumption of food, alcohol, beverage, or drugs, intense ridicule or embarrassment, forced pledges, deprivation of sleep, excessive physical discomfort, and sexual harassment.

Administrators, faculty, staff, students, and visitors must abide by this hazing policy. Hazing incidents can be reported to the Student Affairs Office. Violators of the code may be subject to disciplinary action in addition to any fine imposed by the state.

Sexual Assault and Harassment

The sexual harassment policy covers all administrators, faculty, staff, and students of the University while on University property. The University prohibits sexual discrimination, sexual assault, and sexual harassment activities including but not limited to sexual advances, physical conduct of a sexual nature, requests for sexual favors, and words of sexual content between members of the University.

Any University member who feels sexually harassed should immediately report the incident. Reports can be made to the Student Affairs Office or anonymously through My Safe Campus online (www.mysafecampus.com) or via the My Safe Campus hotline (1-800-716-9007).

Anyone who has been sexually assaulted may choose to pursue both criminal prosecution and/or university disciplinary processes. The Disciplinary Hearing Committee will conduct a respectful, prompt, and confidential investigation within 60 calendar days of the report date. Resources are available for victims of sexual assault or harassment.

Substance Use and Drug Free Campus

The University is committed to enforcing existing state laws and procedures in dealing with the use of substances including alcoholic beverages, illegal drugs, and performance-enhancing drugs. Being a member of North American University is a privilege and students and faculty are expected to abide by the Substance Use and Drug Free Campus policy of the University.

Being under the influence of alcohol as defined by federal, state, and or local law is strictly forbidden. Any individual who uses, possesses, sells, or distributes alcoholic beverages on campus, off-campus dorms, or at university-sponsored events held off campus will be subject to disciplinary action.

Possession of illegal drugs and disruptive behavior resulting from intoxication on campus are violations of the University policy, and any violation should immediately be reported to the Student Affairs Office. All violations are subject to disciplinary action. A student who has been found guilty of illegal possession, use, sale, or distribution of any drug, narcotic, or controlled substance, shall be suspended for a period of not less than the remainder of the semester in which the infraction occurred, plus the following long semester. In the event the semester in which the infraction occurred has ended by the time a student is found guilty, the student shall be suspended for a period of not less than the following two long semesters. With approval of the President or the President's designee, suspension may be probated, and sanctions may then include required counseling and/or rehabilitation along with other appropriate penalties. A second finding of guilt for a drug-related offense shall result in permanent expulsion from the university.

Firearms, Weapons, Explosives, and Flammable Materials

Possession of a handgun under the authority of the Texas concealed handgun license law is prohibited on campus (Texas Civil Statutes, Article 4413 29cc). Ammunition, long blade knives (blades over 3” long), or any type of weapon is a violation of university rules and is not permitted. Students who violate this policy may be subject to severe sanctions including dismissal from the University.

Use or possession of flammable materials, except as expressly permitted by a university official, is forbidden. This includes but is not limited to incendiary devices or other dangerous materials, or substances used to ignite, spread, or intensify flames for fire.

Theft and Property Damage

Theft is illegal. Students guilty of theft are subject to disciplinary action including dismissal and may be reported to local law enforcement. Any student who damages campus property or property belonging to other students is responsible and liable for repair or replacement costs and is subject to disciplinary action.

Fighting, Intimidation, Harassment, and Bullying

All students are expected to keep the school environment free from intimidation and harassment, regardless of sex, race, age, religion, national origin, or ability. Fighting, intimidation, harassment, and bullying on school property and its residential facilities is absolutely forbidden and may result in disciplinary action.

Gambling Wagering, Gaming, and Bookmaking

All kinds of gambling, wagering, gaming and bookmaking on school property and its residential facilities are absolutely forbidden and may result in disciplinary action. Unless it is presented as an approved Student Affairs Office event.

Unauthorized Entry, Possession, or Use

Forcible or unauthorized entry to any building, structure, or facility and/or unauthorized entry to the University grounds as well as unauthorized use, distribution, duplication, or possession of any key(s) issued for University property are strongly prohibited. It is also forbidden to possess or use University property or the property of any other person or business without authorization. All violations are subject to disciplinary action.

Failure to Comply

All students are responsible to comply with requests of a university official acting in the performance of his or her duties or identify oneself to university officials when requested to do so. Failure to comply with such directions and requests may result in disciplinary action.

False Alarms

Initiating, causing, contributing, or knowingly reporting false alarms, and tampering with safety or fire equipment or engaging in behavior that presents a fire hazard are strictly forbidden and may result in disciplinary action.

Skateboards, Rollerblades, Scooters, Bicycles or Similar Devices

For safety reasons, use of skateboards, scooters, roller blades, and bicycles in university buildings are not permitted.

Violation of Published University Policies, Rules, or Regulations

Violation of published University policies, rules, or regulations is strictly forbidden and may result in disciplinary action.

Providing False Information or Misuse of Records

It is strictly forbidden to provide false information in any form to university officials and knowingly misuse, misrepresent or falsify any University record, I.D. card, form, computer resource or procedure. Students who are violating this policy may be subject to disciplinary procedures.

Financial Responsibility

All students are required to meet financial responsibilities to the University promptly. Violations of this policy include knowingly passing a worthless check or money order as payment to the University or to a member of the University community acting in an official capacity, or failure to pay outstanding bills.

6.16. Disciplinary Procedures

Violations of University Academic Policies, Student Life Policies, and Student Code of Conduct should be reported to the Student Affairs Office within 30 days of the incident. Reports can be made using the Student Complaint Form and should describe the incident including when, where, and how it happened.

Disciplinary action, as required, is determined by the Disciplinary Hearing Committee. In addition to any legal actions that local law enforcement may pursue as a result of violation of Texas State law, the Disciplinary Hearing Committee may impose sanctions that include fines, counseling, assignment/projects, rehabilitation programs, and/or expulsion from the residence halls. Depending on the nature of the violations, the University may sanction a student to suspension or expulsion from the University.

These sanctions also apply to all students that reside in the dorms. For resident disciplinary actions and/or sanctions please see the Residential Handbook and Resource Guide.

Disciplinary Hearing Committee

The purpose of this Committee is to hear those cases in which the accused student disputes the facts upon which the charges made by the University are based. Such charges shall be heard and determined by a fair and impartial committee. The provost selects the committee members from faculty and staff, including a student.

Student's Right to Challenge Impartiality

The accused student may challenge the impartiality of a member of the Disciplinary Hearing Committee at any time prior to the introduction of any evidence. The member of the Committee shall be the sole judge of whether he/she can serve with fairness and objectivity. In the event the challenged member of the Committee chooses not to serve, a substitute will be chosen by the Dean of Students.

Appeal

Neither party may appeal if the hearing committee determines that the allegations against the accused student are true, but the only punishment assessed is a verbal or written warning. In those cases, the determination of the Dean of Student Affairs, a designated appointee or the Disciplinary Hearing Committee is final. In all other cases, however, either party may appeal. If the University hearing officer has been an appointee designated by the Dean of Student Affairs, the appeal will be made to the Vice President for Academic Affairs. Written notice of appeal must be sent to the Dean of Student Affairs or, as appropriate, to the Vice President for Academic Affairs within five class days after the decision of the committee. Both parties may, at the discretion of the Vice President or Dean of Student Affairs submit oral or written arguments to support their positions. In order for the appeal to be considered, the appealing party must submit all necessary documentation, including written arguments where appropriate, to the Vice President of Academic Affairs or Dean of Student Affairs within 5 class days after giving notice of appeal.

The President or Vice President of Academic Affairs will review the decision by examining file documents and in the case of an appeal of a decision made by the Disciplinary Hearing Committee, the recording made during the hearing. The President or Vice President of Academic Affairs may approve, reject, or modify the decision in question or may require that the original hearing be reopened for the presentation of additional evidence and reconsideration of the decision.

Interim Disciplinary Action

The Dean of Student Affairs or the Vice President for Academic Affairs may take immediate interim disciplinary action. This includes suspension, pending a hearing, against a student for violation of a rule and regulation of the University at which the accused is a student. This will occur when the continuing presence of the student poses a danger to persons or property or an ongoing threat of disrupting the academic process.

6.17. Grievance/Complaint Procedure

North American University (NAU) is committed to fair and equitable treatment of all members of the institution's community through compliance with university policies, state and federal regulations, and standards of ethical and professional conduct. As such, NAU ensures that students have the right to formally report complaints or grievances regarding the University itself, its faculty, staff, or students. All grievances and complaints will be taken into consideration. This includes NAU Distance Education students.

Complaint/Grievance is an injustice or prejudice that a student or faculty or staff member inflicted upon a student and the student deems unjust to their learning or learning environment. It can also be an issue concerning implementation of University policy, procedure and practice. This includes all on campus areas not just in the classroom.

NAU encourages individuals to seek resolution to a grievance/complaint. If a student decides to file a formal Complaint/Grievance, it needs to be done as soon as possible, but not exceeding 20 business days from the date of the incident, using the Student Complaint/Grievance Form available on the NAU website or from the Student Affairs Office.

This form needs to be submitted to the Student Affairs Office by dropping off the form or emailing it to Studentlife@na.edu. The Student Affairs Office reviews the submitted form. Depending on the severity of the Complaint/Grievance, Student Affairs Office either submits the form to the appropriate supervisor or convenes the Complaint/Grievance Committee.

The student has the right to appeal the supervisor's or committee's decision to the provost. Appeals must be in writing and submitted to the University Administrative Secretary within five business days of receipt of the supervisor's or committee's decision. The provost's decision is final.

Students can access to complaint procedures and forms by following the link:
<http://www.na.edu/campus-life/student-services/>

In the event that a grievance remains unresolved, students may submit a formal complaint to the Texas Higher Education Coordinating Board (THECB). Information about the THECB Student Complaint process, including relevant state regulations, forms, and contact information, is available at the agency's website: <http://www.thecb.state.tx.us/studentcomplaints>.

The web address for the rules governing student complaints – Title 19 of the Texas Administrative Code, Sections 1.110-1.120: [http://texreg.sos.state.tx.us/public/readtac\\$ext.viewtac](http://texreg.sos.state.tx.us/public/readtac$ext.viewtac)

Students should note that these agencies do not accept anonymous complaints, and complaints should be related to the standards of accreditation established by the respective organization.

Please note that North American University has an Anonymous Incident Reporting System. Students may report such incidents through a confidential reporting system called My Safe Campus. Reports may be submitted anonymously via the website www.mysafecampus.com or by calling at 1-800-716-9007. The confidential report is treated as a formal grievance request and forwarded to the NAU Administration.

ACCSC STUDENT COMPLAINT PROCEDURE

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Accrediting Commission of Career Schools & Colleges
2101 Wilson Boulevard, Suite 302
Arlington, VA 22201
(703) 247-4212

www.accsc.org | complaints@accsc.org

A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting complaints@accsc.org or at <https://www.accsc.org/Student-Corner/Complaints.aspx>.

6.18. Disability Accommodation

North American University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, NAU provides reasonable and appropriate accommodations to eligible students upon their request.

Persons with disabilities who desire accommodations are encouraged to contact the Student Affairs Office. This process begins with the student completing and submitting the Learning Disability Accommodation Request form, which can be found on the University website at: http://www.na.edu/documents/campus_life/Learning_Disability_Accommodation_Request_Form.pdf. Then the student/parents provide official supporting documentation from a physician. Once these items are submitted, the Student Affairs Office follows up with the student's instructors to update them about the student's pending accommodations. All information pertaining to the student is maintained with the Student Affairs Office.

6.19. Athletics

6.19.1. Introduction

School spirit and pride are at an all-time high at North American University. The University has entered a new era of academic and athletic excellence. We provide a high-quality student-athlete experience for every one of our participants and believe that athletics plays an important part in students' education and overall development. Our athletics family represents the best qualities of North American University. We plan on doing leadership training and community service projects that will provide invaluable experiences.

North American University is currently in the National Association of Intercollegiate Athletics (NAIA) and part of the Continental Athletic Conference. We currently have men's and women's basketball, men's and women's soccer, men's and women's cross country, men's and women's track and football. Soon we plan to bring men's and women's wrestling, women's volleyball and Esports.

6.19.2. Vision

The North American University Department of Athletics will have a transformative impact through diverse programs that inspire teamwork, leadership, wellness, and resilience. We want to offer students, staff and faculty opportunities to develop the intellect, ethics and character needed to lead meaningful lives while impacting society and harnessing the power of sports to inspire positive social changes.

Mission

Athletics are an essential part of the overall educational experience at North American University. The university endeavors to provide athletic programs that are comprehensive and varied, offering athletic opportunities to all students. We want to develop leaders, mentor students and teach values that will inspire lives of vigor, balance and greatness.

We want to provide programs that complement the education that takes place in North American University's classrooms by cultivating learning through competition, recreation and physical activity.

We want to offer robust and diverse opportunities that build character, teach motivation and foster collaboration, while preparing our students to succeed in all facets of their lives.

7. DEGREE PROGRAMS

North American University offers four bachelors and six master's degree programs:

1. Bachelor of Science in Business Administration
2. Bachelor of Science in Computer Science
3. Bachelor of Science in Interdisciplinary Studies in Education
4. Bachelor of Science in Criminal Justice

5. Master of Business Administration
6. Master of Science in Computer Science
7. Master of Education in Curriculum and Instruction
8. Master of Education in Educational Leadership
9. Master of Education in School Counseling with 48 credit hours
10. Master of Education in School Counseling with 30 credit hours

Students seeking a Bachelor of Science degree are required to complete 120 semester credit hours including 36 credits of general education courses. The programs are designed to follow a traditional four-year, or 48-month, academic schedule for new students beginning with no transfer credits.

Students seeking a Master of Education degree are required to complete 36 semester credit hours of graduate course work, which can be completed in 24 months. Students in Business and Computer Science master programs are required to complete 30 semester credit hours, which can be completed in 18 months. Program completion time may vary depending on the full-time or part-time status of the students.

All degree programs are available to students via traditional classroom setting and distance education. Programmatic objectives expected learning outcomes and graduation requirements are the same regardless of delivery method.

7.1. Delivery Methods and Technical Requirements for Online Courses

Online courses are delivered entirely using distance education tools through j1 eLearning course management system. To access online courses, students need internet connection and a supported Web browser (Internet Explorer, Firefox, Safari or Chrome).

Students are required to login to this system by using their computer accounts provided by the IT department. Course materials including text and multimedia presentations, homework assignments, projects, and other assessment tools are delivered via this system. j1 eLearning is also used for communication purposes such as online forums facilitating class discussions. Asynchronous electronic communication such as email is used for correspondence between students and instructors. Additionally, webinar and online meeting tools may be used for holding online lectures and demonstrations. In online courses, students are expected to follow Netiquette rules (<http://www.networketiquette.net/>) as student-instructor, student-content, and student-student interactions take place entirely online.

The NAU IT department recommends the following minimum technology requirements for students interested in participating in online courses:

For Windows users:

Minimum Software Requirements

- Microsoft Office: Microsoft Office 2007 Student Edition
- Operating System: Windows 7 Home Edition
- Acrobat Reader: Adobe Acrobat Reader 8
- Browser: Internet Explorer 9, Firefox 11, Chrome 10
- Browser Plugins: Adobe Flash Player, Acrobat Reader, QuickTime Player
- Browser Settings: Cookies and JavaScript must be enabled.
- Webinar: GoToMeeting

Minimum Hardware Requirements

- Internet Connection: 700Kbps-Cable or DSL
- Computer Processor: 2.4 GHz Intel Processor
- Computer Memory: 2 GB
- Screen Resolution: 1024 x 768
- Graphics Card: Graphics card with 256 MB memory
- Microphone: Built-in Microphone
- Webcam: Built-in Webcam

For MAC users:

Minimum Software Requirements

- Microsoft Office: Microsoft Office 2010 Student Edition
- Operating System: MAC OS X 10.6
- Acrobat Reader: Adobe Acrobat Reader 7
- Browser: Safari 6, Firefox 11, Chrome 10
- Browser Plugins: Adobe Flash Player, Acrobat Reader
- Browser Settings: Cookies and JavaScript must be enabled.
- Webinar: GoToMeeting

Minimum Hardware Requirements

- Internet Connection: 700Kbps-Cable or DSL
- Computer Processor: 2.4 GHz Intel Processor
- Computer Memory: 2 GB
- Screen Resolution: 1024 x 768
- Graphics Card: Graphics card with 256 MB memory
- Microphone: Built-in Microphone
- Webcam: Built-in Webcam

Without the appropriate software and hardware, students will not be able to access course materials, collaborate with faculty, and complete assignments for submission and grading. All courses at NAU require assignments to be submitted using Microsoft Office. Assignments created using other applications, such as Google Documents, Open Office, WordPerfect, etc. are not acceptable. Macintosh files created using applications other than the MS Office suite are not satisfactory and will not be accepted by the instructor. Please note that mobile devices, such as smartphones and tablets, may not be fully compatible with j1 eLearning platform.

For login issues and account problems, please contact the IT department via one of the following methods:

1. Visit Room 830 on the 8th Floor.
2. Call (832) 230-5541
3. Email support@na.edu to submit a trouble ticket.

Assistance for j1 eLearning technical issues, other than login problems, email elearning@na.edu.

7.2. General Education Program

Students seeking an undergraduate degree are required to complete 36 semester credit hours of general education courses. The General Education Program provides students with a high-quality education

enabling them to acquire, analyze, interpret, and synthesize information and knowledge; to communicate effectively in writing and speech; to reason critically, symbolically, quantitatively and scientifically; to recognize ethical issues; to appreciate diversity; to utilize information technology effectively; and to develop artistic skills.

Learning Outcomes:

1. Critical Thinking Skills (CT) – creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills (COM) – effective development, interpretation, and expression of ideas through written, oral and visual communication.
3. Empirical and Quantitative Skills (EQS) – manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
4. Teamwork (TW) – ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
5. Social Responsibility (SR) – intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
6. Personal Responsibility (PR) - ability to connect choices, actions and consequences to ethical decision-making.

The General Education requirements do not include remedial courses which may need to be taken before completing some of the subject areas listed below. All MATH and ENGL courses numbered R300-R301 (non-credit courses) must be completed within one year.

In addition to the General Education requirements listed below, all incoming freshmen students are required to take FRSH 1311 Freshman Seminar and this will be considered as a required elective, part of Elective courses listed under each department.

General Education Courses (36 credit hours)

Humanities and Fine Arts

At least two of the following:

- ARTS 1311 Art Appreciation (3 cr.)
- ENGL 2315 Survey of British Literature I¹ (3 cr.)
- ENGL 2316 Survey of American Literature I¹ (3 cr.)
- ENGL 2317 Survey of British Literature II¹ (3 cr.)
- ENGL 2318 Survey of American Literature II¹ (3 cr.)
- ENGL 2319 Survey of World Literature¹ (3 cr.)
- HIST 1311 U.S. History I² (3 cr.)
- HIST 1312 U.S. History II² (3 cr.)
- HIST 2314 History of Texas² (3 cr.)
- MUSI 1306 Music Appreciation (3cr.)
- PHIL 1311 Introduction to Logic and Critical Thinking (3 cr.)
- PHIL 1312 Professional Ethics (3 cr.)
- PHIL 1313 Introduction to Philosophy (3 cr.)

¹ Students in ELA concentration can't count these courses in the General Education area since they are required to take these courses in their concentration area. ²All undergraduate students are required to take one HIST course from this category.

Social and Behavioral Sciences

At least two of the following:

ECON 2311 Principles of Macroeconomics³ (3 cr.)
ECON 2312 Principles of Microeconomics (3 cr.)
GOVT 2311 U.S. Government I⁴ (3 cr.)
GOVT 2312 U.S. Government II⁴ (3 cr.)
PSYC 2311 General Psychology (3 cr.)
SOC 2311 Introduction to Sociology (3 cr.)

³ Undergraduate students in Business Administration are required to take ECON 2311 as one of the courses in this category. ⁴ All undergraduate students are required to take one GOVT course from this category.

Natural Sciences and Mathematics

At least two of the following:

BIOL 1311 Introductory Biology⁵ (3 cr.)
BIOL 1312 Nutrition⁵ (3 cr.)
GEOG 2312 Regional Geography in the World⁵ (3 cr.)
GEOL 1311 Earth Science⁵ (3 cr.)
MATH 1311 College Algebra⁵ (3 cr.)
MATH 1313 Pre-calculus⁵ (3 cr.)
MATH 2314 Calculus I⁵ (3 cr.)

⁵ All undergraduate students are required to take one MATH course and one natural science (BIOL 1311, BIOL 1312, GEOG 2312 or GEOL 1311) course from this category.

Composition, Communications and Foreign Language

At least three of the following:

COMM 1311 Fundamentals of Communication⁶ (3 cr.)
ENGL 1311 Composition and Rhetoric I⁶ (3 cr.)
ENGL 1312 Composition and Rhetoric II⁶ (3 cr.)
SPAN 1311 Elementary Spanish (3 cr.)

⁶ All undergraduate students must take COMM 1311, ENGL 1311 and ENGL 1312 to fulfill their General Education 36 credit hour requirement.

7.3. Undergraduate Programs

North American University offers four bachelor's degrees:

1. Bachelor of Science in Business Administration
2. Bachelor of Science in Computer Science
3. Bachelor of Science in Interdisciplinary Studies in Education
4. Bachelor of Science in Criminal Justice with concentration in Forensic Science

Students seeking a Bachelor of Science degree are required to complete 120 semester credit hours including 36 credits of general education courses. Freshman students are required to complete FRSH 1311 Freshman Seminar course in their first year.

7.3.1. Business Administration

The Bachelor of Science in Business Administration provides business programs that inspire students to be well-prepared for a changing business environment through building a solid foundation and understanding of business practices with global and ethical perspectives.

Goals

The goals of the Bachelor of Science in Business Administration are to enable students to

1. Gain business knowledge and problem-solving skills.
2. Enhance Collaboration skills and business communication skills.
3. Explore global, ethical, and business information systems topics.

Student Learning Outcomes

Graduates of the program will

1. Acquire knowledge about and understanding of fundamental theories in business.
2. Analyze business problems, formulate relevant solutions and assess possible outcomes.
3. Demonstrate efficient oral and written business communication skills.
4. Demonstrate ability to make reasoned ethical and legal judgments related to business profession.
5. Develop effective team-working skills.
6. Demonstrate knowledge of business information systems and integrate it into business problem solving; and
7. Acquire knowledge about and understanding of fundamental theories in concentration area and apply them to contemporary business environments.

Degree Requirements

For a Bachelor of Science degree in Business Administration, students must complete 120 semester credit hours: 36 credits of general education, 42 credits of business core, 18 credits of concentration and 24 credits of unrestricted elective courses.

The Business Administration program focuses on three areas of business specialization, including finance, international business and management.

Specified General Education Requirement

ECON 2311 Principles of Macroeconomics

Specified Elective Requirement

COMP 1314 Computer Literacy and Applications

Core Courses (42 hours)

ACCT 2311 Fundamental of Financial Accounting

ACCT 2312	Fundamentals of Managerial Accounting
BUSI 2311	Business Statistics
BUSI 2312	Mathematical Applications in Business
BUSI 3313	Business Information Management
BUSI 3314	Business Ethics
BUSI 3315	Business Law
BUSI 4317	Business Policy and Strategy
COMM 2312	Business Communication
ECON 2312	Principles of Microeconomics
FINA 1311	Personal Finance
FINA 3312	Business Finance
MNGT 2311	Management and Organizational Behavior
MRKT 2311	Principles of Marketing

Each student is required to specialize in an area of concentration. A student specializing in a concentration needs to take 18 credits of concentration elective courses in the corresponding concentration area.

Finance Concentration (six courses from the following)

FINA 3313	Financial Markets and Institutions
FINA 3314	Personal Financial Planning
FINA 4314	Investments
FINA 4315	Financial Analysis and Valuation
FINA 4316	International Finance
FINA 4319	Financial Management

International Business Concentration

BUSI 4316	International Business
ECON 3313	Global Economics
FINA 4316	International Finance
MNGT 4318	Project Management
MNGT 4320	Global Supply Chain Management
MRKT 4312	International Marketing

Management Concentration

MNGT 4314	Small Business Management
MNGT 4315	Leadership in Organizations
MNGT 4316	Human Resource Management
MNGT 4318	Project Management
MNGT 4319	Managerial Decision Models and Simulation
MNGT 4320	Global Supply Chain Management

Electives

BUSI 4199	Internship
BUSI 4399	Internship

Minor Degree Requirements

A Minor in Business Administration can be earned in conjunction with any major at NAU. Students must complete the following courses to earn a Minor in Business Administration.

Course Requirements

The following courses are required:

- ACCT 2311 Fundamentals of Financial Accounting
- FINA 3312 Business Finance
- MNGT 2311 Management and Organizational Behavior
- MRKT 2311 Principles of Marketing

One course from the following needs to be taken by the student:

- BUSI 3313 Business Information Management
- BUSI 3314 Business Ethics
- BUSI 3315 Business Law

And, one upper-division (3000 or 4000 level) course in economics, finance, management or marketing needs to be completed.

7.3.2. Computer Science

The Department of Computer Science strives for quality in teaching and research by covering the fundamentals as well as applied aspects of computer science while enabling students with technological problem-solving skills, collaborative activities and consideration to ethical issues.

Goals

The goals of the Bachelor of Science in Computer Science program are to:

1. Prepare students for entry to mid-level employment opportunities.
2. Develop strong oral and written communication skills.
3. Provide clear understanding of ethical issues related to the computing profession.

Student Learning Outcomes

Graduates of the program will:

4. Apply knowledge of computing and mathematics appropriate to the computer science.
5. Recognize the ethical, legal, security and social implications of computing.
6. Demonstrate communication skills to convey technical information accurately and effectively.
7. Recognize the need for continuous professional and educational development.
8. Develop and design software solutions using design methodologies, data structures and programming languages.
9. Acquire current skills of computer networks.

Degree Requirements

For a Bachelor of Science degree in Computer Science, students must complete 120 semester credit hours: 36 credits of general education, 51 credits of computer science core, 18 credits of concentration and 15 credits of unrestricted elective courses.

All Computer Science majors are required to demonstrate their knowledge regarding the competency of the computer literacy within the first academic year. A student must complete COMP 1314 Computer Literacy and Applications OR pass the COMP 1314 Proficiency Exam for Credit. The credit for the COMP 1314 proficiency exam will be awarded as transfer credit and will not be counted in the GPA.

Core Courses (51 Credits)

- COMP 1314 Computer Literacy and Applications
- COMP 1411 Introduction to CS I
- COMP 1412 Introduction to CS II

COMP 2313	Data Structures
COMP 2316	Computer Organization
COMP 2415	Systems Programming
COMP 3317	Algorithms
COMP 3318	Operating Systems
COMP 3320	Programming Languages
COMP 3321	Database Systems
COMP 3322	Software Engineering
COMP 3324	Computer Networks
MATH 1313	Pre-Calculus
MATH 1312	Statistics
MATH 2314	Calculus I
MATH 2317	Discrete Mathematics

The program offers two areas of concentrations; software engineering and computer networking. The additional coursework required for each concentration area is outlined as follows:

Software Engineering Concentration (18 Credits)

COMP 3326	Web Application Development
COMP 4339	Software Analysis and Design
COMP 4342	Advanced Web Application Development
COMP 4353	Data Mining
COMP 4356	Software Project Management
COMP 4393	Senior Design Project

Computer Networking Concentration (18 Credits)

COMP 3325	Computer & Network Security
COMP 4331	Cloud Computing
COMP 4351	Network Administration
COMP 4352	Internetworking Technology
COMP 4358	Wireless Networking
COMP 4393	Senior Design Project

Electives

COMP 4198	Internship
COMP 4398	Internship
COMP 4399	Special Topics

Minor Degree Requirements

A Minor in Computer Science can be earned in conjunction with any major at NAU. Students should complete at least the following courses for the minor in Computer Science.

Course Requirements

The following courses are required:

COMP 1411	Introduction CS I
COMP 1412	Introduction to CS II
COMP 2313	Data Structures

And, three upper-division (3000 or 4000 level) courses in computer science needs to be completed.

7.3.3. Interdisciplinary Studies in Education

Interdisciplinary Studies in Education at NAU leads to a Bachelor of Science degree that prepares future teachers in Mathematics, English Language Arts, and Elementary Education.

Goal

The Bachelor of Science in Interdisciplinary Studies in Education provides students with a high-quality education that enables them to acquire essential content knowledge and pedagogical skills, understand research based best practices, and appreciate ethical and professional standards in their educational fields.

Student Learning Outcomes

The Bachelor of Science (B.S.) in Interdisciplinary Studies provides a comprehensive educational program that enables students to:

1. Understand the developmental needs of students at various ages, stages, and abilities.
2. Implement research-based instructional strategies to meet the learning needs of a diverse student population.
3. Develop effective classroom management skills.
4. Use instructional technology to implement best practices in teaching and assessment.
5. Demonstrate ethical and professional standards in classroom practice.

Degree Requirements

For a Bachelor of Science degree in Interdisciplinary Studies in Education, students are required to complete 120 semester credit hours: 36 credits of general education, 36 credits of education core, 24 credits of concentration, and 24 credits of electives courses.

Interdisciplinary Studies in Education program focuses on four areas of concentrations: Elementary Education, English Language Arts, Mathematics and Physical Education.

Core Courses (36 credits)

EDUC 2311	Introduction to Teaching Profession
EDUC 2312	Learning Theories and Development
EDUC 4324	Reading in Content Areas
EDUC 3314	Classroom Management
EDUC 3315	Curriculum and Instructional Design
EDUC 3316	Integrating Technology into Curriculum
EDUC 3317	Education in Culturally Diverse Environments
EDUC 4318	Education of Exceptional Children
EDUC 4320	Issues in Education – Cultural Diversity, Reform, Law and Ethics
EDUC 4321	Measurement and Assessment in Education
COMP 1314	Computer Literacy and Applications
ENGL 3330	Literacy Assessment and Intervention

Each student has an opportunity to specialize in an area of concentration. The additional coursework required for each concentration area is outlined as follows:

English Language Arts Concentration (24 Credits)

ENGL 2315	Survey of British Literature I
ENGL 2316	Survey of American Literature I
ENGL 2317	Survey of British Literature II
ENGL 2318	Survey of American Literature II

- ENGL 2319 Survey of World Literature
- ENGL 3320 Composition Theory and Pedagogy
- ENGL 3322 Studies in Linguistics and History of English Language
- ENGL 3325 Young Adult Literature

Elementary Education Concentration (24 Credits)

- BIOL 1311 Introductory Biology
- GEOG 2312 Regional Geography of the World
- HIST 2314 History of Texas
- MATH 3328 Teaching Elementary School Mathematics I
- MATH 3329 Teaching Elementary School Mathematics II
- ENGL 3328 Teaching Elementary Literacy I
- ENGL 3329 Teaching Elementary Literacy II
- EDUC 3331 Introduction to Early Childhood Education

Mathematics Concentration (24 credits)

- MATH 1313 Pre-Calculus
- MATH 2314 Calculus I
- MATH 2315 Calculus II
- MATH 2316 Linear Algebra
- MATH 2317 Discrete Mathematics
- MATH 3318 Geometry and Trigonometry
- MATH 3319 Statistics and Probability
- MATH 3320 Differential Equation

Physical Education Concentration (24 Credits)

- PHED 2311 Foundation of Kinesiology
- PHED 2312 The concepts of Health, Fitness and Wellness
- PHED 2313 Physiology of Exercise
- PHED 2314 Motor Learning and Development
- PHED 2315 Physical Activity Skills: Conditioning, Individual and team Sports
- PHED 3316 Care and Prevention of Athletic Injuries
- PHED 3317 Health, Emergency Care and First Aid
- PHED 3318 Scientific Principles of Physical activity

Electives

- ARTS 3312 Essentials of Children's Art and Music
- EDUC 4699 Student Teaching
- ENGL 3323 English Grammar and Syntax
- ENGL 3326 Literary Theory and Criticism
- ENGL 4324 Methods of Teaching English in Secondary Schools
- ENGL 4327 Special Topics
- MATH 3326 Introduction to Number Theory
- MATH 4322 Teaching Problem Solving in Mathematics
- MATH 4324 Teaching Secondary School Mathematics
- PHED 3311 Health and Physical Education for Children
- PHED 3319 Strategies & Principles of Coaching
- PHED 4320 Physical Education Teaching Methods
- BIOL 1312 Nutrition

MATH 1312 Statistics
EDUC 4335 Teaching Elementary Social Studies
EDUC 4332 Teaching Elementary Science
EDUC 4333 Capstone Project
EDUC 4334 Content Exam Prep Seminar
EDUC 2101 Special Topics in Education Seminar
EDUC 3101 STR Exam Prep Seminar
EDUC 4101 PPR Exam Prep Seminar

Minor Degree Requirements

A Minor in Education can be earned in conjunction with any major in the North American University. Students must complete at least the following courses for the Minor in Education.

Minor in Math Education Requirements

Three courses from the following:

MATH 2314 Calculus I
MATH 2315 Calculus II
MATH 2316 Linear Algebra
MATH 2317 Discrete Mathematics

One course from the following:

MATH 4322 Teaching Problem Solving in Mathematics
MATH 4324 Teaching Secondary School Mathematics

And, two upper-division (3000 or 4000 level) courses in Mathematics need to be completed.

Minor in English Language Arts Education Requirements

Two courses from the following:

ENGL 2316 Survey of American Literature I
ENGL 2317 Survey of British Literature II
ENGL 3322 Studies in Linguistics and History of the English Language

One course from the following:

ENGL 3320 Composition Theory and Pedagogy
ENGL 3323 English Grammar and Syntax
ENGL 4324 Methods of Teaching English in Secondary Schools

And, three upper-division (3000 or 4000 level) courses in English Language Arts concentration need to be completed.

7.3.4. Teacher Certification Program (TCP)

NAU-TCP offers teacher certification in the following areas:

- Mathematics Teaching (7-12)
- Physical Science (7-12)
- Social studies (7-12)
- English Language Arts and Reading (7-12)
- Social Studies 7-12

There are several steps required to become certified teacher in Texas. The following steps explain the details about the process:

1. Apply to the Teacher Certification Program at NAU (See the admission requirements below).
2. Indicate a fitness for the education profession.
3. Successfully complete Field-based observation in the first semester you registered in certification program (minimum of 30 hours).
4. Successfully complete coursework, both in your academic content area and in pedagogy.
5. Successfully complete student teaching (14 weeks), full-time unpaid student teaching.
6. Pass your TExES exams, both in your academic content area and your Pedagogy and Professional Responsibilities (PPR).
7. Apply for your teaching certification through the Texas Education Agency (TEA).

Admission requirements

- Completion of *NAU-TCP Application Form*
- *Junior Standing*: Students must have 60 hours completed.
- *Minimum Grade Point Average (GPA)*: The candidate must meet one of the following criteria in order to be eligible to enter the educator preparation program:
 - an overall GPA of at least 2.50 or higher (Overall, transfer and English core classes); or
 - at least 2.50 in the last 60 semester credit hours; or
 - demonstration of achievement equivalent to the academic achievement represented by GPA through the applicant's work, business, or career experience as evidenced by the applicant's portfolio. Demonstration by portfolio will be granted by the program director only in extraordinary circumstances and will not be used to admit more than 10% of any cohort of candidates.
- *College level Competency*: The applicants may use any one of the options below for meeting this requirement:
 - Texas Higher Education Assessment (THEA): Minimum scores: Reading 230; Math 230; Writing 220 with no time limit.
 - Accuplacer (Administered by College Board): Minimum scores: Reading 80; Algebra 80; Writing 6.
 - Next Generation Accuplacer (Administered by College Board): Minimum scores: Reading 253; Quantitative Reasoning, Algebra, and Statistics 256; Writing 6.
 - SAT: Minimum scores: Verbal 500; Math 500.
 - ACT: Minimum scores: Composite – 19.
- *College-level skills: All applicants will be required to demonstrate competency in basic skills in reading, oral and written communication, critical thinking, and mathematics.*
 - Reading: Grade of "C" or better in ENGL 1301 – Composition and Rhetoric I or its equivalent
 - Oral Communication: Grade of "C" or better in COMM 1311 – Fundamentals of Communications or its equivalent
 - Written Communication: Grades of "C" or better in ENGL 1301 – Composition and Rhetoric I
 - and ENGL 1302 – Composition and Rhetoric II or their equivalents
 - Critical Thinking: Grade of "C" or better in PHIL 1301 – Introduction to Logic and Critical Thinking or its equivalent
 - Mathematics: Grade of "C" or better in MATH 1311 – College Algebra or its equivalent
- *A minimum of 15 semester credit hours* in the subject-specific content area for certification sought.
- *An interview* to determine the educator preparation candidate's appropriateness for the certification sought.

- *Official degree plan:* Candidate must have an official degree plan on file.
- *English Language Proficiency:* Proof of English language proficiency must be provided to the NAU-TCP office before an applicant will be considered for admission to the program. English proficiency can be demonstrated in any one of the following ways:
 - completion of an undergraduate or graduate degree at an institution of higher education in the United States.
 - if an undergraduate or graduate degree was earned at an institution of higher education outside of the United States, TEA accepts only certain countries.
 - a minimum score of 89 on the Internet-based TOEFL with speaking part 24.
- *Other Requirements at the time of application to TEA:* Candidates applying for a Texas educator certificate must:
 - be at least 18 years of age.
 - not be disqualified or the subject of a pending proceeding under Chapter 249 of Title 19 of Texas Administrative Code.
 - not be disqualified by federal law.
 - be willing to support and defend the constitutions of the United States and Texas.
 - pass a criminal background check.

NAU-TCP accepts international students to its program with the conditions fulfilled above and under TAC 227.10 (e) and TAC 245.

7.3.5. Alternative Certification Program (ACP)

NAU-Alternative Certification Program is a teacher alternative certification program approved by the Texas State Board of Educator Certification (SBEC) and provides affordable teacher certification in Texas.

Certification Areas:

- English Language Arts and Reading (Grades 4-8)
- Mathematics (Grades 4-8)
- Physical Sciences (Grades 8-12)
- Science (Grades 4-8)
- Social Studies (Grades 4-8)
- Technology Applications (Grades EC-12)

Admission Criteria

Candidates applying for admission to ACP are required to meet the following criteria:

1. **Baccalaureate Degree:** The applicant must have a baccalaureate degree earned from and conferred by an institution of higher education that is recognized by one of the regional accrediting agencies. If the applicant earned the baccalaureate degree from a foreign university, the transcript must be evaluated by an accrediting organization recognized by the Texas Higher Education Coordinating Board to prove that it is equivalent to a U.S. baccalaureate degree.
2. **Minimum Grade Point Average (GPA):** The candidate must submit an official transcript meet one of the following criteria in order to be eligible to enter the ACP:

- an overall GPA of at least 2.5 or
 - a GPA of at least 2.5 in the last 60 semester credit hours; or
3. **Content Competency:** The candidate must demonstrate the content mastery by passing the Pre-Admission Content Test (PACT). The content test must match the content area for the certification sought. No candidate will be admitted until they have passed the content test.
 4. **Oral Communication Skills:** Proof of English language proficiency must be provided to the ACP office before an applicant can be considered for admission to the program. English proficiency can be demonstrated in any one of the following ways:
 - completion of an undergraduate or graduate degree at an institution of higher education in the United States.
 - if an undergraduate or graduate degree was earned at an institution of higher education outside of the United States, TEA accepts countries approved by the State for Educator Certification (SBEC).
 - Verification of minimum scaled scores on the iBT TOEFL test:
 - Speaking 24
 - Listening 22
 - Reading 22
 - Writing 21
 5. **Other Requirements:** Candidates applying for a Texas educator certificate must:
 - be at least 18 years of age.
 - not be disqualified or the subject of a pending proceeding under Chapter 249 of Title 19 of Texas Administrative Code.
 - not be disqualified by federal law.
 - be willing to support and defend the constitutions of the United States and Texas.

7.3.6. Principal Certification Program (PCP)

The principal Certification program is embedded in the M.Ed. in Educational Leadership Master program at North American University.

Focus of the program is to prepare leaders in public school leadership and administration, based on the State Board for Educator Certification/TEXES framework for Principal Certification in Texas.

Admission Requirements

1. Application Form for Principal Certification Program
2. Official bachelor's degree transcript
3. An interview to determine the educator preparation candidate's appropriateness for the certification sought (§227.10 (a)(6))
4. Hold a valid Texas Standard Teaching Certificate
5. Have Teacher Service record from school district personnel office indicating at least two years of classroom teaching experience, in a TEA approved school.
6. Master's degree and principal certification plan
7. Language requirements

- completion of an undergraduate or graduate degree at an accredited institution of higher education in the United States.
- if an undergraduate or graduate degree was earned at an institution of higher education outside of the United States, evidence must be provided under procedures approved by the Texas Education Agency (TEA) staff that the primary language of instruction was English; or
- verification of satisfactory scores on an English language proficiency examination(s) approved by the State Board for Educator Certification.

7.3.7. Criminal Justice with concentration in Forensic Science

Goal

The goal of the Criminal Justice Program is to ensure students understand the ethical implications associated with crime, criminal behavior, techniques used to reduce crime, and the legal system.

Student Learning Outcomes

B.S. in Criminal Justice degree program has seven student learning outcomes (SLO):

1. Demonstrate knowledge and understanding of links between forensic science that will allow students to make reasoned ethical and legal judgements related to the criminal justice profession.
2. Compare fundamental theories in various criminal justice disciplines and relate them to current criminal justice environments.
3. Understanding the importance of professionalism and ethical behavior in the forensic science community will allow students to analyze criminal justice problems and formulate relevant solutions as well as assess possible outcomes.
4. Understand the need for forensic science in the criminal justice field as well as develop written communication skills for presentation of findings in accordance with established professional guidelines.
5. Develop oral communication skills for discussing the scientific method in a laboratory setting and effectively testifying in a court of law.
6. Understand the basic principles used in forensic science, crime scene investigation and reconstruction, including evidence collection and preservation.
7. Develop an understanding of the importance of the interaction between law enforcement, scientists, forensics, correctional agencies, and the legal profession.

Degree Requirements

For a Bachelor of Science degree in Criminal Justice, students must complete 120 semester credit hours: 36 credits of general education, 42 credits of criminal justice core, 18 credits of forensic science concentration, and 24 credits of unrestricted electives.

The Criminal Justice program offers one area of concentration: Forensic Science. In addition to the criminal justice core courses, the forensic science concentration courses provide an in-depth understanding of forensic science concepts and the opportunity to enhance forensic science skills. Concentrations require 18 credits for completion. Similar to the core courses, the concentration courses build on the fundamental knowledge attained in lower-level course work.

Core Courses (42 credits)

CRJS 1301 Introduction to Criminal Justice System
CRJS 2302 Policing System and Practices in America
CRJS 2303 Criminal Law
CRJS 2304 Constitutional Law
CRJS 2305 Criminal Trial and the Court
CRJS 3306 Correctional System and Practices in America
CRJS 3307 Criminology
CRJS 3308 Criminal Procedure and Evidence
CRJS 3309 Technical Writing
CRJS 3310 Criminal Investigations
CRJS 3311 Criminal Justice Research
CRJS 3312 Criminal Psychology
CRJS 3313 Diversity and Multiculturalism
CRJS 4322 Ethics in Criminal Justice

The additional coursework required for the concentration area is as follows:

Forensic Science Concentration (18 credits)

FORS 2329 Forensic Science and Criminal Justice
FORS 3330 Forensic Investigations
FORS 3331 Forensic Psychology
FORS 3332 Forensic Biology
FORS 4333 Digital Forensic
FORS 4334 Forensic Studies Experience

Electives (24 Credits)

CRJS 2315 Issues in Criminal Justice
CRJS 2316 Theories in Criminal Justice System
CRJS 2317 Comparative/International Criminal Justice
CRJS 2318 Victimology
CRJS 3314 Statistics in Criminal Justice
CRJS 3319 Introduction to Criminalistics
CRJS 3320 Juvenile Delinquency
CRJS 4323 Substance Abuse
CRJS 4324 Terrorism
CRJS 4327 Crisis Communication/Emergency Management
CRJS 4328 Social Justice
CRJS 4398 Internship
CRJS 4399 Special Topics
FORS 3436 Criminal Profiling
FORS 4338 Serial Murder
FORS 4339 Crime Scene Investigation Techniques

Minor Degree Requirements

A Minor in Criminal Justice can be earned in conjunction with any major in the North American University. Students must complete at least the following courses for the Minor in Criminal Justice.

Minor in Criminal Justice Requirements

CRJS 1301 Introduction to Criminal Justice
CRJS 2302 Police Systems and Practices in America
CRJS 2303 Criminal Law
CRJS 2304 Constitutional Law
CRJS 3306 Correctional Systems and Practices in America
CRJS 3310 Criminal Investigations

7.4. Graduate Programs

North American University offers six master's degrees:

1. Master of Business Administration
2. Master of Science in Computer Science
3. Master of Education in Curriculum and Instruction
4. Master of Education in Educational Leadership
5. Master of Education in School Counseling with 48 credit hours
6. Master of Education in School Counseling with 30 credit hours

Students seeking a Master of Education degree are required to complete between 30 and 48 semester credit hours of graduate course work, which can be completed in 24 months. Students in Business and Computer Science master programs are required to complete 30 semester credit hours, which can be completed in 18 months. Program completion time may vary depending on the full-time or part-time status of the students.

7.4.1. Master of Business Administration

North American University offers Master of Business Administration degree program, which provides students with the tools to enhance and support their development as effective businesspeople and prepare them for managerial positions and high skill intensive business careers.

Program Goals

The goals of the Master of Business Administration program are to enable students to:

1. Gain business knowledge and problem-solving skills.
2. Utilize business knowledge and analytical thinking skills to solve business problems.
3. Utilize communication skills and ethical principles to enhance professional interactions in business settings.

Student Learning Outcomes

Students who successfully complete the Master of Business Administration program will be able to demonstrate the skills mentioned in the following areas:

1. Acquire integrative knowledge across business disciplines.
2. Demonstrate the ability to employ analytical models and critical thinking to identify and evaluate business problems and solutions.

3. Demonstrate effective business communication skills through preparing written reports and professional correspondence, and oral presentation skills.
4. Identify ethical dilemmas challenging business leaders and recommend ethical solutions.

Degree Requirements

For a master's degree in Business Administration, students are required to complete 30 semester credit hours: 24 credits of core courses and 6 credits of concentration courses.

Core Courses (24 credits)

MBA 5311	Managerial Economics
MBA 5312	Managerial Accounting and Budgeting
MBA 5313	Statistics for Business Decision Making
MBA 5314	Marketing Management
MBA 5316	Management and Organizational Theory
MBA 5317	Business Policy and Strategy
MBA 5318	Project Management, or MBA 5399 Internship
MBA 5319	Financial Management

Business Analytics Concentration (6 credits)

MBA 5352	Managerial Decision Models and Simulation
MBA 5355	Data Analysis and Forecasting (<i>a required concentration course</i>)
COMP 5353	Advanced Data Mining

Health Care Management Concentration (6 credits)

MBA 5341	Health Care Systems (<i>a required concentration course</i>)
MBA 5342	HRM in Health Care
MBA 5343	Health Care Finance

Leadership and Change Management Concentration (6 credits)

MBA 5315	Leadership in Organizations (<i>a required concentration course</i>)
MBA 5331	Leading Organizational Change
MBA 5332	Creativity, Innovation and Design

Operations Management Concentration (6 credits)

MBA 5361	Operations Management (<i>a required concentration course</i>)
MBA 5362	Quality Management and Control
MBA 5363	Logistics and Transportation Management

7.4.2. Master of Science in Computer Science

The Department of Computer Science strives for quality in teaching and research by covering the fundamentals as well as applied aspects of computer science while enabling students with technological problem-solving skills, collaborative activities and consideration to ethical issues.

Program Goals

The goals of the Master of Science (M.S.) in Computer Science program are to:

1. Prepare students for mid to advance level employment opportunities.
2. Develop strong oral and written communication skills.
3. Provide clear understanding of ethical issues related to the computing profession.

Student Learning Outcomes

Master of Science in Computer Science students following graduation will be able to:

1. Demonstrate advanced skills of computing and algorithms.
2. Develop sophisticated knowledge of operating systems and hardware.
3. Apply advanced practices of software design and development cycle.
4. Acquire advanced skills of computer networks.
5. Analyzing data using advanced computing tools.
6. Engaging and applying secure practices in various digital environments.
7. Demonstrate communication skills to convey technical information accurately and effectively.

Degree Requirements

For a M.S. in Computer Science, students are required to complete 30 semester credit hours: 24 credits of core courses and 6 credits of concentration courses.

Students who do not have a background in computer science are required to take a short series of courses to provide the necessary background knowledge for graduate study in computer science. These courses are required for leveling only; they cannot be counted in satisfying the required hours for graduation. Successful completion in these courses means a grade of C or better in each leveling course. Students need to finish leveling courses to change conditionally accepted status to fully accepted status.

Leveling Courses:

- COMP 1412 Introduction to CS II
- COMP 2313 Data Structures
- COMP 3322 Software Engineering
- COMP 3324 Computer Networks

Core Courses (24 credits)

- COMP 5322 Advanced Software Engineering
- COMP 5327 Advanced Algorithms
- COMP 5329 Advanced Operating Systems
- COMP 5331 Advanced Cloud Computing
- COMP 5334 Advanced Computer & Network Security
- COMP 5353 Advanced Data Mining
- COMP 5356 Advanced Software Project Management
- COMP 5393 Capstone Project

Cyber Security Concentration (6 Credits)

- COMP 5333 Cyber Crime Investigation
- COMP 5336 Computer Forensics

Data Analytics Concentration (6 credits)

- COMP 5337 Machine Learning
- COMP 5355 Data Analysis

Networking Concentration (6 credits)

- COMP 5351 Advanced Network Administration
- COMP 5352 Advanced Internetworking Technology

Software Engineering Concentration (6 credits)

- COMP 5339 Advanced Software Analysis and Design

COMP 5344 Software Testing, Verification and Validation

Electives

COMP 5198 Internship

COMP 5398 Internship

COMP 5399 Special Topics

Or any graduate level Computer Science courses.

7.4.3. Master of Education in Curriculum and Instruction

The Master of Education (M.Ed.) in curriculum and instruction provides students with a high-quality education that enables them to prepare curricula, design and deliver instruction with instructional technology based on essential knowledge, established and current research findings, and sound professional practice. This education helps students understand the multi-faceted nature of educational institutions and to apply that knowledge to meet their professional, academic, and personal goals, communicate with educational stake holders-based knowledge of human development, learning environments, and cognitive and behavioral models.

Program Goal

The Master of Education in Curriculum and Instruction program provides students with advanced content knowledge and pedagogical understandings, which will enable them to implement curricula using instructional technology and research-based instructional strategies, to the highest ethical and professional standards. In addition to STEM fields, the English concentration is designed to prepare teachers for leadership positions in Curriculum and Instruction in English Language Arts and Literacy.

Program Student Learning Outcomes (SLO)

The Master of Education (M.Ed.) in Curriculum and Instruction program prepares students to:

1. Apply human development and learning theories to create productive learning environments.
2. Implement curricula with fidelity, using educational best practices, instructional technology, and current research to follow state-mandated standards.
3. Develop pedagogical understandings and subject matter knowledge in STEM fields and English Language Arts and Literacy
4. Demonstrate competence in subject area content courses.

Degree Requirements

Students seeking a M.Ed. in Curriculum and Instruction degree are required to complete 30 credit hours; 24 credits of core courses and 6 credits of concentration courses.

Core Courses (24 credits)

EDUC 5311 Human Growth and Development

EDUC 5312 Curriculum and Instructional Design

EDUC 5313 Statistical Procedures and Measurement

EDUC 5324 Integrating Technology into Education

EDUC 5325 Research Methods in Education

CUIN 5341 Seminar in Curriculum and Instruction 1

CUIN 5342 Seminar in Curriculum and Instruction 2

CUIN 5343 Seminar in Curriculum and Instruction 3

Educational Technology Concentration (6 credits)

CUIN 5331 Web Design and Web 2.0 Applications

CUIN 5332 Digital Graphics and Animation

English Language Arts Concentration (6 credits)

- ENGL 5314 Literary Theory and Criticism
- ENGL 5315 Literature for Young Adults

Mathematics Education Concentration (15 credits)

- MATH 5312 Geometry and Trigonometry for Teachers
- MATH 5313 Advanced Calculus

Science Education Concentration (6 credits)

- CUIN 5321 Methods in Science Teaching
- CUIN 5323 Teaching Science Lab

7.4.4. Master of Education in Educational Leadership

Students who wish to pursue graduate study directed toward developing leadership knowledge and skills may pursue a master's degree in educational leadership. The 30-credit hour Master of Education (M.Ed.) degree program in Educational Leadership is designed to meet the needs of students seeking to develop the knowledge, skills, and dispositions essential to becoming effective educational leaders.

Program Goals

The Master of Education in Educational Leadership program prepares future school leaders who are forward-looking visionaries, effective communicators, knowledgeable and informed instructional leaders, advocates of technology, and adept resource managers.

Program Student Learning Outcomes (SLO)

The Master of Education (M.Ed.) in Educational Leadership program prepares students to become proficient school leaders who:

1. establish and implement a shared vision of high expectations.
2. create a positive school culture through effective communication and collaboration with a diverse school community.
3. promote the success of all students through rigorous curriculum, effective instructional practices, and data-driven instructional interventions.
4. manage human capital through the selection of highly trained teachers, facilitation of professional learning communities, and comprehensive evaluation program.
5. oversee the integration of cutting-edge technology into all aspects of the school.

Degree Requirements

Students seeking an M.Ed. in Educational Leadership must have two years of teaching experience in a k-12 educational setting and complete 30 credit hours coursework including 6 credits, 270 clock hour internship. The program requires completion of the following courses:

Core Courses (30 Credits)

- EDUC 5314 Data Driven Instruction
- EDUC 5315 Instructional Coaching for School Leaders (personnel)
- EDUC 5319 School Budgeting and Resource Management
- EDUC 5320 Communication for School Leaders
- EDUC 5324 Integrating Technology into Education
- EDUC 5327 Ethical, Legal, and Professional Issues in Education
- EDUC 5328 Action Research
- EDUC 5329 Organizational Management

EDUC 5322 Practicum 1
EDUC 5323 Practicum 2

7.4.5. Master of Education in School Counseling with 48 credit hours

The Master of Education (M.Ed.) in School Counseling program is designed to develop counseling skills and school counselor preparation for those seeking a graduate degree in school counseling. The program is a non-thesis, 48 credit hours including a practicum for graduation. Coursework features individual and group counseling theories to help, support and advocate for all students, applying research for data-driven decisions, research methods in support of school counseling programs, legal issues, and ethical principles, and developing the design implementation, management, and evaluation of a comprehensive developmental school counseling program. The program prepares students to become skilled school counselors for K-12 schools, helping students in group and individual counseling.

Program Goals

The Master of Education (M.Ed.) in School Counseling is designed to prepare candidates with the knowledge, skills, and mindset necessary to design and implement a comprehensive and developmental school counseling program.

Program Student Learning Outcomes (SLO)

The Master of Education (M.Ed.) in counseling program enables students to:

1. Appreciate the need for observing legal and ethical practices in counseling.
2. Recognize the relationship between human growth and development and options for counseling interventions.
3. Use individual and group counseling techniques to facilitate treatment planning and implementation for diverse student populations.
4. Research career development options and create a personal career plan.
5. Understand the various roles of the school counselor, including standards and behaviors as defined in Texas Education Agency's Comprehensive and Developmental Guidance and Counseling Program.

Degree Requirements

Students seeking an M.Ed. in School Counseling degree are required to complete 48 credit hours coursework. Admission to the program does not require teaching experiences, it is students' discretion as some states require counselors to have teaching experience in addition to their M.Ed. degree before being hired. The program requires completion of core education and major courses:

Core Courses (15 credits)

EDUC 5311 Human Growth and Development
EDUC 5312 Curriculum and Instructional Design
EDUC 5313 Statistical Procedures and Measurement in Education
EDUC 5324 Integrating Technology into Education
EDUC 5325 Research Methods in Education

Major Courses (33 Credits)

COUN 5311 Foundation of School Counseling
COUN 5312 Individual Counseling Theories and Techniques
COUN 5313 Counseling Children and Adolescents
COUN 5314 Multicultural Counseling

- COUN 5315 Developmental Guidance and Counseling
- COUN 5316 Career Development and Counseling
- COUN 5317 Practicum for School Counseling**
- COUN 5318 Group and Family Counseling Theories and Techniques
- COUN 5319 Mental Health & Community Counseling
- COUN 5320 Counseling for Special Population
- COUN 5327 Ethics in Professional Counseling

7.4.6. Master of Education in School counseling with 30 credit hours

The Master of Education (M.Ed.) in School Counseling program is designed to develop counseling skills and school counselor preparation for individuals who are seeking a graduate degree in school counseling. The program is a non-thesis, 30-credit hours including a practicum for graduation. Coursework features individual and group counseling theories to help, support and advocate for all students, applying research for data driven decisions, research methods in support of school counseling programs, legal issues and ethical principles, and developing the design implementation, management, and evaluation of a comprehensive developmental school counseling program. The program prepares students to become a skilled school counselor for K-12 schools, helping students in group and individual counseling.

Program Goals

M.Ed. in School Counseling is designed to prepare candidates with the knowledge, skills, and mindset necessary to design and implement a comprehensive and developmental school counseling program.

Program Student Learning Outcomes (SLO)

M.Ed. in School Counseling program enables students to:

1. Appreciate the need for observing legal and ethical practices in counseling.
2. Recognize the relationship between human growth and development and options for counseling interventions.
3. Use individual and group counseling techniques to facilitate treatment planning and implementation for diverse student populations.
4. Research career development options and create a personal career plan.
5. Understand the various roles of the school counselor, including standards and behaviors as defined in Texas Education Agency's Comprehensive and Developmental Guidance and Counseling Program.

Degree Requirements

Students seeking a M.Ed. in School Counseling degree are required to complete 30 credit hours course work. The program requires completion of the following courses:

- COUN 5311- Foundation of School Counseling
- COUN 5312- Individual Counseling Theories and Techniques
- COUN 5313- Counseling Children and Adolescents
- COUN 5314- Multicultural Counseling
- COUN 5315- Developmental Guidance and Counseling
- COUN 5316- Career Development and Counseling
- COUN 5317- Practicum for School Counseling*
- COUN 5318- Group and Family Counseling Theories and Techniques
- COUN 5319- Mental Health & Community Counseling

COUN 5320- Counseling for Special Population
*160 clock hours of practicum is needed in this class.

8. NON-DEGREE PROGRAMS

8.1. Gulf Language School

Gulf Language School provides intensive English instruction for international students who want to study at universities in the United States or improve their English language skills to meet personal and professional goals. Additionally, we offer General English classes, test preparation courses and conversational English. Our CEA Accredited language programs will prepare you to achieve educational, professional, and personal success. Gulf Language School terms run for 8 or 16 weeks.

Intensive English Program

Welcome to Gulf Language School's Intensive English Program (IEP) at North American University. Our highly regarded language program is open to non-native speakers who wish to achieve proficiency in English for academic or professional purposes. Program components include reading, writing, listening and speaking. The grading system is: Fail (F), Pass (P)

Program Levels

IENG 0001 Lower Beginning Intensive English
IENG 0002 Upper Beginning Intensive English
IENG 0003 Lower Intermediate Intensive English
IENG 0004 Upper Intermediate Intensive English
IENG 0005 Lower Advanced Intensive English
IENG 0006 Advanced Intensive English
IENG 0009 Fundamentals of Critical Reading and Writing

General English Program

The General English Program at North American University is a non-intensive language program is open to non-native speakers who wish to achieve proficiency in English for academic or professional purposes. Program components also include reading, writing, listening and speaking. The grading system is: Fail (F), Pass (P)

Program Levels

GENG 0001 Lower Beginning Intensive English
GENG 0002 Upper Beginning Intensive English
GENG 0003 Lower Intermediate Intensive English
GENG 0004 Upper Intermediate Intensive English
GENG 0005 Lower Advanced Intensive English
GENG 0006 Advanced Intensive English

Medical English/OET Preparation

GENG/IENG 0017, GENG/IENG 0018, and GENG/IENG 0019 English for Medicine is a course for students who are medical professionals, and who wish to master the four skills of reading, listening, writing, and speaking, which concentrate on content that is specific to healthcare professionals. The Medical English course encompasses the test preparation components for students to take their OET (Occupational English Test), which applies to doctors and nurses applying for positions in the US.

Course Levels

GENG/IENG 0017 Beginner Medical English/OET Preparation
GENG/IENG 0018 Advanced Medical English/OET Preparation
GENG/IENG 0019 OET Preparation

Test Preparation

Gulf Language School has developed a rigorous curriculum to help students surpass their English Test Preparation expectations. Preparing for a standardized test can be stressful for students who are native English speakers and for international students striving to achieve academic excellence. We provide instruction for TOEFL and IELTS. In addition, we offer English language preparing in many popular tests, such as the SAT, GMAT, or GRE. Gulf language school has earned a reputation for offering quality English learning products with our years of experience.

Test Offerings

IENG and GENG 0007 Beginner TOEFL Preparation Course
IENG and GENG 0008 Advanced TOEFL Preparation Course
IENG and GENG 0010 SAT Preparation Course
IENG and GENG 0011 ACT Preparation Course
IENG and GENG 0013 IELTS Preparation Course
IENG and GENG 0014 GMAT Preparation Course
IENG and GENG 0015 GRE Preparation Course

Evening ESL

This course is designed to help students communicate more effectively and confidently in spoken English. The course addresses improvement in oral skills needed for class discussions and presentations. Students also have opportunities to develop their vocabulary and grammar skills as well as practice pronunciation through group exercises. This course is limited to students whose first language is not English and is held on the campus of North American University. The grading system is: Fail (F), Pass (P)

Program Levels

CONV 0001 Lower Beginner Conversation
CONV 0002 Upper Beginner Conversation
CONV 0003 Lower Intermediate Conversation
CONV 0004 Upper Intermediate Conversation
CONV 0005 Advanced Conversation

English for Specific Purpose (ESP)

English for Specific Purpose use teaching circumstances, it is an advance approach as compared to General English. The ESP Course has been designed for mature learners, either in an expert work situation or at a tertiary stage institution. ESP is usually designed for the students of intermediate and graduation level. Most ESP courses assume a few basic knowledges of the language system.

Program Levels

IENG 0020 English for Specific Purpose

9. CERTIFICATION PROGRAMS

9.1. Educator Certification Programs

NAU holds the following certification programs under the education department:

- Initial Teacher Certification Program
- Alternative Teacher Certification Program
- Principal Certification Program

(For more information see Section 7)

9.2. Bootcamp Programs

Bootcamp Department provides students with a high-quality education, which prepares them for long and successful careers in industry. NAU Bootcamp will gain skills to solve modern society's many complex technological problems and acquire life-long learning skills to help them adapt to changing computing technologies and work environments.

9.2.1. Data Analytics Bootcamp

This Bootcamp program prepares students for entry-level to mid-level employment opportunities as Data Analytics workers.

Objectives

The objectives of Data Analytics Bootcamp program are:

1. Provide students with domain knowledge pertaining to the data analytics field.
2. Prepare students with in-demand knowledge and skills for data industry.
3. Providing hands-on experience for students by using real datasets.
4. Prepare students for a professional work environment.
5. Assisting students to develop necessary presentation and communication skills.
6. Preparing students for employment.

Program Requirements

For Data Analytics Bootcamp, students must complete 576 hours, all topics, projects, and interview training.

Course Topics: Fundamentals of Statistics, Microsoft Excel, Tableau, Microsoft Power BI, Fundamental Data Science Concepts, R, Python, Databases, Cloud Technologies, Big Data, Hadoop, Spark, Machine Learning, Deep Learning, Soft Skills, Projects (topics are subject to change based on market needs).

9.2.2. Networking and System Administration Bootcamp

Network and System Administration Bootcamp offers the community an opportunity to start a new career in the IT field. Prospective students will be exposed to the industry best practices and the state-of-

the-art technologies. The program will enable the community members to obtain required skills needed to begin the new professional path.

Objectives

The objectives of the Bootcamp program are:

1. Provide students with industry best practices in IT Networking and System Administration.
2. Simulate professional environment with lab practices.
3. Improve students' skills in Network and System Administration.
4. Offer professional networking opportunities.
5. Increase IT work environment knowledge.
6. Assist in recruitment processes.
7. Prepare a Network and System Administrator for the community needs.

Program Requirements:

For the Network and System Administration Bootcamp program, students must complete 288 instruction hours, all modules, and simulation labs.

Course Modules:

1. Network Administration (Cisco – CCENT, CCNA)
2. Operating Systems (Microsoft & Linux)
3. Server Management
4. Cloud Technologies
5. Network and Computer System Troubleshooting
6. Prep study for industries most valuable certifications
7. Simulation & Virtualization Tools

9.2.3. Software Quality Assurance with Test Automation Bootcamp

This Bootcamp program prepares students for entry-level to mid-level employment opportunities as quality assurance test automation worker.

Objectives

The objectives of the Bootcamp program are:

1. Prepare students with the necessary knowledge and skills for software quality assurance with test automation.
2. Provide students with analytical thinking skills and knowledge pertaining to the global test automation.
3. Prepare students to work collaboratively and communicate effectively in their professional work environment.
4. Increase awareness of ethical issues and the global impacts of quality assurance test automations on society.
5. Enhancing the skills of the students in the software testing industry.
6. Providing the industry best practices for the students.
7. Assisting with job placement processes.

Program Requirements

For the Quality Assurance with Test Automation Bootcamp, students must complete 288 hours, all topics, test automation project, and interview training.

Course Topics: Computer Literacy, Java, HTML/CSS, SQL, Cloud (AWS), Manual QA, Testing, Selenium, Katalon Web Recorder, Performance Testing, Web Service Testing, Performance Tuning Approach, Watir, Cucumber & Capybara, SDLC, DevOps, Project.

10. COURSE DESCRIPTIONS

Number of credit hours (Cr.) for each course is designated with a number following Cr. Then two numbers inside the parenthesis follow the credit hours. The first digit in the parenthesis represents the lecture hours per week and the second one shows the lab hours. Internship courses indicate no standard lecture or laboratory contact hours as class time is spent outside the normal classroom environment. For internships and others, the number of credits is shown as a third hyphenated digit in parenthesis.

Example: Cr. 4. (3-2) means that this course has 4 credits; 3 lectures and 2 lab hours per week, i.e., it has a total of 45 lecture hours and 30 lab hours for the whole 15-week semester.

ACCT 2311 Fundamentals of Financial Accounting

Cr. 3. (3-0). This course introduces students to the theory of accounting and financial reporting, and generally accepted accounting practices. The primary emphasis is on financial statements and accounting for assets, liabilities, equities, revenues and expenses.

Prerequisite: None.

ACCT 2312 Fundamentals of Managerial Accounting

Cr. 3. (3-0). This course focuses on the development, interpretation and use of relevant cost behavior, control, and traceability concepts for management planning, controlling and decision making. Topics include product and direct costing, performance standards and variance analysis, accounting, profitability, and capital budgeting.

Prerequisite: ACCT 2311.

ARTS 1311 Art Appreciation

Cr. 3. (3-0). A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts.

Prerequisite: None.

Course Materials: Free digital textbook.

ARTS 3312 Essentials of Children's Art and Music

Cr. 3. (3-0). This course covers the study of art and music appropriate for young children through early elementary school. Emphasis will be placed on the fundamentals of art and music as well as the integration of aesthetic and creative experiences into the curriculum.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

BIOL 1311 Introductory Biology

Cr. 3. (3-0). Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included.

Prerequisite: None.

Course Materials: Free digital textbook and course materials.

BIOL 1312 Nutrition

Cr. 3. (3-0). This course introduces general nutritional concepts in health and disease and includes practical applications of that knowledge. Special emphasis is given to nutrients and nutritional processes including functions, food sources, digestion, absorption, and metabolism. Food safety, availability, and nutritional information including food labels, advertising, and nationally established guidelines are addressed.

Prerequisite: None.

BUSI 2311 Business Statistics

Cr. 3. (3-0). This course focuses on statistical methods, their applications in business contexts and how to interpret analyses performed by others. Topics include data collection, frequency distributions, probability and probability distributions, sampling and sampling distributions, hypothesis testing, regression and correlation analysis.

Prerequisite: MATH 1311 or higher.

BUSI 2312 Mathematical Applications in Business

Cr. 3. (3-0). This course overviews mathematical operations related to a variety of business disciplines. Students learn and apply the following skills: computation, fractions, decimals, percentages, bank transactions, trade/cash discounts, business statistics, payroll calculations, interest, notes and present value calculations.

Prerequisite: MATH 1311 or higher.

BUSI 3313 Business Information Management

Cr. 3. (3-0). This interdisciplinary course focuses on computer-based information systems and explores the basic technical, behavioral, economic, and organizational concepts relevant to information, decision making, and systems in a business context.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

BUSI 3314 Business Ethics

Cr. 3. (3-0). This course examines the role and importance of ethics in a complex business environment, as well as the relationships and social responsibilities of individuals, organizations and communities. Students will also discuss ethical philosophy and apply an ethical decision-making process to practical ethical dilemmas confronting leaders and managers in the workplace.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

BUSI 3315 Business Law

Cr. 3. (3-0). This course provides an overview of the business law and legal environment. Topics for this course include the legal principles of business, dispute resolution and procedures, contract law, bankruptcy law, property law, internet law and e-commerce, security interests, negotiable instruments and sales.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

BUSI 4199 Internship

Cr. 1. (0-0-1). This course is designed to supplement coursework in Business Administration. It helps students apply their knowledge into real-world problems in professional settings. Students recognize the need for continuous learning and experience the challenges of workplace environment.

Prerequisites: Instructor approval required. Must have earned at least 60 credit hours prior to registering for this course.

BUSI 4316 International Business

Cr. 3 (3-0). This course overviews financial, managerial, and marketing problems confronted by multinational firms. Worldwide patterns of trade and investments are also discussed.

Prerequisites: MNGT 2311, MRKT 2311, FINA 3312 or concurrent enrollment. Must have earned at least 60 credit hours prior to registering for this course.

BUSI 4317 Business Policy and Strategy

Cr. 3. (3-0). This course focuses on application of acquired knowledge and skills to real world business problems. Students utilize problem solving principles and techniques to evaluate case studies in a variety of business disciplines.

Prerequisites: MNGT 2311, MRKT 2311, ACCT 2312, FINA 3312 or concurrent enrollment, BUSI 3314 or concurrent enrollment. Must have earned at least 60 credit hours prior to registering for this course.

BUSI 4399 Internship

Cr. 3. (0-0-3). This course is designed to supplement coursework in Business Administration. It helps students apply their knowledge into real-world problems in professional settings. Students recognize the need for continuous learning and experience the challenges of workplace environment.

Prerequisites: Instructor approval required. Must have earned at least 60 credit hours prior to registering for this course.

CEDU 0011 Teaching Methodology and Research Intermediate

This course is designed to reinforce and enhance teaching skills and strategies such as methods of classroom instruction, management and leadership for in-service teachers. (8 weeks)

Prerequisite: None.

CEDU 0012 Teaching Methodology and Research Intermediate

This course is designed to help future teachers put instructional theory into practice. It will provide an integrated coverage of methods of classroom instruction, management and leadership. (16 weeks)

Prerequisite: None.

CEDU 0013 Survey of Educational Strategies (Online) Intermediate

This course is designed to reinforce and enhance teaching skills and strategies for in-service teachers. (8 weeks online)

Prerequisite: None.

COMM 1311 Fundamentals of Communication

Cr. 3. (3-0). Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking.

Prerequisite: None.

Course Materials: Free digital textbook and course materials.

COMM 2312 Business Communication

Cr. 3. (3-0). This course develops students' critical and analytical thinking, written and oral communication skills. It focuses on the writing skills (such as writing reports, memoranda, proposals and other kinds of texts used in business), effective organization and delivery of presentations, and the construction of creative arguments in a business context.

Prerequisite: None.

COMP 1314 Computer Literacy and Applications

Cr. 3. (3-0). This course examines the role of computers in today's society, including the knowledge and ability to efficiently utilize computers, related technology and basic application software with an emphasis on basic operating system knowledge, office applications, and the use of the Internet. Applications include word processing, spreadsheets and presentation software.

Prerequisite: None.

COMP 1411 Introduction to CS I

Cr. 4. (3-2). This course introduces fundamental concepts of structured procedural programming, data types, control structures, algorithm development; program design and implementation using Python programming language; and software development tools. It includes a lab component.

Prerequisite: None.

COMP 1412 Introduction to CS II

Cr. 4. (3-2). This course reviews structured programming and data types. It then introduces the object-oriented programming paradigm using JAVA programming language, focusing on the definition and use of classes, along with the fundamentals of object-oriented design. It includes a lab component. Prerequisite: COMP 1411.

COMP 2313 Data Structures

Cr. 3. (3-0). This course introduces the fundamental concepts of data structures and algorithms. Topics include fundamental data structures (including stacks, queues, linked lists, hash tables, trees, and graphs), sorting, searching, and recursion.

Prerequisite: COMP 1412.

COMP 2316 Computer Organization

Cr. 3. (3-0). This course covers basic computer organization including the CPU, memory and peripherals; digital representation of data and instructions; and assembly language programming, assembler, loader, macros, subroutines, and program linkages.

Prerequisite: COMP 1411.

COMP 2415 Systems Programming

Cr. 4. (3-2). This course examines interaction with a multi-user, multi-tasking operating system (e.g. Unix, Linux) via systems programs. Topics include the details of the file system and I/O, multi-tasking, inter-process communication, process control and shell scripting. It includes a lab component.

Prerequisite: COMP 2316.

COMP 3317 Algorithms

Cr. 3. (3-0). This course focuses on the design and analysis of algorithms; heuristics; advanced tree structures; advanced hashing techniques; advanced sorting and searching; graphs and sets; NP-Completeness; and time and space complexities.

Prerequisites: COMP 2313, MATH 1312, and MATH 2317. Must have earned at least 30 credit hours prior to registering for this course.

COMP 3318 Operating Systems

Cr. 3. (3-0). This course focuses on operating system structure and design techniques; process management, CPU and disk scheduling; process synchronization, concurrency, and memory and file management, device management, virtual memory; mass storage and I/O systems; and OS security.

Prerequisites: COMP 1314, COMP 2316. Must have earned at least 30 credit hours prior to registering for this course.

COMP 3320 Programming Languages

Cr. 3. (3-0). This course covers the history of programming languages. It illustrates programming language concepts such as syntax, semantics scoping, binding, data types and implementation, pattern matching, data control, storage management, parameter passing, and operating environment. The course also covers the paradigms of imperative, functional, logic-based, and object-oriented programming languages.

Prerequisites: COMP 2313. Must have earned at least 30 credit hours prior to registering for this course.

COMP 3321 Database Systems

Cr. 3. (3-0). This course teaches the fundamentals of database systems, including relational and other data models, database design, data description and query languages, file organization, index structures, database integrity and security, access control, interfacing with database systems, transaction programming, and design and implementation of database applications.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

COMP 3322 Software Engineering

Cr. 3. (3-0). This course introduces basic concepts of software engineering, including software requirement analysis, design representation, programming methodologies, verification, validation, maintenance and software planning.

Prerequisites: COMP 1412. Must have earned at least 30 credit hours prior to registering for this course.

COMP 3324 Computer Networks

Cr. 3. (3-0). This course introduces the fundamental concepts and principles of modern computer networks with an emphasis on protocols, architectures, and implementation issues of application, transport, network, data link and physical layers.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

COMP 3325 Computer & Network Security

Cr. 3. (3-0). This course teaches the fundamentals of computer and network security, including cryptography, authentication, and authorization; attack types, detection and defense techniques at the OS and network level; security in modern operating systems and virtual machines.

Prerequisites: COMP 3324. Must have earned at least 30 credit hours prior to registering for this course.

COMP 3326 Web Application Development

Cr. 3. (3-0). This course covers the fundamentals of Web Application development: markup languages, layout design, client and server-side programming using HTML, XHTML, XML, Ajax, JavaScript, DHTML; database and Web integration.

Prerequisites: COMP 1412 and COMP 3322. Must have earned at least 30 credit hours prior to registering for this course.

COMP 4331 Cloud Computing

Cr. 3. (3-0). This course is a tour through various topics and technologies related to Cloud Computing. Topics include distributed system models and enabling technologies, computer clusters for scalable Computing, virtual machines and virtualization of clusters and datacenters, design of cloud computing platforms, cloud programming and software environments, grid computing and resource management, P2P computing with overlay networks, ubiquitous computing with clouds and the Internet of things, and data-intensive distributed computing.

Prerequisites: COMP 3324. Must have earned at least 60 credit hours prior to registering for this course.

COMP 4339 Software Analysis and Design

Cr. 3. (3-0). This course introduces established and evolving methodologies for the analysis, design, and development of an information system. Emphasis is placed on system characteristics, managing projects, prototyping, CASE/OOM tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques.

Prerequisites: COMP 3322. Must have earned at least 60 credit hours prior to registering for this course.

COMP 4342 Advanced Web Application Development

Cr. 3. (3-0). This course emphasizes server-side development of enterprise applications. Topics include web servers, distributed network-based computing, handling client requests, server-side services, transmitting data using HTTP, database connectivity, security, and e-commerce. Programming languages and tools will be among the most significant such as Java, servlets, JavaServer Pages, Active Server Pages, .NET, XML, among others.

Prerequisites: COMP 3326. Must have earned at least 60 credit hours prior to registering for this course.

COMP 4351 Network Administration

Cr. 3. (3-0). This course focuses on the administration of networked operating systems such as Windows Server and Linux. It includes monitoring, managing and troubleshooting of network resources such as files, folder access, printing devices, device drivers, backup devices, recovery as well as protocols and system services.

Prerequisites: COMP 3324. Must have earned at least 60 credit hours prior to registering for this course.

COMP 4352 Internetworking Technology

Cr. 3. (3-0). This course shows students how to plan and design a network using various internetworking technologies to meet performance, security, capacity, and scalability requirements. This includes the fundamental, technical, and design issues associated with campus LANs.

Prerequisites: COMP 3324. Must have earned at least 60 credit hours prior to registering for this course.

COMP 4353 Data Mining

Cr. 3. (3-0). This course introduces fundamental topics of data mining and knowledge discovery, including statistical foundations, database support, data preprocessing, data warehousing, association discovery, classification, clustering, and mining complex data types.

Prerequisites: MATH 1312 and MATH 2314. Must have earned at least 60 credit hours prior to registering for this course.

COMP 4356 Software Project Management

Cr. 3. (3-0). This course focuses on first-line management of software system development. It covers major themes, including estimation (software cost factors, estimation models, and risk management), planning (work breakdown, scheduling, staffing, resource allocation, and creation of a project plan), and execution (team building, leadership, motivation, process tracking, control recovery, and communication within and outside the project).

Prerequisites: COMP 3322. Must have earned at least 60 credit hours prior to registering for this course.

COMP 4358 Wireless Networking

Cr. 3. (3-0). This course will examine the area of wireless networking, looking at the unique network protocol challenges and opportunities presented by wireless communication and host or router mobility. Although it will touch on some of the important physical layer properties of wireless communications, focus will be on network protocols above the physical layer, with an emphasis on the media access control, network, and transport protocol layers.

Prerequisites: COMP 3324. Must have earned at least 60 credit hours prior to registering for this course.

COMP 4393 Senior Design Project

Cr. 3. (3-0). This is a capstone course intended to facilitate the integration and application of knowledge and skills gained in various courses within the computer science curriculum. The project involves teamwork; modeling of real-world problems; design, development and testing of a software-based solution; and its documentation.

Prerequisites: MATH 2314. Instructor approval required. Must have earned at least 60 credit hours prior to registering for this course.

COMP 4198 Internship

Cr. 1. (0-0-1). This course is designed to supplement coursework in Computer Science. It helps students apply their knowledge to real-world problems in professional settings. Students recognize the need for continuous learning and experience the challenges of workplace environment.

Prerequisites: Instructor approval required. Must have earned at least 60 credit hours prior to registering for this course.

COMP 4398 Internship

Cr. 3. (0-0-3). This course is designed to supplement coursework in Computer Science. It helps students apply their knowledge to real-world problems in professional settings. Students recognize the need for continuous learning and experience the challenges of workplace environment.

Prerequisites: Instructor approval required. Must have earned at least 60 credit hours prior to registering for this course.

COMP 4399 Special Topics

Cr. 3 (3-0). Special topics courses with different titles offered occasionally to cover emerging issues or specialized, in-depth content not available in the core curriculum. A specific title may be used for each course, which will appear on the student's transcript. Several different topics may be taught in one year or semester. May be repeated for credit for total of 6 credits.

Prerequisites: Advanced standing and consent of instructor or department chair. Must have earned at least 60 credit hours prior to registering for this course.

COMP 5322 Advanced Software Engineering

Cr. 3 (3-0). This course introduces the fundamental software engineering techniques for developing correct, efficient, reliable, maintainable and evolvable software for a large project. In the highly dynamic and competitive software industry, the customers' needs may sometimes be difficult to understand in advance or may change while the software is being developed. Therefore, software products may need to evolve iteratively instead of being designed completely in advance.

Prerequisite: None.

COMP 5327 Advanced Algorithms

Cr. 3. (3-0). This course focuses on the advanced design and analysis of algorithms. Several algorithm design and analysis techniques will be discussed in detail which include solutions to practical problems in graph theory, networks, optimization via divide and conquer algorithms, dynamic programming algorithms and greedy algorithms. Complexity theory, distributed algorithms, and encryption algorithms will be examined.

Prerequisite: COMP 2313.

COMP 5329 Advanced Operating Systems

Cr. 3. (3-0). This course studies the concepts, theories and components that serve as the bases for the design of classical and modern operating systems. The lectures discuss the classical internal algorithms and structures of operating systems, including advanced topics in Linux/Unix, Mac OS, and Windows Operating Systems.

Prerequisite: None.

COMP 5331 Advanced Cloud Computing

Cr. 3. (3-0). This course is an advanced level tour through various topics and technologies related to Cloud Computing. Topics include distributed system models and enabling technologies, computer clusters for scalable Computing, virtual machines and virtualization of clusters and datacenters, design of cloud computing platforms, cloud programming and software environments, grid computing and resource management, P2P computing with overlay networks, ubiquitous computing with clouds and the Internet of things, and data-intensive distributed computing.

Prerequisite: None.

COMP 5333 Cyber Crime Investigation

Cr. 3. (3-0). This course provides students with intensive hands-on investigation of computer related crime designed for the profession of an electronic crime investigator. Students will identify, evaluate, classify, and demonstrate proficiency in investigating computer related crimes.

Prerequisite: None.

COMP 5334 Advanced Computer and Network Security

Cr. 3. (3-0). Given the security concepts and building blocks developed in the former course, this course explores both these previous topics in greater depth and covers additional topics. Topics will include advanced cryptography, security protocols, network, firewalls, intrusion detection and prevention systems, vulnerability assessment, and other security technologies. There is special emphasis on application and software security issues. In addition, this course includes hands-on exercises using a Linux virtual machine that reinforces the material and covers weekly current events in computer security.

Prerequisite: COMP 3324.

COMP 5336 Computer Forensics

Cr. 3. (3-0). This course will provide a foundation in the field of Computer Forensics. The student will learn how to obtain and analyze digital information for possible use as evidence in civil, criminal or administrative cases. Topics include applications of hardware and software to computer forensics, computer forensics law, volume and file system analysis, computer forensics investigations, and computer forensics in the laboratory. Hands-on exercises guide discussions and reinforce the subject matter.

Prerequisite: None.

COMP 5337 Machine Learning

Cr. 3. (3-0). This course examines several fundamental concepts and methods for machine learning. The emphasis will be on machine learning algorithms and applications, with some broad explanation of the underlying principles. The course will also discuss recent applications of machine learning, such as to robotic control, autonomous navigation, bioinformatics, speech recognition, and text and web data processing.

Prerequisite: None.

COMP 5339 Advanced Software Analysis and Design

Cr. 3. (3-0). This course presents established and evolving methodologies for the analysis, design, and development of an information system. Emphasis is placed on system characteristics, managing projects, prototyping, CASE/OOM tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques.

Prerequisite: COMP 3322.

COMP 5344 Software Testing, Verification and Validation

Cr. 3. (3-0). This course will provide students with an in-depth study of software validation and verification. Topics include the limits of testing, professional responsibility and liability, testing, management of the testing process, automated testing tools, coverage metrics, software quality, non-testing quality assurance, static and dynamic validation techniques, inspections, and audits.

Prerequisite: COMP 3322.

COMP 5351 Advanced Network Administration

Cr. 3. (3-0). This course focuses on advanced level the administration of networked operating systems such as Windows Server and Linux. It includes monitoring, managing and troubleshooting of network resources such as files, folder access, printing devices, device drivers, backup devices, recovery as well as protocols and system services.

Prerequisite: COMP 3324.

COMP 5352 Advanced Internetworking Technology

Cr. 3. (3-0). This course provides students with how to plan and design a network using various internetworking technologies to meet performance, security, capacity, and scalability requirements. This includes the fundamental, technical, and design issues associated with campus LANs.

Prerequisite: COMP 3324.

COMP 5353 Advanced Data Mining

Cr. 3. (3-0). This course provides topics of data mining and knowledge discovery, including statistical foundations, database support, data preprocessing, data warehousing, association discovery, classification, clustering, and mining complex data types.

Prerequisite: None.

COMP 5355 Data Analysis

Cr. 3. (3-0). This course investigates data scraping/sampling/cleaning in order to get an informative, manageable data set; data storage and management in order to be able to access data - especially big data - quickly and reliably during - subsequent analysis; exploratory data analysis to generate hypotheses and intuition about the data; prediction based on statistical tools such as regression, classification, and clustering and communication of results through visualization, and interpretable summaries.

Prerequisite: None.

COMP 5356 Advanced Software Project Management

Cr. 3. (3-0). This course focuses on first-line management of software system development. Covers major themes including estimation (software cost factors, estimation models, and risk management), planning (work breakdown, scheduling, staffing, resource allocation, and creation of a project plan), and execution (team building, leadership, motivation, process tracking, control recovery, and communication within and outside the project).

Prerequisite: COMP 3322.

COMP 5393 Capstone Project

Cr. 3. (3-0). This is a capstone course intended to facilitate the integration and application of knowledge and skills gained in various courses within the computer science master curriculum. The project involves teamwork; modeling of real-world problems; design, development and testing of a software-based solution; and its documentation.

Prerequisite: Instructor approval required.

COMP 5198 Internship

Cr. 1. (0-0-1). This course is designed to supplement coursework in Computer Science. It helps students apply their knowledge into real-world problems in professional settings. Students recognize the need for continuous learning and experience the challenges of workplace environment.

Prerequisite: None.

COMP 5398 Internship

Cr. 3. (0-0-3). This course is designed to supplement coursework in Computer Science. It helps students apply their knowledge into real-world problems in professional settings. Students recognize the need for continuous learning and experience the challenges of workplace environment.

Prerequisite: None.

COMP 5399 Special Topics

Cr. 3. (3-0). Special topics courses with different titles offered occasionally to cover emerging issues or specialized in depth content not available in the core curriculum. A specific title may be used for each course, which will appear on the student's transcript. Several different topics may be taught in one year or semester. May be repeated for credit for total of 6 credits.

Prerequisite: None.

CONV 0001 Lower Beginner Conversation Low Beginner

This course provides students with instruction in and practice speaking and understanding conversational English in a small- group setting with classmates who are at low beginner level of English proficiency. Students can share information about their countries of origin with classmates from around the world and discuss topics related to personal interests and current events.

Prerequisite: Michigan Placement Exam.

CONV 0002 Upper Beginner Conversation High Beginner

This course provides students with instruction in and practice speaking and understanding conversational English in a small- group setting with classmates who are at high beginner level of English proficiency. Students work on pronunciation, vocabulary and idioms to further develop their conversational skills. They also receive individualized feedback on grammar and pronunciation errors.

Prerequisite: Michigan Placement Exam.

CONV 0003 Lower Intermediate Conversation

Low Intermediate This course provides students with instruction in and practice speaking and understanding conversational English in a small- group setting with classmates who are at low intermediate level of English proficiency. The course focuses on a range of skillsets, including improving listening comprehension, participating in class discussions, understanding conversational strategies, giving group presentations, asking and answering questions, interacting effectively with native speakers, and improving through self- evaluation of speech.

Prerequisite: Michigan Placement Exam.

CONV 0004 Upper Intermediate Conversation High Intermediate

This course provides students with instruction in and practice speaking and understanding conversational English in a small- group setting with classmates who are at high intermediate level of English proficiency. Students will have the opportunity to develop their reading, writing, listening, and speaking skills through high-interest news stories written with English-language learners in mind.

Prerequisite: Michigan Placement Exam.

CONV 0005 Advanced Conversation Advanced

This course provides students with instruction in and practice speaking and understanding conversational English in a small- group setting with classmates who are at advanced level of English proficiency. Students will have the opportunity to develop their reading, writing, listening, and speaking skills through high-interest news stories written with English-language learners in mind.

Prerequisite: Michigan Placement Exam.

COUN 5311 Foundation of School Counseling

Cr. 3. (3-0). This course is designed to provide students with an examination of the profession of school counseling. It will include the philosophy, history, and current trends in school counseling and in education, as well as investigating the concept of developmental counseling programs for P-12 students and the national model and standards for school counseling programs.

Prerequisite: None.

COUN 5312 Individual Counseling Theories and Techniques

Cr. 3. (3-0). This course examines counseling theories and their applications in educational settings. Theories of individual and group counseling with an emphasis on analysis, techniques processes and applications will be covered in this course. Theories covered include psychoanalytic, humanistic, existential, behavioral, cognitive, Gestalt, and solution focused. Student will be understanding the role of group counseling, types, stages, and methods of organizing and facilitating groups in relation to the effectiveness of the overall comprehensive counseling program.

Prerequisite: None.

COUN 5313 Counseling Children and Adolescents

Cr. 3. (3-0). Prepares counselors to address the specific needs of children and adolescents, with emphasis on developmental needs, specific therapeutic interventions, and common emotional issues. Discussions include methods for designing and evaluating treatment plans and the application of ethical standards and legal requirements with young people.

Prerequisite: None.

COUN 5314 Multicultural Counseling

Cr. 3. (3-0). The purpose of this course is to provide students an opportunity to gain multicultural competency as professional counselors as well as introduce students to ethical principles, professional guidelines, and issues pertaining to special groups. Students are expected to challenge themselves to consider how their own values and backgrounds will influence their own personal sets of ethics. It is hoped that this course will assist students in their future daily work as professional counselors and will facilitate decision-making and consultation skills when faced with ethical dilemmas. Students will be asked to reflect on internalized messages regarding other groups and challenged to make new decisions in an effort to bring behaviors and attitudes into congruence with professional standards.

Prerequisite: None.

COUN 5315 Developmental Guidance and Counseling

Cr. 3. (3-0). This course is designed to help counselor students to understand the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. Students will be mastering knowledge and skills needed for developing school counseling programs that are standards-based, data driven, comprehensive, and grounded in principles of human growth and development. The course provides skills for students to align counseling program development with the ASCA National Model for School Counseling Programs.

Prerequisite: None.

COUN 5316 Career Development and Counseling

Cr. 3. (3-0). Career Development and Counseling explores career development theories and the career decision-making process. Special emphasis is placed on strategies used by school counselors to assist children, adolescents, and teens in making career and educational decisions. Students learn how to encourage motivation by connecting personal values and interests with academics. Topics include multicultural considerations, the relationship between one's career development and other life roles, and assessment instruments relevant to career planning. The process of career development will be covered as well as the implications for students with disabilities.

Prerequisites: None.

COUN 5317 Practicum for School Counseling

Cr. 3. (3-0). The practicum is an opportunity for candidates of Master of Education in School counseling to have authentic field experience in school counseling positions. During practicum, students put the skills they have gained in the program into practice.

Prerequisites: None.

COUN 5318 Group and Family Counseling Theories and Techniques

Cr. 3. (3-0). This course introduces the Group and Family counseling theories and their applications in educational settings. Theories of group and family counseling with an emphasis on analysis, techniques processes and applications will be covered in this course. Theories covered include psychoanalytic, humanistic, existential, behavioral, cognitive, Gestalt, and solution focused. Student will be understanding the role of group counseling, types, stages, and methods of organizing and facilitating groups in relation to the effectiveness of the overall comprehensive counseling program.

Prerequisite: None.

COUN 5319 Mental Health & Community Counseling

Cr. 3. (3-0). This course addresses professional orientation of services and issues related with mental health counseling in schools. In addition, it provides the study of scope and methods of counseling in school community.

Prerequisite: None.

COUN 5320 Counseling for Special Population

Cr. 3. (3-0). This course prepares school counselors to address the specific need of special populations, using principles, techniques, and practices. In addition, students learn the research into the role of ethical and cultural skilled counseling with special populations in schools including IDEA, ADA.

Prerequisite: None.

COUN 5327 Ethics in Professional Counseling

Cr. 3. (3-0) Ethics in Professional Counseling will review ethical and legal issues considered for professional counselors. The American School Counseling Association Code of Ethics and American Counseling Association Code of Ethics will be thoroughly examined to acquire proficiency in understanding the ethical standards as a professional counselor.

Prerequisite: None.

CRJS 1301 Introduction to Criminal Justice

Cr. 3. (3-0). This introductory course is designed to familiarize students with the various facets of the criminal justice system, the sub-systems and how they interrelate, processing of offenders, sentencing, punishment and its alternatives, and the future of the criminal justice system. The historical and theoretical development of the criminal justice system and the impact of issues such as technology, transnational terrorism, cybercrimes, and homeland security on this development are explored.

Prerequisite: None.

CRJS 2302 Police Systems & Practices

Cr. 3. (3-0). This course is an introduction to the operation, philosophy, history, and constitutional limitations of law enforcement in a democratic society in accordance with the U.S. Constitution. The course will focus on the function of law enforcement within society, ethics and professionalism, theories of law enforcement, and the legal aspects that impact law enforcement.

Prerequisite: None.

CRJS 2303 Criminal Law

Cr. 3. (3-0). This course presents an overview of the philosophical development of the American system of criminal law. The course focuses on the types of criminal law, the definitions and classification of crimes, criminal liability and the discussion of controversial issues in criminal law such as the insanity defense, culpability and jurisdiction. This course utilizes actual court cases to illustrate major legal concepts.

Prerequisite: CRJS 1301.

CRJS 2304 Constitutional Law

Cr. 3. (3-0). The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify and discuss the basic structure of the United States Constitution, the application of the legal fundamental rights involved in the daily operation of the criminal justice system as well as the rights and procedures as interpreted by the courts.

Prerequisite: CRJS 1301.

CRJS 2305 Criminal Trial and Courts

Cr. 3. (3-0). This course examines the criminal process within American courts from arrest/arrest warrant application to final appeal. Topics include magistrates, trial and appellate courts, plea bargains, evidence, burdens of proof, jury selection and instructions, jurisdiction, habeas corpus and accountability. An analysis of the structure and function of the American court system with attention to the roles of the judge, prosecutor, defender, defendant, jury, victim, witnesses and court administrator are examined.

Prerequisite: CRJS 1301.

CRJS 2315 Issues in Criminal Justice

Cr. 3. (3-0). Students will examine major trends and themes in-depth that is not addressed in great detail in another course. Topic will change based on the interests, expertise of the instructor, and current events.

Prerequisite: CRJS 1301.

CRJS 2316 Criminal Justice Theory and Practice

Cr. 3. (3-0). This course examines how criminological theory has developed so that we may better understand the theoretical framing that supports various schools of thought regarding the criminal offender(s) and criminal behavior. Starting with the classical school, moving through the various schools of thought regarding criminality that include, among others, the positivist theories, social disorganization (Chicago School), social learning, strain, social control, and labeling. The course continues through critical criminology, feminist criminology, and more modern theories such as rational choice, routine activity, and development/life course. These theories are examined from a criminal justice perspective view. Moreover, this course is writing-enhanced.

Prerequisite: CRJS 1301.

CRJS 2317 Comparative/International Criminal Justice

Cr. 3. (3-0). A systematic comparison of the developmental backgrounds, structure and functioning of the major systems of justice in the modern world. This course reviews the many faces of crime as it takes place around the world and details unusual crimes in foreign countries including: organized crime, money laundering, the drug trade, sex trade, white-collar crime, cybercrime, social media, and terrorism.

Prerequisite: CRJS 1301.

CRJS 2318 Victimology

Cr. 3. (3-0). Survey of the literature, research and current trends concerning the victim in the criminal justice system; particular attention is given to the victim rights and compensation, fear of crime measuring victimization, and the impact of victimization on the individual.

Prerequisite: CRJS 1301.

CRJS 3306 Correctional System and Practices in America

Cr. 3. (3-0). This course provides an overview of correctional philosophies, practices, and procedures in the corrections segment of the criminal justice system. It examines institutional frameworks and innovations, accountability measures and legislative initiative. The correctional process is examined from sentencing to parole. Examines legal and administrative processes used in establishing post-conviction remedies, criminal sanctions, and social controls on adult offenders. Emphasis on understanding the structure and function of the American correctional system and the processes in establishing correctional custody and treatment.

Prerequisites: CRJS 1301. Must have earned at least 30 credit hours prior to registering for this course.

CRJS 3307 Criminology

Cr. 3. (3-0). This course explores the development of criminology as a discipline in greater depth. Contemporary criminological theories relative to the causes of criminal behavior and victimization are studied. Students are expected to study these biological, sociological, psychological, ecological, and anthropological explanations of crime and critically discuss their relevancy to the modern world. Additionally, types of criminal behavior and the systems reaction to these crimes will be distinguished. Research affecting social policy and public crime concerns are examined including social problems and social responsibility perspectives as well.

Prerequisites: CRJS 1301. Must have earned at least 30 credit hours prior to registering for this course.

CRJS 3308 Evidence and Procedures

Cr. 3. (3-0). This course focuses on the use of evidence and the legal procedures followed in the processing of criminal cases. Furthermore, this course focuses on the laws and court decisions relating to the admissibility of evidence as well as the appropriate methods of interrogation and its uses in the criminal justice process.

Prerequisites: CRJS 1301, CRJS-2303. Must have earned at least 30 credit hours prior to registering for this course.

CRJS 3309 Technique Writing for Criminal Justice

Cr. 3. (3-0). This course is designed to introduce Criminal Justice majors to oral and written communication, critical thinking and operations in criminal justice. Emphasis is placed on the development of writing skills required for careers in criminal justice, including various forms of correspondence, interoffice memos, informal reports, minutes of meetings, summaries, briefings, and presentations; proofreading, revising, and editing; writing for culturally diverse audiences; and criminal justice terminology. In addition, this course focuses on building error-free sentences, concept formulation and proper citation, e.g., APA.

Prerequisites or Corequisites: ENGL 1311 and ENGL 1312. Must have earned at least 30 credit hours prior to registering for this course.

CRJS 3310 Criminal Investigation

Cr. 3. (3-0). This course provides a brief overview of scientific crime detection and more detailed discussion of techniques for case management and documentation, the concept of proof, the impact of emergent technology on the investigative process, interacting with victims and witnesses, and

interviewing suspects. Particular emphasis may be placed on the investigation of particular types of crimes, such as, homicides, sex offenses, child abuse, hate crimes, and so forth.

Prerequisites: CRJS 1301. Must have earned at least 30 credit hours prior to registering for this course.

CRJS 3311 Research Methods In Criminal Justice

Cr. 3. (3-0). Introduction to the research process as practiced in criminal justice: definition of problem, delineating theory, literature review, various methods of data collection, data analysis, examination of validity and reliability, research design and presentation. Research devices used in everyday criminal justice. Students participate in some aspect of research.

Prerequisites or Corequisites: CRJS 1301. Must have earned at least 30 credit hours prior to registering for this course.

CRJS 3312 Criminal Psychology

Cr. 3. (3-0). This course examines the various ways in which psychologists, as well as psychological theories and methods, contribute to the study of crime, criminal behavior and the processes of criminal justice. We consider several key domains of forensic psychology including criminal profiling, eyewitness testimony, forensic interviewing, offender risk assessment and case management. The course also examines points of connection and disjuncture between criminology and psychology, through consideration of the relationship between individual-level and society-level explanations of criminal behavior.

Prerequisites: CRJS 1301 and FORS 2329. Must have earned at least 30 credit hours prior to registering for this course.

CRJS 3313 Diversity and Multiculturalism in Criminal Justice

Cr. 3. (3-0). The primary objective of this course is to provide students with an overview of issues related to multiculturalism and diversity in the criminal justice system. General areas covered will include how culture influences the decision-making practices of those employed in the system, victimization/offending issues among diverse groups, understanding and appreciating cultural diversity of communities, and historical and current issues impacting a wide range of groups.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

CRJS 3314 Statistics in Criminal Justice

Cr. 3. (3-0). An introductory overview of statistical principles and statistical techniques in criminal justice research. Introduction of data measurement, data distributions, probability and the normal curve, samples and populations, testing differences between means, analysis of variance, nonparametric tests of significance, correlation, and regression analysis. Includes "hands-on" experience using SPSS for data analysis and interpretation.

Prerequisites: MATH 1311. Must have earned at least 30 credit hours prior to registering for this course.

CRJS 3319 Introduction to Criminalistics

Cr. 3. (3-0). This course emphasizes the scientific investigation of crime. Analysis, comparison and identification of physical evidence; blood and body fluids, casts and molds, detective dyes, fingerprints, and trace evidence. The importance of crime scene preservation and laboratory examination of forensic evidence as critical steps in the investigative process are emphasized. The processing of evidence in the field and laboratory are performed during in class lectures and in laboratory settings. Specific areas that will be covered during this class include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Another focus will be the proper recognition, collection and preservation of physical evidence obtained from systematic searches of crime scenes.

Prerequisites: CRJS 1301. Must have earned at least 30 credit hours prior to registering for this course.

CRJS 3320 Juvenile Delinquency

Cr. 3. (3-0). This course will introduce students to the principles of juvenile delinquency and current trends. It will provide a historical overview of juvenile delinquency in America. The course will examine the psychological, social, and environmental theories of juvenile delinquency while also covering the juvenile court system and treatment options for delinquency. This course also examines the actual court cases that changed how youths are processed.

Prerequisites: CRJS 1301 and CRJS 3307. Must have earned at least 30 credit hours prior to registering for this course.

CRJS 3321 Mental Illness and the Criminal Justice System

Cr. 3. (3-0). This course explores the relationship of mental illness to crime and violence. Topics include the nature, prevalence, and consequences of mental disorder, substance use, and violence among criminal offenders, violence risk assessment, and the institutional and other treatments for the mentally ill offender.

Prerequisites: CRJS 1301. Must have earned at least 30 credit hours prior to registering for this course.

CRJS 4322 Ethics in Criminal Justice

Cr. 3. (3-0). A critical examination of the diverse ethical issues encountered in the American criminal justice system with a focus on comparing and contrasting the principles of moral philosophy and ethical theory to the practices of criminal justice agencies. Furthermore, this course examines the moral, legal and normative obligations of the state and criminal justice professionals.

Prerequisite: Must have earned at least 60 credit hours prior to registering for this course.

CRJS 4323 Substance Abuse and the Criminal Justice System

Cr. 3. (3-0). Social and psychological factors in alcohol and drug use, abuse and addiction. Legal and social elements of substance abuse and their relationship to criminal justice system. Characteristics of various controlled substances; categories of drug offenses; and investigation of drug cases.

Prerequisites: CRJS 1301. Must have earned at least 60 credit hours prior to registering for this course.

CRJS 4324 Terrorism

Cr. 3. (3-0). This course addresses the phenomenon of terrorism from a criminal justice perspective. The history of the phenomenon and contemporary terrorism in both its domestic and international manifestations; theories about terrorism; analytic methods for investigating and combating it, whether perpetrated by state or non-state actors.

Prerequisites: CRJS 1301. Must have earned at least 60 credit hours prior to registering for this course.

CRJS 4325 Cybercrime

Cr. 3. (3-0). This course focuses on topics related to cybercrime, including legal, enforcement, behavioral, and social factors that influence its perpetration, prevention, and prosecution.

Prerequisites: CRJS 1301. Must have earned at least 60 credit hours prior to registering for this course.

CRJS 4326 Quantitative Analysis

Cr. 3. (3-0). An introduction to quantitative applications in the field of Criminal Justice. Basic descriptive and inferential statistics. Topics include measurement scales, measures of central tendency, measures of dispersion, data distributions, sampling, probability, hypothesis testing, Chi Square, Z-test, T-Test, and Analysis of Variance models. Students will be introduced to SPSS for data analysis.

Prerequisites: CRJS 3311 and CRJS 3314. Must have earned at least 60 credit hours prior to registering for this course.

CRJS 4327 Crisis Communication/Emergency Management

Cr. 3. (3-0). The course focuses on emergency response, crisis communication planning, and how to deliver coordinated responses to mitigate risk in high-stress situations. Students will gain foundational knowledge on how to effectively communicate when determining a coordinated approach to a crisis.

Prerequisite: Must have earned at least 60 credit hours prior to registering for this course.

CRJS 4328 Social Justice and Crime

Cr. 3. (3-0). This course examines the social injustices in the criminal justice system's naming and sanctioning of harmful behaviors as crimes. Discussions will unpack the values, ethics, and ideologies underlying the current retributive system of sanctioning compared to social justice responses. Harmful and oppressive crimes of states, nations, and corporations such as genocide, violence, and environmental crimes illustrate key concepts underlying justice models. Students will learn how the following concepts apply in retributive justice models and more inclusive, peace-oriented, and restorative models: marginalization, stigmatization, stigma, power, privilege, bias, oppression, resistance, compassion, inclusivity, community, and the limitations of a rights-based approach.

Prerequisite: Must have earned at least 60 credit hours prior to registering for this course.

CRJS 4398 Internship

Cr. 3. (0-0-3). This course is designed to supplement coursework in Criminal Justice. It helps students apply their knowledge into real-world problems in professional settings. Students recognize the need for continuous learning and experience the challenges of workplace environment. Students also receive feedback from their on-site supervisor to use as a guide and to help them as they prepare to enter the workforce.

Prerequisite: Must have earned at least 60 credit hours prior to registering for this course.

CRJS 4399 Special Topics

Cr. 3. (3-0). This course focuses on special topics related to contemporary criminal justice issues chosen by the instructor and selected by the student such as crime-fighting tactics, society's response to reducing crime, and criminal behavior.

Prerequisite: Must have earned at least 60 credit hours prior to registering for this course.

CUIN 5321 Methods in Science Teaching

Cr. 3. (3-0). This course is designed to develop pedagogical content knowledge for teaching science. Materials, methods and strategies necessary to teach science in secondary schools will be presented.

Prerequisite: None.

CUIN 5323 Teaching Science Lab

Cr. 3. (3-0). This course is designed to develop skills to master the science laboratory in secondary schools. The techniques to conduct experiments and demonstrations in science laboratory will be presented. Process of scientific inquiry and its role in science instruction will be overviewed. Laboratory safety will also be addressed.

Prerequisite: None.

CUIN 5331 Web Design and Web 2.0 Applications

Cr. 3. (3-0). This course explores advanced graphical editing methods in current Digital Graphics and Animation software. Both traditional and cloud-based alternatives of latest Digital graphics and Animation software will be covered with special emphasis in educational applications. Practical aspects of this course include creating educational website and materials by using WordPress and various Web 2.0 tools.

Prerequisite: None.

CUIN 5332 Digital Graphics and Animation

Cr. 3. (3-0). This course explores advanced graphical editing methods in current Digital Graphics and Animation software. Both traditional and cloud-based alternatives of latest Digital graphics and Animation software will be covered with special emphasis in educational applications. Practical aspects of this course include creating educational materials by using Adobe Photoshop and Adobe Edge (HTML5 based animation).

Prerequisite: None.

CUIN 5341 Seminar in Curriculum and Instruction 1

Cr. 3. (3-0). This course includes the study of research, theory, pedagogy and curriculum for intermediate and secondary classrooms. It emphasizes on the current approaches to curriculum and curriculum innovation, including major educational issues as they affect curricular activity.

Prerequisite: None.

CUIN 5342 Seminar in Curriculum and Instruction 2

Cr. 3. (3-0). This course focuses on the application of instructional strategies for teachers at the middle and secondary levels. Sources of materials, textbooks, and methods of teaching are addressed. In addition, it analyzes classroom teaching from a variety of disciplinary perspectives.

Prerequisite: None.

CUIN 5343 Seminar in Curriculum and Instruction 3

Cr. 3. (3-0). This course is designed to help educators guide their students in acquiring skills needed for adequate reading, thinking, writing, and study in their content areas. Emphasis is on the functional teaching of the content including the design and preparation of materials to use in all school subjects.

Prerequisite: None.

ECON 2311 Principles of Macroeconomics

Cr. 3. (3-0). An analysis of the economy as a whole including measurement and determination of aggregate demand and aggregate supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy. (ECON 2311 Principles of Macroeconomics and ECON 2312 Principles of Microeconomics can be taken in any order).

Prerequisite: None.

Course Materials: Free digital textbook and course materials.

ECON 2312 Principles of Microeconomics

Cr. 3. (3-0). Analysis of the behavior of individual economic agents, including consumer behavior and demand, producer behavior and supply, price and output decisions by firms under various market structures, factor markets, market failures, and international trade. (ECON 2311 Principles of Macroeconomics and ECON 2312 Principles of Microeconomics can be taken in any order).

Prerequisite: None.

Course Materials: Free digital textbook and course materials.

ECON 3313 Global Economics

Cr. 3. (3-0). This course focuses on international trade in goods, services, and capital. It serves as an introduction to international economic issues and related policies. The issues discussed in the course include gains from trade and their distribution; analysis of protectionism; strategic trade barriers; the trade deficit; exchange rate determination; and government intervention in foreign exchange markets.

Prerequisites: ECON 2311 or ECON 2312, and FINA 3312. Must have earned at least 30 credit hours prior to registering for this course.

EDUC 0011 Pedagogy and Professional Responsibility

This non-credit course has different modules about educational pedagogy and responsibility. The course consists of the following components: Pedagogy and Professional Responsibilities Instruction, Content Pedagogy Instructions (in Mathematics, Science, ELA, TEAP, Social Studies, and Physical Studies), Test Preparation, Field-Based Observations, and Professional Development activities.

Prerequisite: None.

Outcome: Pass/Fail.

EDUC 0012 Internship Semester I

This non-credit course is a semester long internship in a school setting for ACP students. In this course, students are expected to observe and reflect their internship experience in the context of instruction, student assessment, classroom management, communication within school setting, and professional ethics. Students will be required to demonstrate their knowledge and competency through portfolio assessment.

Prerequisite: None.

Outcome: Pass/Fail.

EDUC 0013 Internship Semester 2

This non-credit course is the follow-up to EDUC 0012. It is a semester long internship in a school setting for ACP students. In this course, students are expected to observe and reflect on their internship experience in the context of instruction, student assessment, classroom management, communication within school setting, and professional ethics. Students will be required to demonstrate their knowledge and competency through portfolio assessment.

Prerequisite: None.

Outcome: Pass/Fail.

EDUC 2101 Becoming an Educator in Texas Seminar

Cr. 1. (1-0). The purpose of this seminar is to introduce students to the process of becoming a certified EC-6 teacher in the state of Texas. Students will review the TEKS (Texas Essential Knowledge and Skills standards) for Pre-K – Grade 6 in all content areas, learn how to apply for admission to the NAU certification program, review requirements for state certification exams, learn how to create a comprehensive lesson plan, and complete a plan for completing degree requirements.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

EDUC 2311 Introduction to Teaching Profession

Cr. 3. (3-0). This course introduces prospective teachers as well as other education students to the teaching profession. Presenting both historical and current views of teaching and education, this course encourages students to think more deeply, broadly, and systematically about what teaching is, what teachers do, and whether teaching is an appropriate career choice for them. In the course students will develop research and theory-based views of educational history, teaching practices, various contexts of teaching and teachers, and contemporary issues related to teacher education.

Prerequisite: None.

EDUC 2312 Learning Theories and Development

Cr. 3. (3-0). This course analyzes learning and development theories and their implications for learning and teaching. It examines factors that impact and facilitate learning, as well as instructional strategies that support the cognitive, social, and emotional development of learners.

Prerequisite: None.

EDUC 3101 Seminar for STR Exam Prep

Cr. 1. (1-0). The purpose of this seminar is to prepare students for success on the STR (Science of Teaching Reading) exam (#293). Students will take a practice exam during the first week of the course and then design a plan to work independently to review preparation materials in areas needing improvement. Students will take another practice exam at the end of the semester to determine their readiness to take the state exam.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

EDUC 3314 Classroom Management

Cr. 3. (3-0). This course teaches effective classroom management with an emphasis on helping students become self-regulated learners; i.e., the application of various management techniques to help students become more responsible for their behaviors and choices. Theories and diverse strategies related to effective classroom management will be discussed.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

EDUC 3315 Curriculum and Instructional Design

Cr. 3. (3-0). This course focuses on the design of instruction, in particular on the theory and method of design based on congruence between identified needs and approaches to curriculum development. Topics include curricular design models and the integral connection between curriculum, assessment, and instruction; strategies for curriculum alignment; investigation and application of research-based instructional strategies; and the use of technology to enhance instruction.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

EDUC 3316 Integrating Technology into the Curriculum

Cr. 3. (3-0). This course examines the use of computers in the classroom and their impact on the learning environment. Topics include selection of resources, materials, and strategies for systemic achievement of curriculum goals; investigation of innovative and effective technological advances; and practices for use in teaching and learning.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

EDUC 3317 Education in Culturally Diverse Environments

Cr. 3. (3-0). This course offers perspectives on multicultural education in our schools today; on the appreciation of differences based on race, culture, ethnicity, and gender; and on how classroom practices can reflect a mature understanding of culturally diverse environments.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

EDUC 3331 Introduction to Early Childhood Education

Cr. 3. (3-0). This course is designed to prepare teacher candidates to understand both how and what to teach children from Pre-K to Grade 3. The emphasis is on delivering an effective and engaging curriculum using teaching practices that ensure equitable opportunities for all students to reach their potential. Young children need positive and supportive relationships in culturally and linguistically responsive learning environments. Teacher candidates will review the NAEYC's position statement on developmentally appropriate practice as they learn to adapt instructional strategies and learning activities for individual differences, build effective partnerships with families, create a caring community of learners, use age appropriate and effective assessments, and teach basic concepts of literacy, language, the arts, science, technology, mathematics, social studies, and physical fitness.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

EDUC 4101 Seminar on PPR Exam Prep

Cr. 1. (1-0). The purpose of this seminar is to prepare students for success on the TExES PPR (Pedagogy and Professional Responsibilities) EC-12 exam (#160). Students will take a practice exam during the first week of the course and then design a plan to work independently to review preparation materials in areas needing improvement. Students will take another practice exam at the end of the semester to determine their readiness to take the state exam.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

EDUC 4332 Teaching Elementary Science

Cr. 3. (3-0). This course prepares teacher candidates to become competent science teachers for students in elementary grades. Young children are naturally curious about the world around them and need to explore science concepts through experiential learning. As they get older, they apply what they have learned through scientific methods. The role of the teacher is to inspire and guide students to experience science through inquiry and discovery. Students will learn science by doing science. The first part of the course focuses on how to create an engaging science classroom, plan effective lessons, develop units of inquiry, integrate science concepts into other content areas, assess student understanding and mastery of concepts, and integrate technology into the study of science. The second half of the course focuses on major concepts that are covered in the life sciences, physical sciences, and Earth/space science in the elementary grades.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

EDUC 4333 Capstone Project – 3 credit hours

Cr. 3. (3-0). Students will create a portfolio of the highlights of coursework from all of the methods courses they have taken, as well as any products they create during student teaching. This portfolio will showcase what they have learned and can be used to share their experience and expertise as they apply for teaching jobs after graduation.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

EDUC 4334 Seminar for Content Exam Prep

Cr. 3. (3-0). The purpose of this seminar is to prepare students for success on the TExES Content Area exam (#391). This exam covers concepts that students will teach to elementary students in Literacy, Mathematics, Science, Social Studies, Physical Education, and Art, Music, and Theater Arts. Students will take a practice exam and then work independently to review preparation materials designed to raise their score in areas needing improvement. Students will take another practice exam at the end of the semester to determine their readiness to take the state exam. Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

EDUC 4335 Teaching Elementary Social Studies

Cr. 3. (3-0). This course prepares teacher candidates to become successful social studies teachers in elementary grades. Social Studies is often called the “forgotten” subject since it is not included in regular testing, but for elementary students, it should be at the center of the curriculum because it is where students learn to interpret the world around them. Lessons should include demonstrations, simulations, virtual field trips, hands-on projects, and active learning. During the first half of the course, teacher candidates will review the ten themes of social studies, the NCSS standards, the C3 Framework, and goals for a comprehensive social studies curriculum. They will create lessons that integrate civics, economics, anthropology, sociology, geography, and history with concepts from other content areas. Finally, teacher candidates will review how to assess student achievement, plan integrative units, and prepare students for citizenship in a culturally diverse world.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

EDUC 4010 Internship

Cr. 3. (3-0). The course provides an opportunity for students to have authentic field experience in their field. It helps students apply their knowledge into real-world problems in professional settings. Students recognize the need for continuous learning and experience the challenges of workplace environment.

Prerequisite: Must have earned at least 60 credit hours prior to registering for this course.

EDUC 4318 Education of Exceptional Children

Cr. 3. (3-0). This course examines educators' responses to the needs of students with disabilities, those who are Limited English Proficient, and those who are academically or intellectually gifted. The focus is on differentiating and individualizing instruction for each student's mental, physical, emotional, and vocational development in the least restrictive environment.

Prerequisite: Must have earned at least 60 credit hours prior to registering for this course.

EDUC 4320 Issues in Education - Cultural Diversity, Reform, Law, and Ethics

Cr. 3. (3-0). This course examines the key areas of educators' legal and ethical responsibilities, such as equity in education, documentation, intellectual property, accommodations for the disabled, student privacy, confidentiality, and personal relations between teachers and students. Specific legal cases will be discussed.

Prerequisite: Must have earned at least 60 credit hours prior to registering for this course.

EDUC 4321 Measurement and Assessment in Education

Cr. 3. (3-0). This course examines principles of educational measurement and evaluation in secondary schools. Topics include test construction, test reliability and validity, item analysis, interpretation of test results, grading and reporting of educational achievement.

Prerequisite: Must have earned at least 60 credit hours prior to registering for this course.

EDUC 4324 Reading in Content Areas

Cr. 3. (3-0). This course focuses on the development of reading skills and the interaction of readers with the text. Topics include the readability of curriculum materials, accommodating learning in light of students' diverse reading abilities, and assessment of student learning.

Prerequisite: Must have earned at least 60 credit hours prior to registering for this course.

EDUC 4699 Student Teaching

Cr. 6. During practicum, student put into practice the skills they have gained in the Interdisciplinary Studies in Education program. Students will be able to manage the real problems of the school successfully; understand the needs of school administrators, teachers, students, and parents; apply technology in the classroom; and create lesson plans and other documentation based on the needs of the schools.

Prerequisite: Completion of all coursework.

EDUC 5311 Human Growth and Development

Cr. 3. (3-0). This course is designed to examine human development throughout the life span. The physiological, social, emotional, cognitive, language and cultural influences on growth and development will be introduced. Theories of childhood, adolescent and young adult development and learning will be examined.

Prerequisite: None.

EDUC 5312 Curriculum and Instructional Design

Cr. 3 (3-0). This course focuses on the design of instruction, with a focus on theory and method of design, as it relates to school leadership. The main topics include curriculum design, instructional strategies,

lesson planning, and assessment. This course is designed to be a practical course where educators will be equipped with the core skills needed for the successful provision and delivery of school curriculum. The mission of this course is to not only build the required skills set to succeed as a future educational leader, but also to extend the interest of students by introducing the concepts that are commonly used by today's teachers, along with new applications to provide students with the confidence, knowledge, and ability to easily learn the fundamentals of teaching.

Prerequisite: None.

EDUC 5313 Statistical Procedures and Measurement

Cr. 3. (3-0). This course is intended to provide educators with a conceptual introduction to basic inferential statistics and statistical hypothesis testing in the behavioral sciences. Emphasis is placed on understanding the underlying concepts and assumptions of statistical procedures, and on the correct application and interpretation of each procedure.

Prerequisite: None.

EDUC 5314 Data Driven Instruction

Cr. 3. (3-0). This course focuses on the role of school leaders in improving curriculum and instruction. Students will explore how to integrate effective instructional practices with data-driven instructional interventions. They will analyze data from a variety of sources and work with a team to create a continuous school improvement plan that promotes gains in student achievement.

Prerequisite: None.

EDUC 5315 Instructional Coaching for School Leaders (personnel)

Cr. 3. (3-0). This course explores effective strategies for improving teacher performance through instructional coaching and differentiated professional development. Students will examine the teacher recruitment, selection, supervision, and evaluation procedures at their schools to learn how administrators collect and interpret data to provide constructive feedback that helps teachers improve their instructional practice.

Prerequisite: None.

EDUC 5319 School Budgeting and Resource Management

Cr. 3. (3-0). This course emphasizes the role of the principal in the planning, development, and implementation of the financial aspect of a campus including budgeting, purchasing, human resources, and business office management. Emphasis is placed on processes and procedures that most effectively and equitably meet the identified instructional needs of the building and specifically support increased student achievement as specified in the campus improvement plan. Scheduling, discipline, and facility management will be addressed as the management component of the course. This course also includes theory and practices of business management, internal accounting procedures, and the Texas public school finance.

Prerequisite: None.

EDUC 5320 Communication for School Leaders

Cr. 3. (3-0). This course examines the importance of utilizing effective strategies to establish positive school-community relationships through effective communication of a shared vision of student success to a diverse school community. Students will review communication documents from their schools to evaluate the effectiveness of current communication channels. They will analyze the school's communication plan and make recommendations for improving it.

Prerequisite: None.

EDUC 5322 Practicum 1

Cr. 3. (0-0-3). The practicum is an opportunity for candidates of the educational leadership program to have authentic field experiences as interns in school settings. Working under the guidance and supervision of experienced school administrators, interns will earn 90 hours of leadership experience as they learn about the roles and responsibilities of school leaders through a combination of observations, interviews, and field experiences. This semester the focus will be leading a vision, improving school culture, developing effective communication techniques, and using data analysis to improve the educational processes on the campus.

Prerequisite: None.

EDUC 5323 Practicum 2

Cr. 3. (0-0-3). The practicum is an opportunity for candidates of the educational leadership program to have authentic field experiences as interns in school settings. Working under the guidance and supervision of experienced school administrators, interns will earn 90 hours of leadership experience as they learn about the roles and responsibilities of school leaders through a combination of observations, interviews, and field experiences. This semester the focus will be on understanding organizational culture, developing time management strategies, creating a self-improvement plan, participating in strategic planning, supervising, coaching, motivating, and evaluating employees, and providing professional development for teachers based on an identified need.

Prerequisite: None.

EDUC 5324 Integrating Technology into Education

Cr. 3. (3-0). The course is designed to help enhance the skills of teacher and school administrators in the area of technology leadership. The course covers an overview of the utilization of technology to enhance decision-making, institute long-term planning, and regulate the day-to-day operations of the organization.

Prerequisite: None.

EDUC 5325 Research Methods in Education

Cr. 3. (3-0). This graduate-level course provides advance level research methods in education. The class will take place online, consisting of readings, discussions, and a variety of learning activities. The procedures commonly used in educational research and conceptual, procedural and analysis issues from a wide variety of areas will be covered. By the end of the course, students will have a good awareness of the range of procedures that may be applied to different types of research studies and the guidelines that should be used in selecting a set of appropriate research methods.

Prerequisite: None.

EDUC 5327 Ethical, Legal, and Professional Issues in Education

Cr. 3. (3-0). This course provides an overview of legal and ethical issues in education that affect decision-making and long-range planning for school leaders. Students will review educational law and policy, develop an ethical leadership philosophy, analyze the cultural proficiency of their organization, research laws regarding the education of special populations, and develop a plan to stay informed about upcoming legislation, as well as federal (national), state, and local guidelines.

Prerequisite: None.

EDUC 5328 Action Research.

Cr. 3. (3-0). This course introduces students to the action research cycle as they learn how to use data to make decisions and find solutions to problems of practice that exist in the school environment. To promote a culture of high expectations, school leaders must collaborate with teachers and other staff to identify problems, evaluate current practice, implement research-based interventions, analyze data, and make

informed decisions that promote high-quality instruction designed to improve student achievement. Students will identify a problem that exists on their campus and create an action research plan to address it.

Prerequisite: None.

EDUC 5329 Organizational Management

Cr. 3. (3-0). This course explores the dynamics of organizational behavior within a successful organization. Emphasis is on gathering information from a variety of sources to implement effective problem-solving, decision-making, and strategic planning strategies. Students will explore how to increase employee motivation, resolve conflicts, and improve their own time management and organizational skills. They will evaluate the school's crisis management and facilities management plans to determine any changes that need to be made to ensure the safety of students and staff members. Based on available data, students will create a strategic plan for their campus and share this with colleagues.

Prerequisite: None.

EDUC 5398 Thesis Research

Cr. 3. (0-0-3). This course is designed for those who will pursue thesis option in their plan of study. It is designed for preparation of master thesis. The candidate identifies a problem, reviews literature, creates a product based on applicable literature, research or theory that addresses the problem, and develops a plan for implementation and evaluation with the supervision of an academic advisor.

Prerequisite: 24 graduate credit hours.

EDUC 5399 Thesis Writing

Cr. 3. (0-0-3). The thesis is an independent research course which involves theoretical or empirical research that identifies an issue or question, reviews literature, designs a study, gathers and analyzes data or evidence, and presents interpretations or conclusions. A candidate is required to perform the study under the guidance of a faculty advisory committee. A written thesis is required to be presented, defended orally, and submitted to the faculty advisory committee for approval.

Prerequisite: EDUC 5398.

ENGL R300 Basic Writing

Cr. 3. (3-0). This course will help students to develop the writing skills needed for successful completion of college-level work. This course focuses on academic writing. It provides strategies for improving content, organization, outlining, and editing from sentences to essays. It will also focus on vocabulary development and improvement.

Prerequisite: None.

Outcome: Pass/Fail.

ENGL R301 Development of Reading Skills

Cr. 3. (3-0). This course will help students understand and demonstrate active reading strategies, by being able to comprehend materials more fully through proper organization and identification of main ideas and details. The focus will be on non-fiction prose.

Prerequisite: None.

Outcome: Pass/Fail.

ENGL 1311 Composition and Rhetoric I

Cr. 3. (3-0). This course stresses the intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Prerequisites: ENGL R300 and ENGL R301, or placement by exam.

Course Materials: Free digital textbook and course materials.

ENGL 1312 Composition and Rhetoric II

Cr. 3. (3-0). ENGL 1312 is a more extensive study of the skills introduced in ENGL 1311 with an emphasis on critical thinking, research and documentation techniques, and literary and rhetorical analysis.

Prerequisite: ENGL 1311.

Course Materials: Free digital textbook and course materials.

ENGL 2315 Survey of British Literature I

Cr. 3. (3-0). A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Prerequisite: ENGL 1312.

ENGL 2316 Survey of American Literature I

Cr. 3. (3-0). A survey of American literature from the period of exploration and settlement through the Civil War. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

Prerequisite: ENGL 1312.

ENGL 2317 Survey of British Literature II

Cr. 3. (3-0). A survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Prerequisite: ENGL 1312.

ENGL 2318 Survey of American Literature II

Cr. 3. (3-0). A survey of American literature from the Civil War to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

Prerequisite: ENGL 1312.

ENGL 2319 Survey of World Literature

Cr. 3. (3-0). A survey of world literature from the ancient world to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Prerequisite: ENGL 1312.

ENGL 3320 Composition Theory and Pedagogy

Cr. 3. (3-0). Theory and practice of teaching writing in the secondary schools including process, form, equitable grading, and digital composition methodologies.

Prerequisites: ENGL 1312. Must have earned at least 30 credit hours prior to registering for this course.

ENGL 3322 Studies in Linguistics and History of the English Language

Cr. 3. (3-0). This course examines the Linguistics and history of English from the prehistoric roots that bind it to other languages of Europe and Asia, through the period of its earliest attestation, and into the

modern era. The course approaches the subject from the perspective of modern linguistics and also develops familiarity with the theory and analytical methods of this field.

Prerequisites: ENGL 1312. Must have earned at least 30 credit hours prior to registering for this course.

ENGL 3323 English Grammar and Syntax

Cr. 3. (3-0). This course focuses on the preparation for teaching grammar, usage, punctuation, composition, spelling, critical thinking, and listening in secondary schools.

Prerequisites: ENGL 1312. Must have earned at least 30 credit hours prior to registering for this course.

ENGL 3325 Young Adult Literature

Cr.3. (3-0). This course deals with the identification, selection, and use of literature written for readers in grades 4 through 12. Students will become acquainted with the genres of young-adult literature and will read high-quality and/or popular exemplars of the genres. Students will encounter resources and reading strategies appropriate to use with young adult literature and will plan classroom applications of selected literature and strategies.

Prerequisites: ENGL 1312. Must have earned at least 30 credit hours prior to registering for this course.

ENGL 3326 Literary Theory and Criticism

Cr. 3. (3-0). Survey of the major modes of literary criticism with emphasis on the basic concepts underlying specific theories as well as their application and impact within a literary genre.

Prerequisites: ENGL 1312. Must have earned at least 30 credit hours prior to registering for this course.

ENGL 3328 Teaching Elementary Literacy 1

Cr. 3. (3-0). This course prepares teacher candidates to become excellent literacy teachers for young children (Pre-K – Grade 3). Since reading and writing are fundamental to every subject area, a strong foundation in basic literacy skills establishes the opportunity for future academic success. Teacher candidates will learn the fundamental components of literacy, how to integrate digital teaching and learning, methods for differentiating instruction, how to use formative and summative assessments to monitor student progress, and how to meet the diverse needs of students by scaffolding instruction so that all students are successful. In this course, teacher candidates will focus on award winning literature, becoming an effective literacy teacher, examining and assessing students' literacy development, cracking the alphabetic code, developing fluent readers and writers, and exploring how children learn to spell.

Prerequisites: ENGL 1312 . Must have earned at least 30 credit hours prior to registering for this course.

ENGL-3329 Teaching Elementary Literacy 2

Cr. 3. (3-0). This course follows ENGL 3328, with an emphasis on preparing teacher candidates to become excellent literacy teachers for elementary children (Grades 4-6). After learning how to develop a strong foundation in literacy for students in the early childhood years, teacher candidates explore how to support students' continued growth in literacy. They will continue to integrate digital instructional strategies and learning activities, differentiate and scaffold teaching and learning, and use formative and summative assessments to monitor student progress. In this course, teacher candidates will focus on award winning literature for students in upper elementary grades, expanding academic vocabulary, teaching reading comprehension strategies, scaffolding reading and writing development, and exploring integrating reading and writing skills with other content areas. Prerequisites: ENGL 1312. Must have earned at least 30 credit hours prior to registering for this course.

ENGL 3330 Literacy Assessment and Intervention

Cr.3. (3-0). This course focuses on a variety of methods for assessing literacy abilities and recognizing literacy problems. Students will learn how to develop instructional interventions to address identified

areas of need to promote learners' success. Students will practice techniques for diagnosing reading problems as well as instructional strategies for addressing them in the classroom.

Prerequisites: ENGL 1312. Must have earned at least 30 credit hours prior to registering for this course.

ENGL 4324 Methods of Teaching English in Secondary Schools

Cr. 3. (3-0). Focuses on the various components of the English Language Arts curriculum: methodologies, assessment, studies in English language variation, literature, and composition with an emphasis on the knowledge, critical pedagogies and dispositions expected of certified educators. Should be taken the semester prior to student teaching.

Prerequisites: ENGL 1312. Must have earned at least 60 credit hours prior to registering for this course.

ENGL 4327 Special Topics

Cr. 3. Seminar offers a critical examination of a topic within the instructor's field of specialization with emphasis on scholarly analysis and research. May be repeated once for credit when the topic varies.

Prerequisites: ENGL 1312. Must have earned at least 60 credit hours prior to registering for this course.

ENGL 5314 Literary Theory and Criticism.

Cr. 3. (3-0). This course requires reading and study of major developments such as semiotics, psychoanalysis, post-structuralism, post-modernism, reception theory, multicultural and postcolonial studies, feminism, and gender studies, and others. Methods for teaching literary theory and criticism are also addressed.

Prerequisite: None.

ENGL 5315 Literature for Young Adults

(3-0). This course includes advanced study of literature suitable for adolescents. Reading, evaluation and instructional methods are included.

Prerequisite: None.

FINA 1311 Personal Finance

Cr. 3. (3-0). This course provides students with skills to solve real world problems. It focuses on problems and applications related to personal finance, including financial planning, personal investing, budgeting, tax planning, real estate financing, credit management, insurance protection, and retirement and estate planning.

Prerequisite: None.

FINA 3312 Business Finance

Cr. 3. (3-0). This course examines financial principles applicable to the business organization. Topics include risk return trade off, the time value of money, fundamentals of stocks and bonds and their valuation, capital budgeting, dividend and debt policy.

Prerequisites: ACCT 2311, ECON 2311, and BUSI 2311 or MATH 1312. Must have earned at least 30 credit hours prior to registering for this course.

FINA 3313 Financial Markets and Institutions

Cr. 3. (3-0). This course analyzes asset and liability management for financial institutions. Topics include financial markets such as stocks, bonds, mortgages, derivatives and foreign exchange.

Prerequisites: FINA 3312. Must have earned at least 30 credit hours prior to registering for this course.

FINA 3314 Personal Financial Planning

Cr. 3. (3-0). This course provides principles of personal financial planning and opportunities for students to develop skills for making financial decisions. For effective financial decision-making, course topics

will include making informed decisions regarding tax, budgets, investment, insurance, retirement, and estate planning.

Prerequisites: FINA 3312. Must have earned at least 30 credit hours prior to registering for this course.

FINA 4314 Investments

Cr. 3. (3-0). This course focuses on investment theories and their application in terms of selecting assets and securities such as stocks, bonds, and mutual funds. Modern portfolio theory, leverage, and portfolio diversification is also discussed.

Prerequisites: FINA 3312. Must have earned at least 60 credit hours prior to registering for this course.

FINA 4315 Financial Analysis and Valuation

Cr. 3. (3-0). This course analyzes the financial statements of corporations, using analytical tools and methods ranging from ratio computation and cash flow measures to equity valuation. Topics include cash flow analysis, profitability analysis, credit analysis, short-term and long-term forecasting, and equity analysis and valuation.

Prerequisites: FINA 3312. Must have earned at least 60 credit hours prior to registering for this course.

FINA 4316 International Finance

Cr. 3. (3-0). This course focuses on the financial operations of corporations in international financial markets. Topics include forecasting exchange rates in foreign exchange markets, the components of international monetary systems, currency risk management techniques, and global financial decisions.

Prerequisites: FINA 3312. Must have earned at least 60 credit hours prior to registering for this course.

FINA 4319 Financial Management

Cr. 3. (3-0). This course provides an in-depth study of capital budgeting, financing, dividends, and related issues in the context of risk, return, and creation of value in a corporation and other business organizations.

Prerequisites: FINA 3312. Must have earned at least 60 credit hours prior to registering for this course.

FITW 1311 Fitness and Wellness

Cr. 3. (3-0) Introduces the concepts and practice of physical fitness, nutrition, health promotion, disease prevention and stress management. This course and the physical activities students will participate in are designed to assist the student in making intelligent choices that contribute to a healthy lifestyle. Activities emphasizing cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition will be assessed.

Prerequisite: None.

FORS 2329 Forensic Science and Criminal Justice

Cr. 3. (3-0). This course introduces students to the basic principles and uses of forensic science. Study of the application of science to law and the criminal justice system. Overview of disciplines, theories, techniques and practices of which the field of forensic science is comprised. Prior knowledge or background in the forensic sciences is not required.

Prerequisite: None.

FORS 3330 Introduction to Forensic Investigations

Cr. 3. (3-0). Introduction to the development of Forensic Investigations and its contribution to the Criminal Justice System and the applications of the scientific discipline to the examination and analysis of physical evidence.

Prerequisites: CRJS 1301. Must have earned at least 30 credit hours prior to registering for this course.

FORS 3331 Forensic Psychology

Cr. 3. (3-0). An interdisciplinary examination of the relationship between psychiatry, clinical psychology, and the criminal justice system with regard to mentally ill criminal offenders. Focus is on the legal standards for determining various criminal competencies, insanity, diminished capacity, and related defenses of excuse.

Prerequisites: CRJS 1301 and PSYC 2311. Must have earned at least 30 credit hours prior to registering for this course.

FORS 3332 Forensic Biology

Cr. 3. (3-0). An introduction to the basic principles of biology as applied to the field of forensic science. The aim is to use scientific reasoning to draw conclusions and make decisions about forensic techniques, analyses, and results. Topics include the biological features and characteristics of evidentiary materials, as well as the basic principles of chemistry, cell biology, microbiology, and genetics that underlie forensic analyses.

Prerequisites: BIOL 1311. Must have earned at least 30 credit hours prior to registering for this course.

FORS 3435 Investigative Photography

Cr. 3. (3-0). This course covers the operation of various photographic equipment and its application to criminal justice. Topics include using various cameras, proper exposure of film, developing film and prints, and preparing photographic evidence. Upon completion, students should be able to demonstrate and explain the role of photography and proper film exposure as well as development techniques.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

FORS 3436 Criminal Profiling

Cr. 3. (3-0). Study of the differentiation of criminal types in criminal justice policy and practice. Focus on theoretical foundations of typology construction and application of offender typologies and criminological theories to the investigative and adjudication process.

Prerequisites: CRJS 1301. Must have earned at least 30 credit hours prior to registering for this course.

FORS 4333 Digital Forensics

Cr. 3. (3-0). Similar to computer forensics, digital forensics is a branch of forensic science that uses investigative techniques to gather stored data from digital devices. This branch can include cell phones, digital storage devices, computers, and other technological items used by individuals.

Prerequisite: Must have earned at least 60 credit hours prior to registering for this course.

FORS 4334 Forensic Studies Experience

Cr. 3. (3-0). This course is structured to provide the basic concepts of analytical chemistry as it applies to drug and body fluid analyses. The course is composed of seven modules. Each module will be supplemented with figures, animations, links to appropriate websites and self-test questions. A series of case studies will be used to reinforce concepts and to combine individual topics covered in each module.

Prerequisite: Must have earned at least 60 credit hours prior to registering for this course.

FORS 4338 Serial Murder

Cr. 3. (3-0). Introduction to the origins, nature, and dynamics of serial murder. Review of theory and research on the origins and development of serial murder behavior, the conceptual differences between different types of multiple murder phenomena, gender differences in serial homicide, the role of mental disorder, social and cultural forces, and environmental influences on serial murder, investigating serial murder, understanding victimology, and media attention to serial murder.

Prerequisites: CRJS 1301 and either FORS 3331 or CRJS 3312 . Must have earned at least 60 credit hours prior to registering for this course.

FORS 4339 Crime Scene Investigations Techniques

Cr. 3. (3-0). This course covers all of the vital components of a crime scene investigation. Participants will learn proper photography techniques, including macro and night photography. Other topics covered include latent print processing, biological, trace, and impression evidence, crime scene sketching, note taking, and report writing. Hands-on exercises will focus on the recognition, documentation, processing, recovery, and preservation of physical evidence. Participants will apply learned techniques through a mock crime scene exercise conducted on the last day of the program.

Prerequisites: CRJS 1301 and FORS 4333. Must have earned at least 60 credit hours prior to registering for this course.

FRSH 1311 Freshman Seminar

Cr. 3. (3-0). This course is a study of the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning; and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. In addition, the course focuses on numerous college, career, and life management topics necessary for students to make the most of their college investment.

Prerequisite: Freshman students only.

GENG 0001 Lower Beginning Intensive English (Level 1)

This course introduces listening, speaking, reading and writing skills needed for success in an academic environment. Instructional approaches and activities which include pair work, group activities, audio, video and teacher-generated lectures, and student-instructor conferences, will engage the students in listening, speaking, reading and writing activities designed to help learners respond appropriately to a variety of practical everyday contexts such as asking for and giving personal information. Under the close supervision of the instructor, and using the workshop method, students will use ideas and information from beginner text material to create well-formed sentences and fluency in the execution of formal presentations of 2-4 minutes. Both in and out-of-class activities will help students develop strategies to discuss, challenge and expand ideas contained in text materials. GENG courses cannot be used to matriculate.

Prerequisite: ACCUPLACER™.

GENG 0002 Upper Beginning Intensive English (Level 2)

This course introduces listening, speaking, reading and writing skills needed for success in an English-speaking environment. Instructional approaches and activities which include pair work, group activities, audio, video and instructor-generated lectures, and student-instructor conferences, will engage the students in listening, speaking, reading and writing activities designed to help learners respond appropriately to a variety of practical everyday contexts such as asking for and giving personal information. Under the close supervision of the instructor, and using the workshop method, students will use ideas and information from beginner text material to create well-formed sentences. Both in and out-of-class activities will help students develop strategies to discuss, challenge and expand ideas contained in text materials. GENG courses cannot be used to matriculate.

Prerequisite: ACCUPLACER™ or GENG 0001.

GENG 0003 Lower Intermediate Intensive English (Level 3)

This course introduces and refines listening, speaking, reading and essay writing skills needed for success in an undergraduate academic environment. Through audio and video presentations as well as teacher-generated lectures, students will improve listening comprehension, develop effective note-taking skills, identify verbal and non-verbal cues that signal main ideas and relationship of ideas, deliver formal oral presentations of 2-5 minutes, learn to support their own opinions and respond appropriately to the opinions

of others, and practice intermediate grammar structures in discourse. Under the close supervision of the instructor, using the workshop method, students will use academic college-level reading materials to develop critical reading strategies such as previewing, contextualizing, analyzing, evaluating, questioning, synthesizing ideas, summarizing and paraphrasing to create essays of 2-3 paragraphs. Both in and out-of-class activities will help learners develop strategies to discuss, challenge and expand ideas from text materials. GENG courses cannot be used to matriculate.

Prerequisite: ACCUPLACER™ or GENG 0002.

GENG 0004 Upper Intermediate Intensive English (Level 4)

This course introduces and improves listening, speaking, reading and essay writing skills needed for success in an undergraduate academic environment. Through audio and video presentations as well as teacher-generated lectures, students will improve listening comprehension, develop effective note-taking skills, recognize verbal and non-verbal cues that signal main ideas and relationship of ideas, deliver formal oral presentations of 3-5 minutes, learn to support their own opinions and respond appropriately to the opinions of others, and practice intermediate grammar structures in discourse. Under the close supervision of the instructor, using the workshop method, students will use academic college-level reading materials to improve critical reading strategies such as previewing, contextualizing, analyzing, evaluating, questioning, synthesizing ideas, and summarizing and paraphrasing, to create essays of 2-3 paragraphs. Both in and out-of-class activities will help learners practice strategies critical to discussing, challenging and expanding ideas from text materials. GENG courses cannot be used to matriculate.

Prerequisite: ACCUPLACER™ or GENG 0003.

GENG 0005 Lower Advanced Intensive English (Level 5)

This course introduces and refines listening, speaking, reading and essay writing skills needed for success in an academic environment. Through instructional approaches and activities such as pair work, group activities, lectures and student-instructor conferences, learners will increase comprehension, improve note-taking skills, expand vocabulary and increase fluency to deliver formal presentations of 4-6 minutes. Under the close supervision of the instructor, using the workshop method, students will use academic college-level reading materials to improve reading strategies such as previewing, contextualizing, analyzing, evaluating, questioning, synthesizing ideas, and summarizing and paraphrasing, to create essays of 3-4 paragraphs. Both in and out-of-class activities will help learners practice strategies essential to discussing, challenging and expanding ideas contained in text materials. GENG courses cannot be used to matriculate.

Prerequisite: ACCUPLACER™ or GENG 0004.

GENG 0006 Advanced Intensive English (Level 6)

This course refines practical listening, speaking, reading and essay writing skills needed for success in an English environment. Through instructional approaches and activities which include pair work, group activities, academic lectures and materials, and student-instructor conferences, the learner will increase comprehension, improve note-taking skills, and improve accuracy and fluency in speaking to deliver formal presentations of 4-7 minutes. Under the close supervision of the instructor and using the workshop method, students will use college-level text material to analyze, evaluate, summarize, and paraphrase information and ideas to create essays of at least 3 paragraphs. Both in and out-of-class activities will help students to practice strategies that are critical to discussing, challenging and expanding ideas contained in text materials. GENG courses cannot be used to matriculate.

Prerequisite: ACCUPLACER™ or GENG 0005.

GENG 0017 & IENG 0017 Beginner Medical English/OET Preparation

This course is a 16-week course for students who are medical professionals, and who wish to master specific medical vocabulary and idioms and improve their ability to communicate in English in a hospital or clinical setting. The course covers medical terminology, practice of specialist medical vocabulary, and a review of grammatical structures. The students would work on learning and improving their English language understanding of human anatomy and physiology. In addition, the course includes patient interaction language, taking patient medical history, emergency care (vocabulary and interactions), presentation skills development, and a review of the U.S. healthcare system.

Prerequisite: ACCUPLACER™.

GENG 0018 & IENG 0018 English for Medicine/OET Preparation

This course is for students who are medical professionals, and who wish to go beyond mastering the four skills of reading, listening, writing, and speaking, which concentrate on content that is specific to healthcare professionals, and will help improve their ability to communicate in English in a hospital or clinical setting. The course covers advanced medical terminology, practice of specialist medical vocabulary, and a review of grammatical structures. The students would work on learning and improving their English language understanding of human anatomy and physiology. In addition, the course includes patient interaction language, taking patient medical history, emergency care (vocabulary and interactions), presentation skills development, and a review of the U.S. healthcare system. The Medical English course encompasses the test preparation components for students to take their OET (Occupational English Test), which applies to doctors and nurses applying for positions in the US. The test has been formally recognized by the Educational Commission for Foreign Medical Graduates Foundation for Advancement of International Medical Education and Research (ECFMG|FAIMER). The test is the only international English language test used specifically for healthcare professions.

Prerequisite: Accuplacer placement in level 4 or completed GENG 0017 & IENG 0017.

GENG 0019 & IENG 0019 Occupational English Test OET Preparation

This course is for students who are medical professionals who wish to concentrate on OET (Occupational English Test), preparation. It is designed to provide students with individualized instruction through sample and authentic OET exercises, and with a heavy focus on medical topics relevant to OET test content. This course aims to provide strategy training to help learners get acceptable OET scores to pass their US physician license English requirement. In this class, students are expected to actively participate in the classroom activities (speaking tasks, discussion, group works, mock exams) and do assigned tasks on a timely manner. Also, in this class students will rehearse multiple test-taking situations in a controlled classroom environment that aims to increase their comprehension, accuracy, and test-taking skills. The test has been formally recognized by the Educational Commission for Foreign Medical Graduates Foundation for Advancement of International Medical Education and Research (ECFMG|FAIMER). The test is the only international English language test used specifically for healthcare professions.

Prerequisite: Accuplacer placement in level 4 or completed GENG 0018 & IENG 0018.

GEOG 2312 Regional Geography of the World

Cr. 3. (3-0). This course is an introduction to the world's major regions seen through their defining physical, social, cultural, political, and economic features. These regions are examined in terms of their physical and human characteristics and their interactions. The course emphasizes relations among regions on issues such as trade, economic development, conflict, and the role of regions in the globalization process.

Prerequisite: None.

GEOL 1311 Earth Science

Cr. 3. (3-0). Introduction to the study of the materials and processes that have modified and shaped the surface and interior of Earth over time. These processes are described by theories based on experimental data and geologic data gathered from field observations.

Prerequisite: None.

Course Materials: Free digital textbook and course materials.

GOVT 2311 U.S. Government I

Cr. 3. (3-0). Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights. (GOVT 2311 and GOVT 2312 can be taken in any order).

Prerequisite: None.

Course Materials: Free digital textbook and course materials.

GOVT 2312 U.S. Government II

Cr. 3. (3-0). Origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas. (GOVT 2311 and GOVT 2312 can be taken in any order).

Prerequisite: None.

Course Materials: Free digital textbook and course materials.

HIST 1311 U.S. History I

Cr. 3. (3-0). A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government. (HIST 1311 U.S. History I and HIST 1312 U.S. History II can be taken in any order).

Prerequisite: None.

Course Materials: Free digital textbook and course materials.

HIST 1312 U.S. History II

Cr. 3. (3-0). A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy. (HIST 1311 U.S. History I and HIST 1312 U.S. History II can be taken in any order).

Prerequisite: None.

Course Materials: Free digital textbook and course materials.

HIST 2314 History of Texas

Cr. 3. (3-0). A survey of the political, social, economic, cultural, and intellectual history of Texas from the pre-Columbian era to the present. Themes that may be addressed in Texas History include: Spanish colonization and Spanish Texas; Mexican Texas; the Republic of Texas; statehood and secession; oil, industrialization, and urbanization; civil rights; and modern Texas.

Prerequisite: None.

IENG 0001 Lower Beginning Intensive English (Level 1)

This course introduces listening, speaking, reading and writing skills needed for success in an academic environment. Instructional approaches and activities which include pair work, group activities, audio, video and teacher-generated lectures, and student-instructor conferences, will engage the students in listening, speaking, reading and writing activities designed to help learners respond appropriately to a variety of practical everyday contexts such as asking for and giving personal information. Under the close supervision of the instructor, and using the workshop method, students will use ideas and information from beginner text material to create well-formed sentences. Both in and out-of-class activities will help students develop strategies to discuss, challenge and expand ideas contained in text materials and compose a coherent paragraph. Exit exam required. Credit earned cannot be used for graduation.

Prerequisite: ACCUPLACER™.

IENG 0002 Upper Beginning Intensive English (Level 2)

This course introduces listening, speaking, reading and writing skills needed for success in an academic environment. Instructional approaches and activities which include pair work, group activities, audio, video and teacher-generated lectures and student-instructor conferences, will engage the students in listening, speaking, reading and writing activities designed to help learners respond appropriately to a variety of practical everyday contexts such as asking for and giving personal information. Under the close supervision of the instructor, and using the workshop method, students will use ideas and information from beginner text materials to create well-formed sentences. Both in and out-of-class activities will help students develop strategies to discuss, challenge and expand ideas contained in text materials and compose a well-developed coherent paragraph. Exit exam required. Credit earned cannot be used for graduation.

Prerequisite: ACCUPLACER™ or IENG 0001.

IENG 0003 Lower Intermediate Intensive English (Level 3)

This course introduces and refines listening, speaking, reading and essay writing skills needed for success in an undergraduate academic environment. Through audio and video presentations as well as teacher-generated lectures, students will improve listening comprehension, develop effective note-taking skills, recognize verbal and non-verbal cues that signal main ideas and relationship of ideas, deliver formal oral presentations of 3-4 minutes, learn to support their own opinions and respond appropriately to the opinions of others, and practice intermediate grammar structures in discourse. Under the close supervision of the instructor, using the workshop method, students will use academic college-level reading materials to develop critical reading strategies such as previewing, contextualizing, analyzing, evaluating, questioning, synthesizing ideas, summarizing and paraphrasing to create essays of 2-3 paragraphs. Both in and out-of-class activities will help learners develop strategies to discuss, challenge and expand ideas from text materials. Exit exam required. Credit earned cannot be used for graduation.

Prerequisite: ACCUPLACER™ or IENG 0002.

IENG 0004 Upper Intermediate Intensive English (Level 4)

This course introduces and refines listening, speaking, reading and essay writing skills needed for success in an undergraduate academic environment. Through audio and video presentations as well as teacher-generated lectures, students will improve listening comprehension, develop effective note-taking skills, recognize verbal and non-verbal cues that signal main ideas and relationship of ideas, deliver formal oral presentations of 3-5 minutes, learn to support their own opinions, and respond appropriately to the opinions of others, and practice intermediate grammar structures in discourse. Under the close supervision of the instructor, using the workshop method, students will use academic college-level reading materials to improve critical reading strategies such as previewing, contextualizing, analyzing, evaluating,

questioning, synthesizing ideas, and summarizing and paraphrasing, to create essays of 3 paragraphs. Both in and out-of-class activities will help learners practice strategies critical to discussing, challenging and expanding ideas from text materials. Exit exam required. Credit earned cannot be used for graduation.

Prerequisite: ACCUPLACER™ or IENG 0003.

IENG 0005 Lower Advanced Intensive English (Level 5)

This course introduces and refines listening, speaking, reading and essay writing skills needed for success in an academic environment. Through instructional approaches and activities such as pair work, group activities, lectures and student-instructor conferences, learners will increase comprehension, improve note-taking skills, expand vocabulary and increase fluency to deliver formal presentations of 4-6 minutes. Under the close supervision of the instructor, using the workshop method, students will use academic college-level reading materials to improve reading strategies such as previewing, contextualizing, analyzing, evaluating, questioning, synthesizing ideas, and summarizing and paraphrasing, to create essays of 3-5 paragraphs. Both in and out-of-class activities will help learners practice strategies essential to discussing, challenging and expanding ideas contained in text materials. Exit exam required. Credit earned cannot be used for graduation.

Prerequisite: ACCUPLACER™ or IENG 0004.

IENG 0006 Advanced Intensive English (Level 6)

This course refines listening, speaking, reading and essay writing skills needed for success in an academic environment. This course introduces and refines listening, speaking, reading and essay writing skills needed for success in an academic environment. Through instructional approaches and activities which include pair work, group activities, academic lectures and materials, and student-instructor conferences, the learner will increase comprehension, improve note-taking skills, expand vocabulary, and improve accuracy and fluency in speaking to deliver formal presentations of 4-7 minutes. Under the close supervision of the instructor and using the workshop method, students will use college-level text material to analyze, evaluate, summarize, paraphrase, and synthesize information and ideas to create essays of 3-5 paragraphs. Both in and out-of-class activities will help students to practice strategies that are critical to discussing, challenging and expanding ideas contained in text materials. Exit exam required. Credit earned cannot be used for graduation.

Prerequisite: ACCUPLACER™ or IENG 0005.

IENG 0007 Beginner TOEFL Preparation Course

Intermediate This course is designed to provide students the skills necessary for the TOEFL iBT which measures the English language skills of non-native speakers of English. Colleges and universities, as part of their admissions, require English language proficiency. It is a program focusing on effective techniques and strategies for taking the Internet-based test (iBT), including practice tests with integrated tasks in speaking, listening, reading and writing. In addition, throughout the course, grammar, vocabulary building, idiomatic expressions and pronunciation will be emphasized with the purpose of giving students the ability to produce language pragmatically.

Prerequisite: ACCUPLACER™ or IENG 0005.

IENG 0008 Advanced TOEFL Preparation Course

This course is designed to provide students with individualized TOEFL IBT instruction through sample and authentic TOEFL exercises, and with a heavy focus on academic topics relevant to TOEFL IBT test content. This course's goal is two-fold. First, it is designed to help learners build a substantial foundation for academic skills required to succeed in academy as well as to increase learners' English language proficiency in four major skills (reading, listening, speaking and writing) in academic contexts. Second, this course aims to provide strategy training to help learners get acceptable TOEFL scores to study in U.S.

universities. In this class, students are expected to actively participate in the classroom activities (speaking tasks, discussion, group works, mock exams) and do assigned tasks on a timely manner. Also, in this class students will rehearse multiple test-taking situations in a controlled classroom environment that aims to increase their comprehension, accuracy, and test-taking skills.

Prerequisite: ACCUPLACER™, IENG 0005, or IENG 0007.

IENG 0009 Fundamentals of Critical Reading and Writing (Level 9)

This course surveys a variety of reading materials. Students will locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information across multiple texts of varying lengths. Students will explore a variety of writing modalities, generate ideas and gather information relevant to the topic and purpose, incorporating the ideas of other writers in student writing using established strategies. Credit earned cannot be used for graduation. Successful completion of this course will prepare students for entry into ENGL 1311.

Prerequisite: IENG 0006, 61 TOEFL, or 5.5 IELTS.

IENG 0010 SAT Preparation Course Advanced

This class is designed to prepare students for the Scholastic Aptitude Test (SAT) This course will teach students the format of the test and provide both strategies and practice for questions on critical reading, sentence completion, grammar, usage, and writing. Our primary goal is to identify and implement test taking strategies using prerequisite knowledge to increase student performance.

Prerequisite: ACCUPLACER™ or IENG 0005.

IENG 0011 ACT Preparation Course Advanced

This class is designed to prepare students for the ACT test. This course will teach students the format of the test and provide both strategies and practice for questions on critical reading, sentence completion, grammar, usage, and writing. Our primary goal is to identify and implement test taking strategies using prerequisite knowledge to increase student performance.

Prerequisite: ACCUPLACER™ or IENG 0005.

IENG 0020 and GENG 0020 English for Specific Purpose

Intermediate & Advanced The course introduces students to English for Specific Purposes (ESP), a learner-centered approach to teaching English as a foreign and second language. It explores methodologies that cater the needs of learners who need to learn a foreign or a second language for use in their specific fields, such as science, technology, medicine, leisure, and academic learning. It also sharpens language skill through the use of discipline-based materials for the development of academic proficiency in academic studies or the teaching of English for academic and occupational purposes.

Prerequisite: High Intermediate to Advanced English Language Skills.

Business English

This course provides students with the tools to develop English skills with a focus on business contexts and environments, and they will learn vocabulary that is used regularly in the business world. Learners will develop their Communication Skills, acquire and understand Business Vocabulary, Email Writing (dos and don'ts), and Presentation Skills.

English for Air Traffic Controllers

This course investigates the key issues related to the use of English for the purpose of communication in aviation and analyses the current research on language training, testing and assessment in the scope of Aviation English.

English for Aviation

This course offers a thorough grounding in the full range of communication skills needed by aviation professionals to communicate in non-routine situations. With regular focus on ICAO criteria, learners are

given full support in reaching industry standards, including case studies, analysis of their own communication skills, exposure to authentic in-flight communication, and communicative tasks.

English for Aviation

This course offers a thorough grounding in the full range of communication skills needed by aviation professionals to communicate in non-routine situations. With regular focus on ICAO criteria, learners are given full support in reaching industry standards, including case studies, analysis of their own communication skills, exposure to authentic in-flight communication, and communicative tasks.

English for Aviation

This course offers a thorough grounding in the full range of communication skills needed by aviation professionals to communicate in non-routine situations. With regular focus on ICAO criteria, learners are given full support in reaching industry standards, including case studies, analysis of their own communication skills, exposure to authentic in-flight communication, and communicative tasks.

English for Catering

This course topics reflect real-life situations with structured speaking activity that focus on key functional language and topic-related vocabulary. Learn the common English terms and expressions that are used in a restaurant, cafe, bar, etc. The course will help you to speak better English, to use proper words, and to communicate better with customers.

English for Computer Science

This course covers a wide range of computing areas, giving practice in all four language skills. Particular emphasis is placed on the vocabulary and grammar of the English used in computer science.

English for Doctors

This course present authentic scenarios between doctor and patient which allow for practice of the sort of conversations doctors are likely to have in the hospital environment. Topics covered include naming parts of the body, introducing yourself to a patient, starting the patient interview, talking to a patient about the current complaint, discussing vital signs, examining a patient, talking about pain level, talking about tests, discussing a diagnosis, discussing surgery options, talking about wounds, allergies and infections and discussing treatment with a patient.

English for Electrical Engineering

This skills-based course is designed specifically for students of electrical engineering who are about to enter English-medium tertiary level studies. It provides carefully graded practice and progressions in the key academic skills that all students need, such as listening to lectures and speaking in seminars. It also equips students with the specialist electrical engineering language they need to participate successfully within an electrical engineering faculty. Extensive listening exercises come from electrical engineering lectures, and all reading texts are taken from the same field of study. There is also a focus throughout on the key electrical engineering vocabulary that students will need.

English for Health Sciences

This course empowers students with the language and life skills they need to carry out their career goals. To this end it provides ample opportunities for students to build awareness and practice the language in real-life scenarios. Its integrated skills approach develops the student's self-confidence to survive and succeed in professional and social encounters within an English-speaking global community. Health Science majors will immediately be motivated by the opportunity to prepare for their future careers by practicing their English language skills in job-related scenarios.

English for Healthcare Professionals

This course offers a comprehensive introduction to the language of the health professions. Well suited to the needs of international medical graduates who wish to complete a residency in Canada, the USA, or to work in an English-speaking milieu eventually. It is also well suited for internationally educated nurses

and nursing students whose first language is not English. The text offers essential terminology for working with colleagues and patients, but it does more than that: the communication focus is paramount for career success in an English-speaking country.

English for Hotel Industry

This course deals with the many situations in which hotel employees meet guests, including reception, restaurant, and bar work, answering the phone, giving directions, dealing with guests' problems, writing short e-mails and letters, suggesting places to visit and explaining how things work.

English for Information Technology

This course teaches students language skills in the context of computing and information technology. The course uses a range of authentic reading texts, listening material and structured tasks. Interviews with real IT professionals provide an authentic context and the comprehensive glossary develops students' vocabulary.

English for International Legal English

This course teaches learners how to use English in a commercial law environment and is suitable for classroom use or self-study. This second edition has fully updated content - including twice the number of authentic case studies compared to the first edition - and contains a new unit on Transnational Commercial Law.

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English For Nursing

This course is designed to prepare non-native speakers of English for the language-related skills and tasks and the cultural content necessary for success in associate and baccalaureate degree nursing programs in the United States. This course focuses on the academic strategies and skills needed for nursing studies, including reading and vocabulary, research and writing, listening and note-taking, and test-taking.

English for Technical Students

This course offers a comprehensive survey of all the practical mathematical skills required on the job in industry today. Using clear, uncomplicated explanations, an abundance of illustrations, and example problems drawn from the technical and trade professions, it helps learners gain competence and confidence in a broad range of mathematical problem-solving skills--from addition of whole numbers to problems concerning threads and gearing.

English for Tourism and Hospitality

This is a skills-based course designed specifically for students of tourism and hospitality who are about to enter English-medium tertiary level studies. It provides carefully graded practice and progressions in the key academic skills that all students need, such as listening to lectures and speaking in seminars. It also equips students with the specialist language they need to participate successfully within a tourism and hospitality faculty. Extensive listening exercises come from tourism and hospitality lectures, and all reading texts are taken from the same field of study.

IENG 0013 IELTS Preparation Course Advanced

This course helps learners develop detailed knowledge of the English skills and strategies needed to successfully pass the IELTS exam as well as other English proficiency tests. It emphasizes improvement of academic English in addition to the linguistic aspects of the course. There are four parts to the IELTS exam: Listening, Reading, Writing and Speaking. All students take the same Listening and Speaking exams, while the Reading and Writing exams are available in both Academic and General formats. The

Academic Reading and Writing exam assess whether a candidate is ready to study in English. The General exam focuses on basic survival skills in broad social and educational contexts and is taken by candidates who are going to English-speaking countries for work experience, non-degree level training or immigration. The course includes vocabulary and grammar tasks, skill-building and exam practice. It consists of four modules with corresponding exercises, tasks and practice tests.

Prerequisite: ACCUPLACER™ or IENG 0005.

IENG 0014 GMAT Preparation Course Advanced

This course focuses on thoroughly familiarizing students with the level, format, content and the computer adaptive nature of the test and on teaching students' strategies for all three sections (Analytical Writing Assessment, Quantitative, and Verbal) of the test. Students will learn time saving tactics to enhance the score on every section of the exam. Prepare further by reviewing basic mathematical and reading comprehension methods. By the end of this course, students will have developed techniques to help solve logistical and comprehension questions quickly and accurately.

Prerequisite: ACCUPLACER™ or IENG 0006.

IENG 0015 GRE Preparation Course Advanced

This course is tailored to busy individuals. Gulf Language School will teach students what they need to know in the least amount of time. The course consists of a mix of lectures and exercises in each session, with ample time allotted for answering sample questions and receiving personalized attention from the instructors. The course is structured so that both the novice and expert test-takers will learn valuable techniques for eliminating wrong answers and choosing correct ones. Each question is discussed in-depth with a step-by-step analysis of the thought processes required to arrive at the correct solution.

Prerequisite: ACCUPLACER™ or IENG 0006.

MATH R300 Fundamentals of Mathematics*

Cr. 3. (3-0). This course reviews basic arithmetic skills, pre-algebra, and algebra topics that are required for MATH R301 Intermediate Algebra.

**Remedial Courses carry no college credit and are posted to transcripts as "P" or "F", not a grade.*

**Depending on the Accuplacer test result, students may need to take both MATH R300 and MATH R301. Students must pass BOTH MATH R300 and MATH R301 courses within TWO YEARS. Failure to pass remedial courses will result in expulsion from the University. (Please see College Readiness section of catalog).*

Prerequisite: None.

Course Materials: Free digital textbook and course materials.

Outcome: Pass/Fail.

MATH R301 Intermediate Algebra*

This course reviews basic arithmetic skills, pre-algebra, and algebra topics that are required for the College Algebra course. Topics include factoring techniques, radicals, algebraic functions, complex numbers, and graphing linear equations and inequalities. Emphasis is placed on algebraic techniques, in order to successfully complete MATH 1311 College Algebra.

**Remedial Courses carry no college credit and are posted to transcripts as "P" for passing or "F" for failed.*

**Depending on the Accuplacer test result, students may need to take both MATH R300 and MATH R301. Students must pass BOTH MATH R300 and MATH R301 courses within TWO (2) academic years. Failure to pass remedial courses will result in expulsion from the University. (Please see College Readiness section of the Academic Catalog).*

Prerequisite: MATH R300.

Course Materials: Free digital textbook and course materials.

MATH 1311 College Algebra

Cr. 3. (3-0). In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

Prerequisite: MATH R300, MATH R301.

Course Materials: Free digital textbook and course materials.

MATH 1312 Statistics

Cr. 3. (3-0). This course covers data collection, frequency distributions, probability and probability distributions, sampling and sampling distributions, hypothesis testing with applications in various fields, regression and correlation analysis.

Prerequisite: MATH 1311.

MATH 1313 Pre-Calculus

Cr. 3. (3-0). In-depth combined study of algebra, trigonometry, and other topics for calculus readiness.

Prerequisite: MATH 1311.

Course Materials: Free digital textbook and course materials.

MATH 2314 Calculus I

Cr. 3. (3-0). Limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas.

Prerequisite: MATH 1313.

MATH 2315 Calculus II

Cr. 3. (3-0). This course teaches Calculus of transcendental functions: methods of integration and applications of integration, indeterminate forms, improper integrals, infinite series, parametric equations, and polar coordinates.

Prerequisite: MATH 2314.

MATH 2316 Linear Algebra

Cr. 3. (3-0). This course focuses on systems of linear equations, vector spaces, linear transformations, matrices, and determinants.

Prerequisite: MATH 1311.

MATH 2317 Discrete Mathematics

This course introduces basic concepts of mathematics and mathematical reasoning and provides an introduction to discrete concepts such as finite sets and structures, and their properties and applications. Topics include, but are not restricted to principals of counting, combinatorics, logic, sets, relations, functions, induction and other methods of proof, recursion, and graph theory.

Prerequisite: MATH 1311.

MATH 3318 Geometry and Trigonometry

Cr. 3. (3-0). This course delves into Euclidean geometry-axioms and proofs, lines and triangles; trigonometric functions and the study of transformations-translations, rotations, reflections, dilations and

symmetry. The curriculum also covers coordinate geometry, vectors and matrices, non-Euclidean geometry and problem solving.

Prerequisites: MATH 1311. Must have earned at least 30 credit hours prior to registering for this course.

MATH 3319 Statistics and Probability

Cr. 3. (3-0). This course is an overview of probability and statistics. Topics included are probability theory, random variables, discrete and continuous random variables, the central limit theorem, sampling, estimation, hypothesis testing, confidence intervals, and analysis of variance.

Prerequisites: MATH 2314. Must have earned at least 30 credit hours prior to registering for this course.

MATH 3320 Differential Equation

Cr. 3. (3-0). This course is an introduction to ordinary differential equations of first order, higher order linear equations, Laplace transform methods. There are three main aspects we will be concerned with: 1) how to solve them, 2) how to interpret the solutions, and 3) how to apply them to solve real world problems.

Prerequisites: MATH 2315. Must have earned at least 30 credit hours prior to registering for this course.

MATH 3326 Introduction to Number Theory

Cr. 3. (3-0). This course introduces prime numbers and the fundamental theorem of arithmetic. Topics include, but are not limited to induction, well-ordering, division algorithm, Euclidean algorithm, number theoretic functions and congruencies.

Prerequisites: MATH 1311. Must have earned at least 30 credit hours prior to registering for this course.

MATH 3328 Teaching Elementary School Mathematics I

Cr. 3. (3-0). This course prepares teacher candidates to be effective math teachers for young children (Pre-K – Grade 3). They will learn that young children are concrete thinkers, who need to explore basic math concepts through a wide variety of hands-on explorations with manipulatives. These experiences give students a concrete understanding of basic math concepts, upon which to build future skill development. Topics covered in this course include the NCTM standards, essentials of developmentally appropriate planning and instruction, problem-based math strategies, equitable teaching for all students, early mathematical concepts and number sense, basic operations, basic number fluency, whole number place-value, and computation in addition and subtraction. Teacher candidates will plan lessons that differentiate instruction to accommodate the learning needs of all students. An essential part of this course is observing math classes in Pre-K to 3rd grade classrooms to better understand the teaching/learning process.

Prerequisites: Must have earned at least 30 credit hours prior to registering for this course.

MATH 3329 Teaching Elementary School Mathematics II

Cr. 3. (3-0). This course follows MATH 3328, with an emphasis on preparing teacher candidates to be effective math teachers for students in the upper elementary grades. They will learn how children make the transition from concrete understandings of math concepts to symbolic understandings. This process should be supported by a transition from tactile manipulations of hands-on resources to symbolic (pictorial) and virtual representation of math concepts. This will support the development of abstract thinking. Topics covered in this course include strategies for multiplication and division computation, algebraic thinking, fraction operations and concepts, decimals and percent, ratios and proportional reasoning, measurement concepts, geometric thinking, data and statistics, probability, and exponents, negative numbers, and real numbers. Students will develop lessons that differentiate instruction and integrate assessment results into lesson planning. An essential part of this course is observing math classes in 4th – 6th grade classrooms to better understand the teaching/learning process for students in these grades.

Prerequisites: MATH 3328. Must have earned at least 30 credit hours prior to registering for this course.

MATH 4322 Teaching Problem Solving in Mathematics

Cr. 3. (3-0) This course introduces techniques of teaching mathematics to produce deeper levels of conceptual and procedural understanding. Topics include the methodology of absorbing new ideas, efficient and accurate calculation, the formulation of alternate solutions; and addressing the five critical mathematical processes, which include communication and problem solving.

Prerequisites: MATH 1311. Must have earned at least 60 credit hours prior to registering for this course.

MATH 4324 Teaching Secondary School Mathematics

Cr. 3. (3-0). This course focuses on methods, techniques, and evaluative instruments applicable to the teaching of secondary school mathematics.

Prerequisites: MATH 1311. Must have earned at least 60 credit hours prior to registering for this course.

MATH 5312 Geometry and Trigonometry for Teachers

Cr. 3. (3-0). This course delves into Euclidean geometry-axioms and proofs, lines and triangles; trigonometric functions and the study of transformations-translations, rotations, reflections, dilations and symmetry. The curriculum also covers coordinate geometry, vectors and matrices, non-Euclidean geometry and problem solving. Dynamic mathematics software is used to construct activities related to previously mentioned topics.

Prerequisite: None.

MATH 5313 Advanced Calculus

Cr. 3. (3-0). Functions of several variables, differentiation, composite and implicit functions, maxima and minima, differentiation under the integral sign, line integrals, Green's theorem. Vector field theory: gradient, divergence and curl, divergence theorem. Stokes' theorem, applications. Review of general theory of sequences and series. Additional reading on selected topics.

Prerequisite: MATH 2315 or equivalent, or consent of graduate advisor.

MBA 5311 Managerial Economics

Cr. 3. (3-0). Managerial Economics is the application of economic theory and methodology to formulating rational managerial decisions. Topics include a thorough supply and demand analysis and forecasting demand, the theory of individual behavior, production process and cost, profit maximization under various market structures and game theory. The course will offer a comprehensive treatment of economic theory and analysis, using both qualitative and quantitative tools and techniques.

Prerequisite: None.

MBA 5312 Managerial Accounting and Budgeting

Cr. 3. (3-0). This course provides an advanced treatment to the accounting principles, concepts, procedures and techniques underlying financial and managerial accounting and budgeting. The emphasis of the course is on business and economic information generated in the accounting process and a study of their behavior for planning and control decisions.

Prerequisite: None.

MBA 5313 Statistics for Business Decision Making

Cr. 3. (3-0). The course will provide an in-depth study of descriptive statistics, statistical sampling and estimation, exponential families and sufficient statistics, maximum likelihood estimation, confidence intervals and hypothesis testing, linear regression and linear models, and multiple examples of applied statistics for business decision making.

Prerequisite: None.

MBA 5314 Marketing Management

Cr. 3. (3-0). This course develops the marketing principles by which products and services are designed to meet customer needs, priced, promoted, and distributed to the end user. The focus is on the application of these marketing principles to a wide range of customers, both internal and external. Topics include consumer behavior; market segmentation and target market selection, and management of marketing mix variables such as product, price, placement, and promotion.

Prerequisite: None.

MBA 5315 Leadership in Organizations

Cr. 3. (3-0). This course provides students with in-depth knowledge on the various leadership theories and insight into effective leadership practices. Topics include management versus leadership, traits and characteristics of leaders, leadership attitudes and styles, situational leadership theories, power and influence, and motivation and coaching skills for leaders.

Prerequisite: None.

MBA 5316 Management and Organizational Theory

Cr. 3. (3-0). This course examines the four functions of management planning, organizing, leading, and controlling with emphasis on the application of management concepts and theories to achieve organizational goals. It also provides tools for understanding how organizations form, survive and grow, interact with each other, recruit and process members, gain and manage resources, and deal with both internal and external problems.

Prerequisite: None.

MBA 5317 Business Policy and Strategy

Cr. 3. (3-0). This course focuses on how managers formulate strategic decisions and manage the strategy implementation process. Using integrative analysis (from other core course, such as accounting, finance and marketing) and case studies this course will explore the process of developing and managing business strategies. Topics will include development of corporate goals and objectives, competitive analysis, business and corporate level strategies, and organizational systems design for plan implementation.

Prerequisite: Last semester of study or approval of graduate director.

MBA 5318 Project Management

Cr. 3. (3-0). This course covers the tools and techniques required for project management. Topics include project selection, project planning, budgeting, scheduling, resource allocation, project control, project crashing, and project termination and tools such as work breakdown structures, network diagrams, and performance measurement. Students will also acquire soft skills to become effective project managers and apply both soft and technical skills in real projects.

Prerequisite: None.

MBA 5319 Financial Management

Cr. 3. (3-0). This course provides an in-depth study of capital budgeting, financing, dividends, and related issues in the context of risk, return, and creation of value in a corporation and other business organizations.

Prerequisite: MBA 5312 or concurrent enrollment, or approval of graduate director.

MBA 5332 Creativity, Innovation and Design

Cr. 3. (3-0). This course will focus on developing new ways of design thinking, the most important element of a creative culture in a dynamic business world. The course helps students to recognize the

method and application of design as an alternative management approach for business leaders in a competitive environment. Also, new ways of design thinking through class exercises and a course project will be developed, where students will develop creative concepts for an assigned topic.

Prerequisite: None.

MBA 5341 Health Care Systems

Cr. 3. (3-0). This course will examine how health care is organized and delivered in the U.S. and around the world. The course will cover the history and emergence of health systems and the roles of various people, organizations, and industries that create and shape health care systems. Students will also explore: the health care workforce, major concepts of health care operations and business activities; ethical and legal issues; and, challenges health care systems face today.

Prerequisite: None.

MBA 5342 HRM in Health Care

Cr. 3. (3-0). This course will examine each area of HRM and the key function it plays in the health care environment. The course will focus on key HRM practices (analyzing and designing jobs, HR planning, recruiting, selection, training & development, performance management, compensation, and employee relations) and how these support important initiatives in health care systems and impact health care organizations' ability to achieve high levels of quality and performance. It also examines the legal environment in which health care employees, managers, and administrators operate.

Prerequisite: None.

MBA 5343 Health Care Finance

Cr. 3. (3-0). In this course students will examine essential areas of healthcare financial management, such as cash flow, financial statements, billing, collections, and capital investments. Students will also explore approaches managers and investors use to make finance and investment decisions in the health care sector. Investment criteria and strategic alternatives, such as mergers & acquisitions, joint ventures, and LBOs will be discussed; and, students will be exposed to the dynamic and complex health care environment in which finance and investment decisions are made including developments in health care laws and regulations.

Prerequisite: MBA 5319.

MBA 5352 Managerial Decision Models and Simulation

Cr. 3. (3-0). This course examines the tools and techniques to solve managerial decision models that represent real-world business problems and identify their managerial implications. The course focuses on the use of Excel to apply tools including optimization modeling, simulation, and decision trees.

Prerequisite: None.

MBA 5355 Data Analysis and Forecasting

Cr. 3. (3-0). The course presents statistical techniques that extend the ideas of prediction-based statistical tools. These extensions include finding relationships among variables and methods for building regression models from large collections of predictors. Time series analysis, forecasting models and data mining will also be introduced with real life business examples and case studies. The course focuses on the practical use of modern methodologies associated with data analysis and decision making.

Prerequisite: MBA 5313 or approval of graduate director.

MBA 5361 Operations Management

Cr. 3. (3-0). This course will survey approaches and techniques used in the analysis, design and management of production operations and supply chain processes. Students will explore forecasting, demand management, MPS, aggregate planning, MRP, category management, EOQ models, supplier relationship management, supply cycle, source-to-pay and contracting principles. Students will also examine JIT, Lean operations, supply chain best practices, risk management, sustainability and CSR to better understand the relationship of enterprise-level planning and systems to the overall flow of materials and production.

Prerequisite: MBA 5312.

MBA 5362 Quality Management and Control

Cr. 3. (3-0). This course will examine systems, methods, and tools used to monitor, control and improve quality in organizations. The course will focus on topics such as the historical development of quality management, costs and consequences related to quality, quality certifications, TQM, Six Sigma, and basic problem-solving tools for quality. Emphasis will also be given to inspections, statistical process control, and process capability.

Prerequisite: None.

MBA 5363 Logistics and Transportation Management

Cr. 3. (3-0). In this course students will examine activities involved in the global transfer of goods and services. Students will examine logistic services, logistic network design, reverse logistics, transportation modes, multimodal transport, optimization of transportation processes, and transport infrastructure. Emphasis will be placed on international and ethical considerations of moving goods and services through an organization's input, transformation, and output processes to the end customer.

Prerequisite: None.

MBA 5399 Internship

Cr. 3. (0-0-3). This course is designed to enable Master of Business Administration students to gain practical experience that supplements their coursework. It helps students apply their knowledge into real-world problems in professional settings. Students recognize the need for continuous learning and experience the challenges of workplace environment.

Prerequisites: Completion of the first semester and MBA coordinator approval.

MNGT 2311 Management & Organizational Behavior

Cr. 3. (3-0). This course examines tools for understanding the management process, organizational structure and corporate culture. It also relates theory and research to organizational problems by reviewing concepts in individual behavior, motivation and performance, communication, conflict and negotiation, teamwork dynamics and decision-making.

Prerequisite: None.

MNGT 4314 Small Business Management

Cr. 3. (3-0). This course examines the economic and social environment in which small businesses function, and the critical role of entrepreneurship in fostering business growth and development. Topics include facts about going into business, conducting a feasibility study, financing a business, essential management skills, marketing strategies and legal issues.

Prerequisites: MNGT 2311. Must have earned at least 60 credit hours prior to registering for this course.

MNGT 4315 Leadership in Organizations

Cr. 3. (3-0). This course provides students with in-depth knowledge on the various leadership theories and insight into effective leadership practices. Topics include management versus leadership, traits and

characteristics of leaders, leadership attitudes and styles, situational leadership theories, power and influence, and motivation and coaching skills for leaders.

Prerequisites: MNGT 2311. Must have earned at least 60 credit hours prior to registering for this course.

MNGT 4316 Human Resource Management

Cr. 3. (3-0). This course is designed to introduce the field of Human Resource Management (HRM) and focuses on theories, principles, and practices of Human Resources Management (HRM) in organizations. Topics include human resource management functions such as recruitment, selection, training, performance management, motivation, communication, legal environment, benefits and compensation.

Prerequisites: MNGT 2311. Must have earned at least 60 credit hours prior to registering for this course.

MNGT 4318 Project Management

Cr. 3. (3-0). This course introduces the basic concepts of project management and tools and techniques to effectively manage projects. Topics include project selection, project planning, budgeting, scheduling, resource allocation, project control and project termination. Tools such as work breakdown structures, network diagrams, project crashing will also be covered.

Prerequisites: MNGT 2311. Must have earned at least 60 credit hours prior to registering for this course.

MNGT 4319 Managerial Decision Models and Simulation

Cr. 3. (3-0). This course introduces quantitative and analytical methods for modeling to solve business problems. Tools such as linear programming, integer programming, network flow models and decision analysis are examined.

Prerequisites: MNGT 2311 and BUSI 2311. Must have earned at least 60 credit hours prior to registering for this course.

MNGT 4320 Global Supply Chain Management

Cr. 3. (3-0). This course introduces supply chain management in a competitive business environment. It involves coordinating and improving the flow of goods, services, information, and funds within companies and around the world, from raw materials to the final end user. This course integrates operations management, logistics, and computer information systems. Topics include relationship management, transportation and distribution, inventory control, purchasing, forecasting, production management, and the impact of technology on supply chain management.

Prerequisites: MNGT 2311. Must have earned at least 60 credit hours prior to registering for this course.

MRKT 2311 Principles of Marketing

Cr. 3. (3-0). This course introduces marketing concepts and their application in the marketing of products, services, ideas, and organizations. Topics include consumer behavior; market segmentation and target market selection, and management of marketing mix variables such as product, price, placement, and promotion.

Prerequisite: None.

MRKT 4312 International Marketing

Cr. 3. (3-0). This course introduces characteristics of global marketing and the strategic marketing decisions for effective competition in the global environment. Topics include planning and organizing for international marketing operations, distinctive characteristics, environmental influences, and emerging trends in overseas markets.

Prerequisites: MRKT 2311. Must have earned at least 60 credit hours prior to registering for this course.

MUSI 1306 Music Appreciation

Cr. 3. (3-0). A general introduction to the musical arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of music within formal, cultural, and historical contexts.

Prerequisite: None.

PCP 0300-Principal Exam and PASL Preparation

This is a non-credit course. It is required to all principal certification candidates. This course is designed to prepare principal certification candidates in Texas for success on both the TExES Principal as Instructional Leader (268) exam and the Performance Assessment for School Leaders (PASL). Students will enroll in this course during the semester after they complete the requirements for the master's degree in Educational Leadership. Students will review the Texas standards for school leaders as well as the domains and competencies required of principals. Course activities will include presentations, interactive activities, practice exams, and participation seminars.

To prepare for the PASL requirements, students will review previous assignments they have completed in the master's degree program and analyze how each assignment has prepared them to successfully complete PASL tasks. Each of the three tasks will be explored in detail, so that students have a thorough understanding of the requirements for each task, including the supporting artifacts they must submit, the submission process, and the deadlines. Students will register for PASL during the same semester they take the prep course if it is during the spring or fall semester.

For the TExES 268 Principal as an Instructional Leader exam preparation, students will take a practice test at the beginning of the course and then develop an individualized study plan based on the results. Each week students will review interactive materials for a specific domain and competency, review sample exam questions, learn strategies for responding to both selected-response and constructed response questions, and explore the rationale behind correct responses. Students must successfully complete the prep course and score an 80% on all sections of the Pearson interactive practice exam before receiving approval to take the NAU practice exam. When students make an 85 on that exam, they will receive approval to take the TExES 268 exam.

PHED 2311 Foundation of Kinesiology

Cr. 3. This course is designed to study the foundations that underlying the scientific basis of kinesiology. Students are introduced to the skills and knowledge to become a successful practitioner or teacher in the study of human movements, musculoskeletal actions, analysis of sports skills, training, and conditioning techniques.

Prerequisite: None.

PHED 2312 The concepts of Health, Fitness and Wellness

Cr. 3. This course is a study of basic fitness and wellness components to ensure that the student can develop basic fitness programs and has knowledge of basic wellness concepts.

Prerequisite: None.

PHED 2313 Physiology of Exercise

Cr. 3. This course investigates physiological mechanisms responsible for adaptations to acute and chronic exercise in the metabolic, endocrine, pulmonary, cardiovascular, and neuromuscular systems.

Prerequisite: None.

PHED 2314 Motor Learning and Development

Cr. 3. This course is a study of the development of human motor performance by exploring theories of learning as they apply to the acquisition of gross motor skills.

Prerequisite: None.

PHED 2315 Physical Activity Skills: Conditioning, Individual and team Sports

Cr. 3. The purpose of this course is to develop the techniques for sports conditioning and fundamental skills used in teaching individual/dual/or group sports. This course will also focus on the various stages of games skill development for a variety of activities.

Prerequisite: None.

PHED 3311 Health and Physical Education for Children

Cr. 3. (3-0). This course covers knowledge and experiences in planning and implementing developmentally appropriate health and physical education programs for children in elementary schools, providing health information appropriate for children, and principles of kinesiology.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

PHED 3316 Care and Prevention of Athletic Injuries

Cr. 3. The purpose of this course is to provide entry-level knowledge in the field of sport-related injuries. This course includes units dealing with the history of athletic training, basic anatomy of common injuries, evaluation techniques, preventive measures to reduce the incidences of injuries and knowledge of basic treatment procedures to be used after injuries occur. Legal and ethical issues will also be discussed.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

PHED 3317 Health, Emergency Care and First Aid

Cr. 3. This course will introduce the knowledge and skills necessary to be effective in providing safe environments and as a first responder to accidents and/or sudden illness. Lifesaving skills, accident prevention principles.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

PHED 3318 Scientific Principles of Physical activity

Cr. 3. This course is designed to provide information related to the need for continuing physical activity and its contribution to human well-being, including procedures for assessing fitness levels in the various components of physical fitness and techniques used in developing physical fitness among students.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

PHED 3319 Strategies & Principles of Coaching

Cr. 3. This course is designed to increase awareness and basic knowledge of coaching principles. Emphasis will be placed on both the science and art of coaching. Students will be challenged to develop personal coaching philosophies that complement their individual attributes.

Prerequisite: Must have earned at least 30 credit hours prior to registering for this course.

PHED 4320 Physical Education Teaching Methods

Cr. 3. This course is to provide prospective physical education teachers with opportunities to learn about, plan, and implement instructional, motivational, management, and assessment strategies to develop the healthful living curriculum, with primary focus on physical education, in the K-12 schools. The course also provides policies, practices, principles, and instructional methodologies for special populations.

Prerequisite: Must have earned at least 60 credit hours prior to registering for this course.

PHIL 1311 Introduction to Logic and Critical Thinking

Cr. 3. (3-0). This course in critical thinking and informal logic focuses on developing the critical and creative thinking skills necessary to analyze and solve problems, make decisions, implement strategies,

and formulate well-supported points of view on key academic, social, and professional issues. It includes an introduction to the disciplines of inductive and deductive logic, fallacious reasoning, and perception process, use of assumptions, emotional influences, and language in various forms of business communication. Students will learn how to evaluate their ideas and how to communicate their points of view persuasively.

Prerequisite: None.

PHIL 1312 Professional Ethics

Cr. 3. (3-0). This course, as an introduction to ethical decision-making in professional life, examines individual, organizational, and macro-level issues in different professions. Both descriptive and normative models of unethical and ethical decision making are analyzed to help students make more informed ethical decisions.

Prerequisite: None.

PHIL 1313 Introduction to Philosophy

Cr. 3. (3-0). A study of major issues in philosophy and/or the work of major philosophical figures in philosophy. Topics in philosophy may include theories of reality, theories of knowledge, theories of value, and their practical applications.

Prerequisite: None.

PSYC 2311 General Psychology

Cr. 3. (3-0). General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes.

Prerequisite: None.

Course Materials: Free digital textbook and course materials.

SOCI 2311 Introduction to Sociology

Cr. 3. (3-0). The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.

Prerequisite: None.

Course Materials: Free digital textbook and course materials.

SOCS 4311 Concepts for Teaching the Social Science

Cr. 3. (3-0). Philosophical foundations of social science, inquiry; relationships among and between social science disciplines and other content areas; and skills for resolving conflicts, solving problems, and making decisions in social studies context. In addition, students will learn about social science and historical research methods, including procedures for formulating research questions and for organizing, analyzing, evaluating, and reporting information.

Prerequisite: Must have earned at least 60 credit hours prior to registering for this course.

SPAN 1311 Elementary Spanish

Cr. 3. (3-0). Basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the beginner level.

Prerequisite: None.

11. UNIVERSITY GOVERNANCE

11.1. Board of Trustees

The Board of Trustees of the North American University functions as the University's major policy making body and planning unit. The interests of the major constituencies of the institution are represented by one or more board members. The voting members of the board do not receive any compensation from the institution. The president (CEO) of the University also serves on the board as a non-voting ex-officio member. North American University is a 501(c)(3) educational non-profit organization. The current governing board members of the North American University are Dr. Guner Arslan, Mr. Orhan Kucukosman, Dr. Serif Soydan, Dr. Ahmet Yavuz, Mr. Ismet Akyuz and Dr. Nevzat Yilmaz.

11.2. University Administration

Name	Title	Area of Assignment	Degree
Dr. Faruk Taban	President	Outreach and Networking, Fundraising and Sponsorship, Student Affairs, Athletics, University Advancement and Development	Ph.D. in Mechanical Engineering, University of Nevada, Reno
Dr. Halil I. Tas	Provost and VP for Academic Affairs	Academic Departments, Institutional Effectiveness and Planning, Library, Registrar's Office, Distance Education, Gulf Language School	Ed.D. in Higher Education and Teaching, Oklahoma State University
Dr. Serif Ali Tekalan	VP for International Affairs	International Affairs, Annual Conference, Collaborations with International Institutions	M.D. in School of Medicine, Ege University
Dr. Ibrahim H. Suslu	Vice President for Administrative Affairs	Enrollment Services, Title IV Compliance, Residential Operations & Facilities Management, Business Office, Human Resources, Information Technology and Bursar's Office,	Ph.D. in Computer Science, Louisiana State University
Mr. Ismail Bahadir	Dean of Enrollment Services and Senior Salesforce Admin	Admission, Financial Aid, International Student Office, Marketing and Communications, Records, Database	MBA in Management, Fatih University B.S. in Public Administration, Canakkale 18 Mart University
Mr. Yusuf Yildirim	Dean of Student Affairs	Student Affairs Office, Student Life, Career Services, Student Success	B.S. in Physical Engineering

11.3. University Advisory Board

The President and the Board of Trustees of North American University have determined that there is great value to the University in having an Advisory Board. The main objective of the NAU Advisory Board which works directly with the President is to assist the University, by all appropriate means, to carry out its mission effectively. The current members of the University Advisory Board are listed as follows:

Name	Title	Company/Institution
Mr. Faisal Amin	Director, Benchmarking and Strategies	Berkeley Research Group
Ms. Arnold Rhonda	Chief Community Relations Officer	Houston Airport System
Dr. Javed Ashraf	Former Dean	TSU Business School
Hon. Ms. Teta Banks	President	The International Forum, Inc., United Nations Association
Dr. Barkat Charania	Orthopedic Surgeon	Healthy Living Expert
Ms. Anita Garibovic	Director of HR	Manhattan Life
Mr. Gamal Hassan	President & CEO	ADH Energy
Mr. Mike Jiang	Vice President	Bank of Texas
Mr. Jeng Liang	Former Educator	Texas Real Estate World
Mr. Kevin Pasha	Board Member	World Affairs Council of Greater Houston
Mr. Besim Tafilaj	Vice President	US Bank
Dr. Hasnain Walji	Researcher, Speaker	Self Employed
Dr. Sean Wright	Chief	Seebrook Police Department

12. FACULTY (FULL-TIME)

Tawfiq Abu-Raqabeh

- **Area of teaching specialization:** Accounting
- **Rank:** Assistant Professor
- **Degrees:**
DBA., Accounting, Argosy University, Florida
MBA., Accounting, Marathwada University
BCOM., Business and Accounting, Marathwada University

Kudbettin Aksoy

- **Area of teaching specialization:** Learning and Development Theories, Research Design, Measurement, Statistics
- **Rank:** Professor
- **Degrees:**
Ph.D., Educational Psychology - Individual Differences, University of Houston
M.Ed., Curriculum and Instruction, University of Houston
B.S., Mathematics Education, Bosporus University

Rachid Alrayes

- **Areas of teaching specialization:** Management, Healthcare, Personal Finance
- **Rank:** Lecturer
- **Degrees:**
D.B.A. candidate (in progress), Healthcare Management, Liberty University
M.B.A., Dauphine University
M.S., Banking and Financial Services, The Arab Academy for Banking & Financial Services
B.A., Economics, Damascus University

Barbara Baethe

- **Area of teaching specialization:** Education, Counseling
- **Rank:** Lecturer
- **Degrees:**
Ed.D., Curriculum and Instruction/Educational Administration, Texas A&M University
M.S., Guidance and Counseling, University of Houston
B.S., Elementary Education, University of Houston

Amanda Boyaki-Wilson

- **Area of teaching specialization:** Humanities and Fine Arts, Education
- **Rank:** Lecturer
- **Degrees:**
Ph.D. Fine Arts Texas Tech, M.Ed. Curriculum & Instruction, University of Houston,
M.A. Architectural History, Savannah College of Art & Design

Jennifer Buckner

- **Area of teaching specialization:** Developmental Reading and Writing
- **Rank:** Lecturer
- **Degrees:**
M.A., Professional & Technical Writing
Secondary Education Teacher Certificate (AR); English Language Arts
B.A., Liberal Arts

Lorena Caesar

- **Area of teaching specialization:** Academic English: Writing-Reading-Listening and Speaking, Pronunciation, TOEFL, IELTS, and English for SAT, GMAT and GRE
- **Rank:** Lecturer
- **Degrees:**
M.A., Teaching English as a Second Language, The University of Texas at San Antonio
B.A., French; Classical Studies; Latin American Studies, The University of Texas at San Antonio

Nadeem Daudpota

- **Area of teaching specialization:** Data Science, Cybersecurity, and Artificial Intelligence
- **Rank:** Assistant Professor
- **Degrees:**
Ph.D., Computer Science, Beijing University of Aeronautics & Astronautics, China
Master, Computer Science, Quaid-i-Azam University, Pakistan

Kenneth Fahndrick

- **Area of teaching specialization:** Finance
- **Rank:** Lecturer
- **Degrees:** M.S., Finance, University of Saint Thomas

Linda Hart

- **Area of teaching specialization:** Counseling, Education
- **Rank:** Assistant Professor
- **Degrees:**
Ph.D., Counseling Education and Supervision, Sam Houston State University –
M.S., Counseling with an LPC Track, University of Houston, Clear Lake
B.S., Behavioral Science, Psychology, University of Houston, Clear Lake

James Keller

- **Area of teaching specialization:** Communications
- **Rank:** Lecturer
- **Degrees:**
M.A., Communication with Focus on Speech Communication, Texas Southern University
B.A., Telecommunication/ Minor: Speech Communication, Texas Southern University

Karman Kurban Alteshehr (Chair, Education Department)

- **Area of teaching specialization:** Education, Mathematics Education
- **Rank:** Associate Professor
- **Degrees:**
Ed.D., CUIIN Mathematics Education, University of Houston
M.S., HRM, University of Houston
B.S., Engineering, Dalian University of Technology

Glory Kurian

- **Area of teaching specialization:** Software Development, Programming
- **Rank:** Lecturer
- **Degrees:**
Master of Technology, Information Technology, Centre for Development and Advanced Computing, India
Bachelor of Technology, Computer Science, Christian College of Engineering and Technology, India

LaTisha Metts

- **Area of teaching specialization:** English
- **Rank:** Lecturer
- **Degrees:**
M.Ed., Adult Higher Education & Special Education, University of Missouri
B.A., Business Management, University of Phoenix

Gul Musavi (Coordinator, General Education Department)

- **Area of teaching specialization:** Education, Curriculum and Instruction, History
- **Rank:** Lecturer
- **Degrees:**
M. Ed., Curriculum and Instruction, Minor in History, University of Houston-Victoria
B.S., Interdisciplinary Studies, University of Houston-Victoria

Abdulkerim Oncu

- **Area of teaching specialization:** Software Engineering and Project Management
- **Rank:** Assistant Professor
- **Degrees:**
Ph.D., Electronics and Computer Education, Marmara University
M.S., Electronics and Computer Education, Marmara University
B.S., Electronics and Computer Education, Marmara University

Alina Rajbhandari

- **Area of teaching specialization:** Mathematics
- **Rank:** Lecturer
- **Degrees:**
M.S., Mathematics, University of Houston
B.S., Mathematics, Minor in Psychology, University of Houston

Marc Xavier Chibou Passeneau (Director)

- **Department:** Gulf Language School
- **Rank:** Lecturer
- **Degrees:**
M.A., Teaching English to Speakers of Other Languages, Sunderland University
B.A., Business Management, Sunderland University

Ihsan Said (Chair, Computer Science)

- **Area of teaching specialization:** Software Engineering, Programming Languages
- **Rank:** Assistant Professor
- **Degrees:**
Ph.D. Big Data Analytics, Colorado Technical University
M.S., Software Engineering, University of Houston, Clear Lake
B.S., Computer Engineering, University of Balamand

Kerime Sari (Certified Educator and Educator Certification Program coordinator)

- **Area of teaching specialization:** Mathematics Education, Curriculum & Instruction
- **Rank:** Lecturer
- **Degrees:**
M.Ed., Education (Curriculum and Instruction), University of Houston
B.S., Mathematics Education, North American University

Wendy Schulze

- **Area of teaching specialization:** Educational Leadership, Curriculum & Instruction, Psychology
- **Rank:** Assistant Professor
- **Degrees:**
Ed.D., Educational Leadership, Argosy University
M.Ed., Education (Curriculum and Instruction), Alabama A&M University
M.S., Psychology, Kaplan University
B.S., Psychology, University of Alabama

Ann Marie Smith

- **Area of teaching specialization:** English, Reading, Writing, Literacy
- **Rank:** Associate Professor
- **Degrees:**
Ph.D., Reading/Writing/Literacy emphasis in Curriculum and Instruction, University of Maryland
M.A., English, Iowa State University
B.A., English, University of Northern Iowa

Ibrahim H. Suslu (Vice President for Administrative Affairs)

- **Area of teaching specialization:** Networking, Cloud Computing, Programming Languages, System Programming
- **Rank:** Professor
- **Degrees:**
Ph.D., Computer Science, Louisiana State University
M.S., Computer Science, Southern University and A&M University
B.S., Electronic and Computer Education, Marmara University

Halil Tas (Provost and Vice President and Provost for Academic Affairs)

- **Area of teaching specialization:** Education, Geography Teaching
- **Rank:** Professor
- **Degrees:**
Ed.D., Higher Education, Oklahoma State University
M.S., Geography, Oklahoma State University
B.S., Geography Teaching, Black Sea Technical University

Sami Tbeileh (GLS Assistant Registrar, Database Coordinator)

- **Department:** Gulf Language School
- **Rank:** Lecturer
- **Degrees:**
M.S., Education in Curriculum and Instruction, Educational Technology in Teaching Concentration, North American University
M.S., Computer Science, Software Engineering Concentration, North American University
B.S., Software Engineering, Al-Ahliyya Amman University

John Topuz

- **Area of teaching specialization:** Corporate Finance
- **Rank:** Professor
- **Degrees:**
D.B.A., Finance, Louisiana Tech University
M.A., Economics, University of New Orleans
M.S., Computer Science, Saint Joseph's University
M.B.A., Yildiz Technical University
B.S., Mining Engineering, Istanbul Technical University

Jason Villanueva

- **Area of teaching specialization:** Academic English: Writing-Reading-Listening and Speaking, Pronunciation, English for Legal purposes, TOEFL, IELTS, and English for SAT, GMAT and GRE
- **Rank:** Lecturer
- **Degrees:**
J.D., Texas Southern University - Thurgood Marshall School of Law
B.A., University of Illinois at Urbana-Champaign

Larry Whittington (Director, Office of Institutional Effectiveness and Planning)

- **Area of teaching specialization:** Mathematics, Business
- **Rank:** Lecturer
- **Degrees:**
M.B.A., University of Phoenix
B.S., Mathematics, Texas Southern University

Azamat Zhamanov

- **Area of teaching specialization:** Software Development, Programming
- **Rank:** Assistant Professor
- **Degrees:**
PhD, Computer Science, International Black Sea University, Georgia
Master, Computer Science, Suleyman Demirel University, Kazakhstan