# STUDENT HANDBOOK AND CATALOG




kentucky.an.edu

**Effective: July 1, 2026 – June 30, 2027**

**Last Revised October 1, 2026**

Welcome!

We are glad to shepherd your journey to your future career here at American National University of Kentucky! Our staff, faculty, and administration are constantly seeking ways to open doors to success for students just like you—doors we have proudly opened for thousands of students since this institution was founded in the Commonwealth in 1950.

Through this catalog and handbook, you will discover the many advantages the University has to offer, including programs built around real-world careers, courses designed for working adults, and support services that meet you where you are. What truly distinguishes American National University of Kentucky from other institutions is not only what we offer, but how we care. You are not just a number here. You are part of a community that is personally invested in your success. We want you to feel as though the whole University has been built to help ***you*** succeed.

Read through the catalog, meet with our admissions representatives, and get answers to your questions. Together, we will create a personalized path that leads to a better future—a future defined by your goals, your persistence, and your achievements.

For over fifty years, I have had the privilege of welcoming students from all walks of life to this University. Each new student brings new energy, new stories, and new promise. I look forward to welcoming you next—and to the day when I hand you your diploma. I have a cap and gown with your name on it, and I can't wait to see you wear it with pride.

Sincerely,



Frank E. Longaker, PhD
President

## GOVERNING DOCUMENT

This Student Handbook and Catalog (Catalog) serves as the governing document for all academic requirements and program-related information at American National University of Kentucky. It outlines the rights, responsibilities, and specific policies and procedures applicable to the University and its students. All students of American National University of Kentucky are bound by the rules, policies, and procedures contained in this document. The official version of the Catalog is posted on the University's website, where the most recently posted Catalog supersedes previous web and printed versions of the document.

This Catalog is valid beginning the month indicated on its cover and is accessible on the University website (https://kentucky.an.edu/student-catalogs/) to current and prospective students without requiring any personal contact information for access or download.

The University reserves the right to cancel or modify, for any reason, any course, program, or policy listed herein. If there is a conflict between the information stated in the most recent Catalog with that contained in any other document, the information presented in the most recent Catalog prevails. This statement pertains to policies, regulations, requirements and fees. Information in the Catalog is provided for information purposes only and is subject to change without notice.

## PROFESSIONAL LICENSURE AND CERTIFICATION

Certain programs at the University are designed to prepare students for professional licensure or certification in specific fields. Because requirements vary by state, completion of an academic program at the University may not automatically meet requirements in every state or territory. The University provides detailed information regarding the states and territories where each program meets or does not meet the educational requirements. This information is available on the University's website at https://kentucky.an.edu/about-us/consumer-disclosure.

Prospective students are encouraged to review this information prior to enrollment and to contact the appropriate state licensing agency to confirm requirements for the state in which they intend to seek employment. Students intending to complete fieldwork, internships, or clinical experiences in a state other than where they are enrolled should consult with the dean or program chair and the licensure information provided online to ensure compliance with local professional requirements.

## CONSUMER INFORMATION

To ensure students and other interested parties have access to timely and accurate information about the institution and the educational opportunities offered at each location, consumer information is made available in this catalog, on the University website, and at each University teaching site. Students who wish to receive paper copies of information disclosed electronically may obtain such information by emailing info@an.edu.

## NOTICE OF NONDISCRIMINATION

American National University does not discriminate on the basis of gender, age, race, creed, national origin, sexual orientation, military or veteran status, or disability in admissions, employment, or access to academic programs or student activities.

The University's Title IX Coordinator is responsible for coordinating compliance with its non-discrimination policies. The Coordinator may be contacted by mail at 130 South Mayo Trail, Suite 101, Pikeville, KY 41501

or by email at TitleIXCoordinator@an.edu. Questions regarding Title IX may be directed to the Title IX Coordinator or the Office for Civil Rights at the U.S. Department of Education.

## ACCOMMODATION POLICY

American National University of Kentucky recognizes its responsibility to provide equal educational opportunities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act (ADA) of 1991 and Section 504 of the Rehabilitation Act of 1973. To ensure equal access, the University provides reasonable accommodations to students who require them and informs the University by completing the "Student Disability Accommodation Request" form, which can be obtained from the Academic Advisor.

## ACCREDITATION AND CERTIFICATION

The locations in Louisville and Pikeville are accredited by the Accrediting Bureau of Health Education Schools (ABHES) to award master's degrees, bachelor's degrees, associate degrees and diplomas. ABHES is listed by the U.S. Department of Education as a recognized accrediting agency and is recognized by the Council for Higher Education Accreditation (CHEA).

Accrediting Bureau of Health Education Schools
6116 Executive Blvd, Suite 730
North Bethesda, MD 20852
301.291.7550
http://www.abhes.org

The locations are licensed by the Kentucky Council on Postsecondary Education. Additional information regarding this institution may be obtained by contacting the Council at 100 Airport Rd., 3rd Floor, Frankfort, KY 40601, and 502.573.1555.

The associate degree in nursing program at the campus in Pikeville holds pre-accreditation status from the National League for Nursing Commission for Nursing Education Accreditation, located at 2600 Virginia Avenue, NW, Washington, DC, 20037 and can be reached at phone number 202.909.2487. Holding pre-accreditation status does not guarantee receipt of initial accreditation by NLN CNEA.

## EDUCATION AND TRAINING OF ELIGIBLE VETERANS AND THEIR DEPENDENTS

American National University of Kentucky is approved by the State Approving Agency for the education and training of eligible veterans and their dependents. To inquire about specific programs, contact the Financial Services Office.

## NATIONAL COUNCIL FOR STATE AUTHORIZATION RECIPROCITY AGREEMENTS (NC-SARA)

American National University of Kentucky is an institutional participant in the National Council for State Authorization Reciprocity Agreement (NC-SARA). NC-SARA is an agreement among member states, districts, and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions in another state. NC-SARA is overseen by a National Council and administered by four regional education compacts. For more information and a list of member states, visit www.nc-sara.org/.

## VETERAN'S BENEFITS & TRANSITION ACT OF 2018 POLICY

As part of the Veterans Benefits and Transition Act of 2018, section 3679 of title 38, United States Code, American National University of Kentucky ensures any covered individual[1] who is entitled to educational assistance under Chapter 31 and Chapter 33 be permitted to attend and participate in the course of education during the period beginning on the date on which the individual provides to the University a Certificate of Eligibility (COE)[2] for entitlement of educational assistance under Chapter 31 or 33 and ending the earlier of the following dates:

- The date on which payment from VA is made to the University.
- 90 days after the date the college certified tuition and fees following the receipt of the certificate of eligibility.

American National University of Kentucky will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that covered individual must borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the University due to the delay disbursement funding from VA under Chapter 31 or 33.

## STUDENT AND EXCHANGE VISITOR PROGRAM

American National University of Kentucky is authorized under Federal law to enroll non-immigrant alien students. For more information, please refer to the international students' section of the University's website.

[1] A covered individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill® benefits. (GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at http://www.benefits.va.gov/gibill.)

[2] A "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes.

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# INSTITUTIONAL OVERVIEW

## MISSION

American National University of Kentucky provides opportunities for individuals who are seeking to achieve their career goals by offering credential and degree programs through distance education and blended learning. American National University of Kentucky is dedicated to assuring adult students have access to quality programs in career focused disciplines that provide the skills needed to be competitive in today's changing marketplace.

## INSTITUTIONAL GOALS

- Offer credential and degree programs focused on preparing students to be competitive in the current marketplace.
- Integrate soft skills and practical knowledge students need to be effective in their chosen career.
- Assist students in achieving their academic goals through proactive support and encouragement.
- Maximize the use of current technologies to offer accessible and relevant academic programs.

## UNIVERSITY HISTORY

In 1950, a visionary educator and businessperson saw a need for a focused, career-based training institution in the Commonwealth. Like other institutions, it was established to teach vocational skills, including bookkeeping, shorthand, and clerical work. As the institution expanded, it became Kentucky Business College, expanding its curriculum to meet the evolving workforce needs in Kentucky.

In the late 20th Century, the school was acquired by a larger network of institutions known as the National Business College of Kentucky (which was later shortened to National College). In 2013, National College transitioned its name to American National University of Kentucky, reflecting the continued evolution from a local business school into a broader University that offered baccalaureate and graduate degrees in healthcare, technology, and business.

American National University of Kentucky has continued to evolve in this millennium to meet the needs for career training worldwide. While developing programs in the latest career fields had always been a hallmark of the institution, the ability to extend the classroom beyond a campus became an added feature to the core of the University's education.

Unlike in the first century, where fixed campus locations were the norm, the future campus is worldwide and online. The theme of the University's delivery of the latest career programs is embodied in the statement "**We Bring Our University to You**." A physical campus-centric environment is no longer necessary for delivering education efficiently and conveniently to individuals. Technology enables the University's administration and students to Meet Globally, our professors to Teach Globally, and our students to Learn Globally.

**Global Meet, Global Teach, and Global Learn** guide the delivery of our services to our students. **Global Meet** brings the entirety of the University's support services—admissions, financial aid, student services, library resources, and career services—to students and graduates anywhere they have an internet connection. **Global Teach** brings together the most experienced and dedicated faculty, together with the latest learning resources from a worldwide network, and makes them available to students anywhere they are. Students can learn from their cohorts' experiences as they attend synchronous, face-to-face **Global**

**Learn** video conferencing classes within their online courses. Campus locations are maintained for specialized courses, international students, and individuals who need to access physical resources.

While continuing to focus on the fundamentals of business, technology, and healthcare, the University will expand its offerings in emerging fields. American National University of Kentucky will continually evaluate existing programs, adapting their content, length, and delivery methods to ensure the most efficient path to completion is available to the largest number of students. The University will utilize digital and home-based laboratory approaches to implement a High Tech, High Touch philosophy, regardless of the student's physical location.

The evolution of the institution is reflected in our name: **American National University of Kentucky**. **American**, recognizing our role as a leading American institution for career-focused education for students from around the world; **National**, acknowledging our historical roots and nationwide reputation; **University**, representing our status as a graduate-level institution offering diverse academic, online, international, and corporate training programs; and **Kentucky** recognizing our homebase in the Commonwealth. As the institution evolves, additional changes and adaptations will occur. What will not change are the successful experiences that our graduates have enjoyed since 1950.

# ACADEMIC PROGRAMS AND CURRICULA

American National University of Kentucky is approved to offer the following programs:

## ASSOCIATE OFFERINGS

- Medical Assisting (AS)
- Medical Laboratory Technology (AS)
- Nursing (AS)
- Radiologic Technology (AS)

## BACCALAUREATE OFFERINGS

- Medical and Health Services Management (BS)

## GRADUATE OFFERINGS

- Business Administration (MBA)
- Computer Science and Engineering (MS)
- Cybersecurity (MS)
- Information Technology (MS)
- Software Development (MS)

## PROGRAM STRUCTURE AND GENERAL EDUCATION OUTCOMES

Programs are divided into multiple areas including the Core, Elective Courses, General Education Courses, and Specialization Courses. The Core is the main portion of each academic program—whether a certificate, a diploma, or an undergraduate or graduate degree. When taking an undergraduate program, the student must complete General Education Courses to fulfill the General Education Program Outcomes. Those outcomes are as follows:

- Communication—Students demonstrate proficiency in written, oral, and/or digital communication, using appropriate conventions and ethics.
- Mathematics—Students use mathematical and critical thinking principles to interpret data, solve problems, and make evidence-based decisions.
- Humanities—Students explore cultural, historical, and behavioral dimensions of human life to understand diverse perspectives and societal dynamics.
- Information Literacy—Students evaluate, integrate, and apply information and AI-generated content, demonstrating the ethical use of emerging technologies.
- Science—Students enhance their understanding of the physical and natural world.
- Social/Behavioral Sciences—Students apply concepts and methods to understand individual and group behavior, cultural and societal structures, and the forces that shape human interactions.

All programs at the associate and baccalaureate level require at least one general education course from each of the above-mentioned general education areas. Some programs require additional general education courses, which may be satisfied from any of the general education areas. The general education courses and outcome alignments are as follows:

| Course # | Course Title | Outcome Alignment | Credits |
|---|---|---|---|
| AI101 | Introduction to Generative AI | Information Literacy | 4 |
| BIO101 | Introduction to Biology | Science | 4 |
| BIO105 | Microbiology with Lab | Science | 6 |
| BIO201 | Basic Anatomy and Physiology I | Science | 4 |
| BIO202 | Basic Anatomy and Physiology II | Science | 4 |

| Course # | Course Title | Outcome Alignment | Credits |
|---|---|---|---|
| BIO261 | Anatomy and Physiology I with Lab | Science | 6 |
| BIO262 | Anatomy and Physiology II with Lab | Science | 6 |
| CHM101 | General, Organic, and Biochemistry | Science | 4 |
| ENG101 | Composition | Communication | 4 |
| ENG301 | Oral Communication | Communication | 4 |
| ENV101 | Environmental Science | Science | 4 |
| ETH201 | Ethics | Humanities | 4 |
| GEN301 | Cultural Appreciation | Humanities | 4 |
| GOV301 | American Government | Social/Behavioral Sciences | 4 |
| HIS301 | American History 1945-Present | Social/Behavioral Sciences | 4 |
| HIS401 | American Economic History | Social/Behavioral Sciences | 4 |
| LOG301 | Thinking Critically | Mathematics | 4 |
| LOG401 | Logic and Critical Thinking | Mathematics | 4 |
| MAT101 | Understanding Mathematics | Mathematics | 4 |
| MAT201 | Algebra and Applied Data Analysis | Mathematics | 4 |
| MAT301 | Algebra | Mathematics | 4 |
| MAT401 | Introduction to Statistics | Mathematics | 4 |
| PER301 | Personal Health | Science | 4 |
| POL301 | Political Science | Social/Behavioral Sciences | 4 |
| PSY101 | Psychology | Social/Behavioral Sciences | 4 |
| PSY102 | Growth and Development | Social/Behavioral Sciences | 4 |
| PSY201 | Human Growth and Development | Social/Behavioral Sciences | 4 |
| REL401 | World Religion | Humanities | 4 |
| SOC201 | General Sociology | Social/Behavioral Sciences | 4 |
| SOC401 | Social Problems | Social/Behavioral Sciences | 4 |

## Course Numbers

Each course has a code made up of letters and numbers. The letters (called a prefix) show the subject area. For example, “ENG” stands for “English.” In addition to the prefix, the first of four numbers tells students the level of the course as follows:

- Courses starting with 0 are foundation courses which may not be used as elective credit.
- Courses starting with 1 are for first-year (freshman) undergraduate students.
- Courses starting with 2 are for second-year (sophomore) students.
- Courses starting with 3 are for third-year (junior) students.
- Courses starting with 4 are for fourth-year (senior) students.
- Courses starting with 5 or 6 are master’s-level courses.

## BUSINESS ADMINISTRATION

The following programs are offered under the direction of Dr. Lyndsey Obringer, Dean of Business and Accounting:

- Master of Business Administration with specializations in
  - General
  - Organizational Management
  - International Business
  - Healthcare Management
  - Information Technology

## MASTER OF BUSINESS ADMINISTRATION

American National University of Kentucky offers a Master of Business Administration (MBA) degree program for students interested in pursuing postgraduate studies in the field of business. The program enables business professionals to expand their knowledge and enhance their ability to analyze business alternatives, applying their learning through projects with companies and other local organizations.

The MBA helps students become familiar with the complexities of the modern workplace while preparing them for the challenges of upper-level leadership positions. The program curriculum prepares students to apply a theoretical understanding of business principles to real-world scenarios, sharpening the analytical skills they will need on the job. Students may select a general MBA that encompasses a broad program covering all the required areas of management in today's workplace or focus their efforts on a specialized MBA degree. The MBA specializations include:

**General Specialization** - The General MBA is designed to provide students with in-depth study, offering a solid foundation in accounting, management, and leadership that can be tailored to their special interests. The program will equip students with strategic skills and a fundamental understanding of competitive advantage as they prepare for exciting careers.

**Specialization in Healthcare Management**—The Healthcare Management Specialization is designed for students and current professionals seeking leadership and management positions within the ever-changing healthcare industry. The program focuses on strategic management of the healthcare arena while providing specialized knowledge related to healthcare in informatics, health policy, organizational systems, quality improvement, patient safety, and risk management, ethical, legal, and regulatory issues.

**Specialization in Information Technology** - The Information Technology Specialization is designed for students and professionals who are interested in the field of business with special emphasis on leadership and management of technology businesses or technology operations within an organization. The program focuses on strategic management of IT operations or businesses, alignment between IT and business strategy, IT governance, ethical leadership, and the interrelationship between technology and business in a global and networked marketplace.

**Specialization in International Business**—The International Business Management Specialization is designed so students will receive in-depth study providing for a solid foundation in global diversity, international finance, International Human Resources, and accounting for multinational organizations. The program will assist students with strategic skills and an essential understanding of global competitiveness as they prepare for exciting international careers.

**Specialization in Organizational Management—**The Organizational Management Specialization is designed to prepare students for leadership in a broad range of industries and organizations. Students will attain knowledge specific to the design and measurement of organizational effectiveness, will gain an understanding of the role of leadership, and will learn to successfully manage work teams.

## Program Outcomes

Upon successful completion of this program, students will be able to:

1. Assess their specialized field (General, Accounting, Hospitality, International Business, Organizational Management, Information Technology, Healthcare, or Global Leadership) within a global economy.
2. Generate innovative thinking to solve problems from the customer's viewpoint, to build financial and operational models that will save business dollars, to understand technology's role in business, and to promote healthy sustainable organizations.
3. Determine the functional business knowledge of marketing, operations, information technology, finance, accounting, statistics, and quantitative analysis in a global market.
4. Participate in team projects and demonstrate leadership skills.
5. Formulate strategic skills to enable effective decision-making and problem solving.
6. Demonstrate effective oral, written, and presentation communication skills.
7. Evaluate the ethical, social and legal responsibilities of organizations in a global market.

## Practicum Requirement

This program requires students to maintain professional experience directly related to their fields of study for a minimum of five (5) hours per week throughout the student's full-time term enrollment.

Each position of employment or other professional activity requires academic leadership's acceptance of an attestation form, signed by the student and the student's employer or professional activity supervisor, verifying that the practicum is aligned with the program's learning outcomes. Each term, the student must complete an attestation of the total hours worked in the term (or the average number of hours worked per week) and the anticipated continued duration of the professional experience.

## Program Curriculum

| Course # | Course Title | Contact Hours | Credits |
|---|---|---|---|
| Core Courses: | | | 36 |
| ACC513 | Financial Management | 40 | 4 |
| MB518 | Developing Human Resources | 40 | 4 |
| MB523 | Legal Environment of Business | 40 | 4 |
| MB528 | Marketing Management | 40 | 4 |
| MB554 | Business Research | 40 | 4 |
| MB570 | Business Information Systems | 40 | 4 |
| MB621 | Managerial Economics | 40 | 4 |
| MB630 | Operations Management | 40 | 4 |
| MB699 | Practitioner Projects in Business Administration | 40 | 4 |
| Choose a Specialization | | | 20 |
| General (Choose 5) | | | |
| ACC522 | Management Control | 40 | 4 |
| ACC610 | Financial Reporting | 40 | 4 |
| ACC640 | Business Tax Strategies | 40 | 4 |
| MB505 | Business and Society | 40 | 4 |

| Course # | Course Title | Contact Hours | Credits |
|---|---|---|---|
| MB511 | Management Communications | 40 | 4 |
| MB517 | Dynamics of Organizational Behavior | 40 | 4 |
| MB524 | 21st Century Leadership | 40 | 4 |
| MB625 | International Management | 40 | 4 |
| Healthcare Management | | | |
| HM501 | Understanding the U.S. Healthcare System | 40 | 4 |
| HM502 | Quality and Safety for the Healthcare Professional | 40 | 4 |
| HM503 | Information Systems for Healthcare Management Professionals | 40 | 4 |
| MB520 | Organizational Sustainability | 40 | 4 |
| MB524 | 21st Century Leadership | 40 | 4 |
| Information Technology | | | |
| CY501 | Information Assurance and Security Management | 40 | 4 |
| IT540 | Marketing Innovation and Technology | 40 | 4 |
| IT590 | Enterprise Architecture and IT Governance | 40 | 4 |
| IT610 | Global IT Products and Services Outsourcing | 40 | 4 |
| IT620 | Decision Models for Technology Management | 40 | 4 |
| International Business Management | | | |
| ACC650 | International Accounting/Multinational Enterprises | 40 | 4 |
| MB565 | International Finance | 40 | 4 |
| MB582 | Managing Global Diversity | 40 | 4 |
| MB584 | Managing International Human Relations | 40 | 4 |
| MB625 | International Management | 40 | 4 |
| Organizational Management | | | |
| MB517 | Dynamics of Organizational Behavior | 40 | 4 |
| MB520 | Organizational Sustainability | 40 | 4 |
| MB524 | 21st Century Leadership | 40 | 4 |
| MB588 | Managing Quality | 40 | 4 |
| MB611 | Project Management Life Cycle | 40 | 4 |
| Minimum credits required | | 560 | 56 |

**Mode of Delivery:** Blended, Full Distance Education

## HEALTH SCIENCES

The following programs are offered under the direction of Laura Diggle, Program Chair of Health Sciences:

- Associate of Science in Medical Assisting
- Bachelor of Science in Medical and Health Services Management

## ASSOCIATE OF SCIENCE IN MEDICAL ASSISTING

The Associate of Science in Medical Assisting provides graduates with both clinical and administrative skills. The goal of the program is to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. The practical and comprehensive coursework will include anatomy, physiology, medical terminology, pharmacology, administering injections, performing EKGs, and venipuncture.

In addition to the principal course of study, students in the program will receive a background in computers and may participate in an externship placement that will further provide practical work experience. Graduates of the Medical Assisting program are eligible to take the CCMA (Certified Clinical Medical Assistant) exam administered by National Healthcareer Association (NHA), RMA (Registered Medical Assistant) exam, administered by the American Medical Technologists (AMT), CMA (Certified Medical Assistant) exam, administered by AAMA (American Association of Medical Assistants) or CMAC (Clinical Medical Assistant Certification) exam, administered by AMCA (American Medical Certification Association).

This program may be earned through Spanish courses. All required courses in this program are offered in Spanish. Este programa puede completarse mediante cursos impartidos en español. Todos los cursos requeridos para este programa se ofrecen en español.

### PROGRAM OUTCOMES

Upon successful completion of this program, students will be able to:

1. Display professionalism by displaying a professional manner and image; demonstrating initiative and responsibility; working as a member of the health care team; prioritizing and performing multiple tasks; adapting to change; promoting credentials associated with medical assisting; enhancing skills through continuing education; treating all patients with compassion and empathy; utilizing psychological theories; and promoting the practice through positive public relations.
2. Exhibit communication skills by recognizing and respecting cultural diversity; adapting communications to an individual's ability to understand; using professional telephone techniques; recognizing and responding effectively to verbal, nonverbal, and written communications; using medical terminology appropriately; utilizing electronic technology to receive, organize, prioritize, and transmit information; and serving as a liaison and patient navigator, demonstrate self-boundaries and respect for individual diversity.
3. Apply legal concepts by performing with legal and ethical boundaries; maintaining confidentiality, preparing and maintaining medical records; documenting accurately and appropriately; following the employer's established policies dealing with the health care contract; implementing and maintaining federal and state health care legislation and regulations; complying with established risk management and safety procedures; recognizing professional credentialing criteria and the impact personal ethics and morals have on delivery of healthcare.
4. Provide instruction for individuals according to their needs; explain office policies and procedures; teach methods of health promotion and disease prevention; and locating community resources for dissemination of information.

5. Perform operational office functions by performing an inventory supplies and equipment; perform routine maintenance of administrative and clinical equipment; and applying computer techniques to support office operations.
6. Perform administrative procedures utilizing basic administrative medical assisting function; scheduling, coordinating and monitoring appointments; scheduling inpatient/outpatient admissions and procedures; understanding and applying third party guidelines; obtaining reimbursement through accurate claims submissions; monitoring third-party reimbursement; and understanding and adhering to managed care policies and procedures; apply principles of practice finances by performing procedural and diagnostic coding; apply bookkeeping principles; and manage accounts receivable.
7. Perform clinical fundamental principles by applying principles of aseptic technique and infection control; complying with quality assurance practices; and screening and following up on patients' test results; perform diagnostic testing by collecting and processing specimens as well as testing specimens in the CLIA waived category. Follow safety protocols, and ergonomics procedures.
8. Incorporate critical thinking skills with patient assessment and care; actively participate in patient care by adhering to established patient screening procedures; obtaining patient history and vital signs; preparing and maintaining examination and treatment areas; preparing patients for examinations, procedures, and treatment; assist with examinations, procedures, and treatment; exhibit knowledge regarding usage of drug reference materials; read and verify drug labels; prepare and administer medications and immunizations; maintain medication and immunization records; recognize and respond to emergencies; and coordinate patient care information with other health care providers.
9. Identify structure and function, organization, systems, directional terms, major organs, genetic concepts, and pathology related to body systems; analyze pathology for each system including diagnostic measures and treatment; describe dietary nutrients, the function of dietary supplements, and special dietary needs and restrictions; categorize medication classifications to include indications for use, routes of administration, desired effects, side effects and adverse reactions; demonstrate knowledge of math computations, using measurement systems, conversions of the systems, and identify abbreviations and symbols used with the systems in calculations.

## Occupational Risks

Medical Assisting is a profession with many rewards, as practitioners can perform both administrative and clinical services, filling several roles in a variety of healthcare environments. The Bureau of Labor Statistics clearly outlines that it is a growth field, with an anticipated 18% growth from 2020 to 2030. Medical Assistants work directly with providers and patients, with the goal of providing healthcare and ensuring patient safety. It is a position with a great deal of responsibility. As with any healthcare position, there are certain occupational risks that come into play with being a medical assistant, and those hazards include the following:

- Exposure to infectious diseases
- Sharps injuries
- Bloodborne pathogens and biological hazards
- Chemical and drug exposure
- Ergonomic hazards from lifting, sitting, and repetitive tasks
- Latex allergies
- Stress

At the same time, there are protections set up with the Occupational Safety and Health Act (OSHA), and those protections are particularly important within a healthcare environment. OSHA has a series of standards that protect the safety of healthcare workers and patients.

Accredited medical assisting programs are required to teach students about the hazards that they face on the job and the protocols that can be put into place to ensure a workplace culture that prioritizes safety.

## Program Curriculum

| Course # | Course Title | Contact Hours | Credits |
|---|---|---|---|
| Core Courses: | | | 60 |
| BIO206 | Diseases of the Human Body | 40 | 4 |
| COM151 | The Microsoft Office | 55 | 4 |
| MED107[3] | Medical Terminology | 40 | 4 |
| MED110[3] | Dosage and Calculation of Medications | 40 | 4 |
| MED160 | Healthcare Law and Ethics | 40 | 4 |
| MED175[3] | Pharmacology I for the Medical Assistant | 40 | 4 |
| MED202[3] | Clinical Medical Assisting | 60 | 4 |
| MED208[3] | Medical Office Procedures | 60 | 4 |
| MED218[3] | Communication for the Healthcare Professional | 60 | 4 |
| MED225[3] | Pharmacology II for the Medical Assistant | 40 | 4 |
| MED273[3] | Invasive Clinical Procedures | 60 | 4 |
| MED275[3,4] | Non-Invasive Clinical Procedures | 60 | 4 |
| MED285[3] | Medical Office Finance | 60 | 4 |
| MED295[3, 5] | Medical Assisting Exam Success Class and Externship | 190 | 8 |
| Elective Courses (Choose 2): | | | 8 |
| BUS125 | Principles of Management | 40 | 4 |
| BUS225 | Business Communications | 40 | 4 |
| COM234 | Desktop Applications | 55 | 4 |
| COM235 | Spreadsheet Applications | 55 | 4 |
| EHR100 | Electronic Health Records | 40 | 4 |
| MED200 | Medical Office Management | 40 | 4 |
| MED247 | Health Insurance Billing and Coding | 40 | 4 |
| General Education Courses: | | | 28 |
| AI101 | Introduction to Generative AI | 40 | 4 |
| BIO201 | Basic Anatomy and Physiology I | 40 | 4 |
| BIO202 | Basic Anatomy and Physiology II | 40 | 4 |
| ENG101 | Composition | 40 | 4 |
| ETH201 | Ethics | 40 | 4 |
| MAT201 | Algebra and Applied Data Analysis | 40 | 4 |
| PSY101 | Psychology | 40 | 4 |
| Minimum credits required | | 1220 | 96 |

[3] Course requires a grade "C" or better to pass.

[4] Certain equipment will be loaned to students enrolled in MED275 and must be returned to the University upon graduation, withdrawal, or as otherwise directed by the University. Students may be responsible for the cost of repair or replacement if the equipment is not returned or is returned damaged beyond reasonable wear and tear, with missing components, or otherwise not in good working condition. The full replacement cost of the equipment is $1,125; however, the amount charged may be less when repair or replacement of individual components is sufficient.

[5] Must pass the NHA certification examination, which requires the completion of a medical assistant training program within the last five years and a high school diploma or GED.

Students must take and pass the following certification exams:

- CPR through the American Red Cross as part of MED202.
- Certified Clinical Medical Assistant (CCMA), Certified Phlebotomy Technician (CPT), and Certified EKG Technician exams offered through National Healthcareer Association (NHA) as part of MED295.

Students must successfully complete the CCMA certification exams to pass the class and to complete the program.

**Mode of Delivery:** Full Distance Education

## BACHELOR OF SCIENCE IN MEDICAL AND HEALTH SERVICES MANAGEMENT

The Bachelor of Science in Medical and Health Services Management provides healthcare practitioners holding an associate's degree or certificate in an allied health discipline with the skills and competencies necessary to function as managers and supervisors in healthcare settings. The program provides a foundation in management, as well as specific knowledge in leadership, ethics, law, health policy, economics, quality improvement, project management, evidence-based practice, and interprofessional healthcare collaboration. Students will be able to seek employment in management and supervisory positions in a variety of health-related organizations, including physician offices, hospitals, long-term care facilities, and clinics.

### PROGRAM OUTCOMES

Upon successful completion of this program, students will be able to:

1. Provide management and leadership in health care organizations by developing management and leadership skills within their area of practice.
2. Develop skills for inter-professional collaboration.
3. Utilize knowledge of research to provide evidence-based practice.
4. Utilize knowledge of healthcare economics, law, bioethics, and healthcare policy within their practice setting.
5. Develop skills and knowledge to provide quality improvement within their practice setting.
6. Develop skills in project management to utilize within their practice setting.
7. Develop skills necessary for their practice environment for each individual practitioner.

### PROGRAM CURRICULUM

| Course # | Course Title | Contact Hours | Credits |
|---|---|---|---|
| Transfer Credits[6] | | | 72 |
| Core Courses: | | | 52 |
| BUS420 | Project Management | 40 | 4 |
| HSM301 | Introduction to Healthcare Management and Human Resources | 40 | 4 |
| HSM302 | Accounting and Billing Procedures for Health Services Management | 40 | 4 |
| HSM315 | Management in a Medical Practice Setting | 40 | 4 |
| HSM323 | Advanced Healthcare Law and Bioethics | 40 | 4 |
| HSM324 | Healthcare Economics | 40 | 4 |
| HSM390 | Quality Improvement in Healthcare | 40 | 4 |
| HSM400 | Inter-Professional Healthcare Collaboration | 40 | 4 |

[6] Students will receive 72 credits by previously completing an accredited associate degree in allied health or nursing.

| Course # | Course Title | Contact Hours | Credits |
|---|---|---|---|
| HSM410 | Revenue Management and Compliance | 40 | 4 |
| HSM425 | Healthcare Data Analytics | 40 | 4 |
| HSM430 | Healthcare Policy | 40 | 4 |
| HSM440 | Healthcare Evidence-Based Practice and Research | 40 | 4 |
| HSM490 | Leadership in Healthcare | 40 | 4 |
| General Education Courses: | | | 56 |
| AI101 | Introduction to Generative AI | 40 | 4 |
| BIO101 | Introduction to Biology | 40 | 4 |
| ENG101 | Composition | 40 | 4 |
| ETH201 | Ethics | 40 | 4 |
| MAT201 | Algebra and Applied Data Analysis | 40 | 4 |
| PSY101 | Psychology | 40 | 4 |
| XXX### | GE Elective 1 | 40 | 4 |
| XXX### | GE Elective 2 | 40 | 4 |
| XXX### | GE Elective 3 | 40 | 4 |
| XXX### | GE Elective 4 | 40 | 4 |
| XXX### | GE Elective 5 | 40 | 4 |
| XXX### | GE Elective 6 | 40 | 4 |
| XXX### | GE Elective 7 | 40 | 4 |
| XXX### | GE Elective 8 | 40 | 4 |
| Minimum credits required | | 1800 | 180 |

**Mode of Delivery:** Full Distance Education

## Information Technology

The following programs are offered under the direction of Dr. Richard Lightcap, Dean of Information Technology:

- Master of Science in Computer Science and Engineering
- Master of Science in Cybersecurity
- Master of Science in Information Technology
- Master of Science in Software Development

## MASTER OF SCIENCE IN COMPUTER SCIENCE AND ENGINEERING

The Master of Science in Computer Science Engineering (MCSE) degree program is designed for working professionals in the computer science field with a concentration in Computer Science and Engineering development who already hold an undergraduate degree and are seeking a graduate degree in computer science and engineering. This program is offered in an online setting to accommodate the working schedules of information technology professionals. Computer Science and Engineering is a joint discipline between Computer Science and Electrical Engineering. Computer Science Engineers are electrical engineers who specialize in a variety of IT specializations, such as software design, hardware design, and systems that integrate both.

### Program Outcomes

Upon successful completion of this program, students will be able to:

1. Compare and contrast the various elements that compromise the field of Computer Science Engineering.
2. Create new and evolving concepts within Computer Science.
3. Assess the growing trend toward globalization and its effect on Information Technology.
4. Defend concepts of distributed systems.
5. Recommend appropriate principles to apply in a distributed system for a specific distributed infrastructure.
6. Argue the basic and advanced concepts associated with networking and telecommunications.

### Program Curriculum

| Course # | Course Title | Contact Hours | Credits |
|---|---|---|---|
| Core Courses: | | | 49 |
| CS650 | Computer Networking and Telecommunications | 40 | 4 |
| CS660 | Distributed Systems | 40 | 4 |
| CS670 | Cloud Computing | 40 | 4 |
| CS680 | Big Data Analytics | 40 | 4 |
| CS690 | Capstone in Computer Science Engineering | 40 | 4 |
| IA500 | Security in the Digital Age | 40 | 4 |
| IA570 | Design and Development of Security Architectures | 40 | 4 |
| PM510 | Information Security Project Management | 40 | 4 |
| RM525 | Web-Based Research Methods | 50 | 5 |
| SD600 | Database Design and Management | 40 | 4 |
| SD610 | Operating Systems | 40 | 4 |
| SD630 | Software Engineering | 40 | 4 |
| Minimum credits required | | 490 | 49 |

**Mode of Delivery:** Blended, Full Distance Education

## MASTER OF SCIENCE IN CYBERSECURITY

The Master of Science in Cybersecurity offers advanced theory and information necessary to address today's security issues and anticipate tomorrow's cyber threats. The program focuses on advanced prevention, detection, countering, and recovery from cyber incidents. Students learn to utilize technical tools and organizational practices, including training, access control, security management, evidence collection, disaster recovery, and business continuity planning. The students completing the Master's in Cybersecurity will understand how to become industry leaders who can move from behind traditional IT roles to design and implement robust cybersecurity solutions.

### PROGRAM OUTCOMES

Upon successful completion of this program, students will be able to:

1. Build a foundation of critical thinking skills on which to make professional judgments relating to Cybersecurity.
2. Design and implement solutions aligned with Cybersecurity needs.
3. Solidify an understanding of theoretical methods, principles, and tools used in the Cybersecurity industry.
4. Examine the fundamental information technology issues and processes in today's organizations relating to systems engineering, computer networking, database technologies, IT governance and strategy, Web development, and information assurance.

### PROGRAM CURRICULUM

| Course # | Course Title | Contact Hours | Credits |
|---|---|---|---|
| Core Courses: | | | 44 |
| MSC510 | Information Security Systems and Organizational Awareness | 40 | 4 |
| MSC520 | Intrusion Detection Attack and Countermeasures | 40 | 4 |
| MSC530 | Information Security and Organizational Change | 40 | 4 |
| MSC540 | Business and Security Risk Analysis | 40 | 4 |
| MSC550 | Information Security Project Management | 40 | 4 |
| MSC560 | Strategic Analysis in Information Security | 40 | 4 |
| MSC610 | Design, Development, and Evaluation of Security Controls | 40 | 4 |
| MSC620 | Security Policies, Standards, and Procedures | 40 | 4 |
| MSC630 | Information Security and Assurance Policy, Planning, and Analysis | 40 | 4 |
| MSC640 | Risk Management and Compliance | 40 | 4 |
| MSC650 | Certification and Accreditation | 40 | 4 |
| Electives (Choose 3) | | | 12 |
| CBC575 | Business Continuity Planning (CBCP) | 40 | 4 |
| CFE565 | Forensic Evaluation and Analysis (CCFE) | 40 | 4 |
| CHP555 | Ethical Hacking and Penetration Testing (CEH/LPT) | 40 | 4 |
| CIS525 | Legal and Ethical Practices in Information Security (CISSP) | 40 | 4 |
| CSM535 | Information Security Management (CISM) | 40 | 4 |
| CSP545 | Secure Software Development (CSSLP) | 40 | 4 |
| Minimum credits required | | 560 | 56 |

**Mode of Delivery:** Blended, Full Distance Education

## MASTER OF SCIENCE IN INFORMATION TECHNOLOGY

The Master of Science in Information Technology is designed for current and aspiring professionals responsible for developing, implementing, operating, and managing information systems across various

organizations. Students in this program will gain a broad technical understanding of current and emerging technologies in the industry, a familiarity with systems engineering concepts, and a solid foundation in net-centric computing. They will also have a firm grasp of current and future effects of the convergence of the telecommunications, media, and information technology sectors.

Faculty with both academic and industry backgrounds also provide a practical perspective. Real-world problems and opportunities with software-intensive systems are explored, and methods for evaluating, adopting, and leveraging emerging technologies are learned. Students will be working closely with fellow IT professionals to complete class assignments within teams, to prepare students for the real-world work environment and build their professional networks.

## Program Outcomes

Upon successful completion of this program, students will be able to:

1. Build a foundation of critical thinking skills on which to make professional judgments relating to information technology.
2. Design and implement solutions aligned with information technology needs.
3. Solidify an understanding of theoretical methods, principles, and tools used in the information technology industry.
4. Examine the fundamental information technology issues and processes in today's organizations relating to systems engineering, computer networking, database technologies, IT governance and strategy, Web development, and information assurance.

## Practicum Requirement

This program requires students to maintain professional experience directly related to their fields of study for a minimum of five (5) hours per week throughout the student's full-time term enrollment.

Each position of employment or other professional activity requires academic leadership's acceptance of an attestation form, signed by the student and the student's employer or professional activity supervisor, verifying that the practicum is aligned with the program's learning outcomes. Each term, the student must complete an attestation of the total hours worked in the term (or the average number of hours worked per week) and the anticipated continued duration of the professional experience.

## Program Curriculum

| Course # | Course Title | Contact Hours | Credits |
|---|---|---|---|
| Core Courses: | | | 36 |
| IT523 | Advanced Database Systems | 40 | 4 |
| IT531 | Networking-Advanced Management | 40 | 4 |
| IT550 | Network Security | 40 | 4 |
| IT572 | Web-Application Development-Mobile Applications | 40 | 4 |
| IT582 | Systems Analysis | 40 | 4 |
| IT623 | Pattern Discovery in Data Mining | 40 | 4 |
| IT630 | Data Warehousing-Cloud-Based | 40 | 4 |
| IT660 | Social Media and Society: Theoretical and Empirical | 40 | 4 |
| IT699 | Practitioner Projects in Information Technology | 40 | 4 |
| Electives (Choose 5) | | | 20 |
| CY501 | Information Assurance and Security Management | 40 | 4 |
| IT540 | Marketing Innovation and Technology Products and Services | 40 | 4 |
| IT590 | Enterprise Architecture and IT Governance | 40 | 4 |

| Course # | Course Title | Contact Hours | Credits |
|---|---|---|---|
| IT610 | Global IT Products and Services Outsourcing | 40 | 4 |
| IT620 | Decision Models for Technology Management | 40 | 4 |
| IT672 | Advanced Web Development | 40 | 4 |
| MB554 | Business Research | 40 | 4 |
| MB570 | Business Information Systems | 40 | 4 |
| MB611 | Project Management Life Cycle | 40 | 4 |
| Minimum credits required | | 560 | 56 |

**Mode of Delivery:** Blended, Full Distance Education

## MASTER OF SCIENCE IN SOFTWARE DEVELOPMENT

The Master of Science in Software Development enhances software development skills with a focus on understanding and applying principles of Web Development, Mobile Application Development, Database Management, Software Design, Operating Systems, and Programming Languages. This program is a good fit for students seeking to advance their careers and/or pursue doctoral-level education.

### PROGRAM OUTCOMES

Upon successful completion of this degree program, students will be able to:

1. Evaluate a business or technical problem and understand the requirements of developing a solution.
2. Work and communicate effectively in a software development team environment.
3. Effectively design software solutions that are secure and reliable.
4. Gather requirements from customers and create a variety of diagrams and models that programmers could use to write the software code.
5. Document aspects of software application as a reference for future maintenance upgrades.

### PROGRAM CURRICULUM

| Course # | Course Title | Contact Hours | Credits |
|---|---|---|---|
| Core Courses: | | | 37 |
| IA570 | Design and Development of Security Architectures | 40 | 4 |
| PM510 | Information Security Project Management | 40 | 4 |
| RM525 | Web-Based Research Methods | 50 | 5 |
| SD600 | Database Design and Management | 40 | 4 |
| SD610 | Operating Systems | 40 | 4 |
| SD620 | Software Design | 40 | 4 |
| SD630 | Software Engineering | 40 | 4 |
| SD640 | Software Architecture | 40 | 4 |
| SD690 | Capstone in Software Development | 40 | 4 |
| Electives (Choose 3) | | | 12 |
| SD650 | Java Programming | 40 | 4 |
| SD660 | NoSQL Programming | 40 | 4 |
| SD670 | C-Programming | 40 | 4 |
| SD680 | Python | 40 | 4 |
| Minimum credits required | | 490 | 49 |

**Mode of Delivery:** Blended, Full Distance Education

## Medical Laboratory Technician

The following program is offered under the direction of Lindsey Hooper, Program Chair of Medical Laboratory Technician

- Associate of Science in Medical Laboratory Technician

## ASSOCIATE OF SCIENCE IN MEDICAL LABORATORY TECHNICIAN

The Associate of Science in Medical Laboratory Technician is a comprehensive program designed to provide students with the knowledge, skills, and practical experience necessary to pursue a rewarding career in the field of medical laboratory technology. This program combines theoretical coursework with hands-on laboratory training to prepare students for entry-level positions in medical laboratories, hospitals, research institutions, and other healthcare settings.

Throughout the program, students will gain a deep understanding of the principles and practices of medical laboratory technology, with a focus on laboratory techniques, procedures, and instrumentation used in clinical diagnosis and research.

In addition to classroom lectures, students will have ample hands-on laboratory training, where they will develop essential skills in sample handling, specimen processing, equipment operations, data analysis, and result interpretation. They will have the opportunity to work with real patient samples under the supervision of experienced instructors.

This program offers a comprehensive and practical education that equips students with the knowledge, skills, and professional competence necessary to excel in the dynamic and vital field of medical laboratory technology.

### Program Outcomes

Upon successful completion of this program, students will be able to:

1. **General Laboratory Orientation**: a. Understand the program curriculum, b. Use laboratory glassware and pipette devices properly, c. Process electronic patient information, d. Operate laboratory equipment and perform maintenance, e. Adhere to biohazard safety procedures, f. Adhere to policies and procedures for fire, chemical, and electrical safety, g. Operate and maintain a microscope, h. Perform requisition processing, i. Perform specimen processing, and j. Define laboratory information systems.
2. **Medical Law and Ethics**: a. Demonstrate and comply with HIPAA rules and regulations, b. Complete a chain of custody form, c. Demonstrate an understanding of OSHA compliance rules and regulations, and d. Demonstrate an understanding of the core competencies for an inter-professional collaborative practice (i.e., values/ethics, roles/responsibilities, interprofessional communication, teamwork).
3. **Anatomy and Physiology**: a. Demonstrate understanding of structures and functions of all body systems, b. Identify anatomical structures as they relate to laboratory testing, and c. Identify common disorders affecting all body systems and the laboratory tests used to diagnose disorders.
4. **General Chemistry**: a. Understand inorganic and organic chemical reactions, b. Understand clinical methodologies performed by automated chemistry analyzers, and c. Calculate clinical results using standard curves.
5. **Urinalysis and Body Fluids**: a. Perform urinalysis procedures and b. Perform procedures for analysis of body fluids, including but not limited to, synovial, pleural, and spinal fluids.

6. **Hematology**: a. Perform procedures for hematology including: 1) Hemoglobin and hematocrit, 2) RBC, WBC counts, and platelet counts, 3) Blood smears and differentials, 4) Erythrocyte sedimentation rates, and 5) Reticulocyte counts and b. Perform coagulation procedures to include: 1) Prothrombin Time/INR, 2) Fibrinogen, 3) Activated Partial Thromboplastin Time, 4) Factor assays, and 5) D-Dimer assays.
7. **Immunohematology**: a. Perform procedures for immunohematology including: 1) ABO and Rh blood group systems, 2) Antibody screening, 3) Compatibility testing, and 4) Prenatal and newborn screening and b. Demonstrate an understanding of: 1) Antibody identification and titer, 2) Other major blood groups, 3) Component preparation, 4) Fetal maternal considerations, and 5) Donor eligibility, collection, and processing.
8. **Microbiology**: a. Perform Gram staining techniques, b. Select and inoculate appropriate culture media, c. Select appropriate incubation techniques, d. Perform identification of normal flora versus pathogenic growth, e. Perform bacterial identification tests, f. Isolate microbes from blood cultures, and g. Demonstrate an understanding of: 1) Antibiograms, 2) Phage typing, 3) Parasitology, 4) Mycology, 5) Virology, and 6) Acid fast staining.
9. **Immunology/Serology**: a. Understand basic immunologic mechanisms; b. Perform serological testing procedures including: 1) RPR, 2) Monospot, 3) HCG, and 4) RF; c. Perform serological dilution titers; and d. Demonstrate an understanding of selected test procedures for immunology and serology, including VDRL, Rubella and fluorescent techniques.
10. **Clinical Chemistry**: a. Perform specific analyte testing, including: 1) Enzymes, 2) Glucose, 3) Lipids/lipoproteins, 4) Electrolytes, 5) Therapeutic drug monitoring, and 6) BUN and creatinine; b. Demonstrate an understanding of principles and procedures for chemical analysis; and c. Demonstrate an understanding of components of metabolic panels/profiles.
11. **Quality Assurance**: a. Document and evaluate quality control procedures, b. Document corrective action procedures related to "out of control" results, c. Perform instrument calibration, and d. Demonstrate knowledge and understanding of: 1) Utilizing Levy Jennings charts and Westgard Rules to perform statistical analysis, 2) Reference ranges, and 3) Proficiency testing.
12. **Specimen Collection**: a. Perform routine venipunctures, b. Perform dermal punctures, c. Collect blood cultures, and d. Demonstrate an understanding of: 1) Instructing patients in urine, stool, and semen collection procedures and 2) Special collection procedures, including forensic testing, sweat chloride, paternity testing and PKU.
13. **Career Development**: a. Understand the importance of passing a national certification exam and holding membership in a professional organization, b. Write a resume, c. Demonstrate proper job interview techniques, and d. Explain what continuing education is and how it is acquired to enhance career development.

## PROGRAM CURRICULUM

| Course # | Course Title | Contact Hours | Credits |
|---|---|---|---|
| Core Courses: | | | 68 |
| MLT110[i7] | Introduction to Laboratory Practices | 55 | 4 |
| MLT115[7] | Clinical Chemistry | 65 | 5 |
| MLT120[7] | Hematology and Hemostasis | 90 | 6 |
| MLT205[7] | Advanced Microbiology | 70 | 5 |
| MLT210[7] | Immunology and Serology | 65 | 5 |
| MLT215[7] | Advanced Clinical Chemistry | 65 | 5 |

[7] Course requires a grade "C" or better to pass.

| Course # | Course Title | Contact Hours | Credits |
|---|---|---|---|
| MLT225[8] | Immunohematology | 50 | 4 |
| MLT297[8,9] | MLT Externship I | 240 | 8 |
| MLT298[8] | Career Development and Certification Preparation | 40 | 4 |
| MLT299[9] | MLT Externship II | 240 | 8 |
| Required Elective Courses | | | 14 |
| BIO105 | Microbiology with Lab | 80 | 6 |
| MED160 | Healthcare Law and Ethics | 40 | 4 |
| MED273[10] | Invasive Clinical Procedures | 60 | 4 |
| General Education Courses: | | | 28 |
| BIO201 | Basic Anatomy and Physiology I | 40 | 4 |
| BIO202 | Basic Anatomy and Physiology II | 40 | 4 |
| CHM101 | General, Organic, and Biochemistry | 40 | 4 |
| ENG101 | Composition | 40 | 4 |
| ETH201 | Ethics | 40 | 4 |
| MAT201 | Algebra and Applied Data Analysis | 40 | 4 |
| PSY101 | Psychology | 40 | 4 |
| Minimum credits required | | 1440 | 96 |

**Mode of Delivery:** Full Distance Education

[8] Course requires a grade "C" or better to pass.

[9] Must be completed in Pikeville, KY, unless the institution has a valid affiliation agreement with a medical facility at the student's chosen location.

[10] Certain equipment will be loaned to students enrolled in MED275 and must be returned to the University upon graduation, withdrawal, or as otherwise directed by the University. Students may be responsible for the cost of repair or replacement if the equipment is not returned or is returned damaged beyond reasonable wear and tear, with missing components, or otherwise not in good working condition. The full replacement cost of the equipment is $1,125; however, the amount charged may be less when repair or replacement of individual components is sufficient.

# NURSING

The following program is offered from the Callista School of Nursing at American National University of Kentucky under the direction of Dr. Betty Sue Reynolds, Nurse Administrator.

- Associate of Science in Nursing

## ASSOCIATE OF SCIENCE IN NURSING

The Nursing program at American National University of Kentucky provides educational training and resources to meet the regional needs for nurses at the technical level. The program helps graduates develop the basic nursing skills and knowledge necessary to function effectively as healthcare providers in a variety of healthcare settings, as defined by professional nursing standards. The curriculum is designed to prepare graduates to function as a registered nurse.

Graduates of this nursing program are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN), leading to licensure as a registered nurse.

### PROGRAM OUTCOMES

Upon successful completion of this program, students will be able to:

1. Demonstrate responsibility and accountability in the provision of competent nursing care within legal, moral, ethical principles, and established health care guidelines.
2. Recognize the role of the associate degree nurse in nursing research and evidence-based practice to advance the practice of nursing.
3. Implement the concepts of the nursing process, critical thinking, decision making, and clinical reasoning skills in the provision of patient-centered care to individuals across the life span in various health care settings.
4. Demonstrate competence in the utilization of health informatics and emerging technologies for the promotion of safety and quality in health care delivery.
5. Use effective interpersonal communication skills in interacting with patients, families, and the members of the interdisciplinary health team.
6. Apply knowledge of leadership skills with the focus on accountability, collaboration with other disciplines, responsibility to direct one's practice as manager, educator, advocate, and provider of care.
7. Incorporate, within the concepts of cultural awareness, the guidelines of health promotion, disease prevention and management in the planning of patient care in various settings.
8. Select therapeutic nursing interventions that are rooted in evidence-based knowledge and practice for the assurance of effective health outcomes.
9. Examine infection prevention and control procedures and guidelines established within the health care systems to minimize health care risks.
10. Develop plans for personal and professional growth through commitment in continuing education, participation in professional organizations, service to the community, and lifelong learning.

### PROGRAM CURRICULUM

| Course # | Course Title | Contact Hours | Credits |
|---|---|---|---|
| Core Courses: | | | 69 |
| NUR104 | Critical Thinking in Nursing | 40 | 4 |
| NUR105 | Introduction to Pharmacology | 40 | 4 |
| NUR108 | Drug Dosage Calculation | 40 | 4 |

| Course # | Course Title | Contact Hours | Credits |
|---|---|---|---|
| NUR112[11] | Fundamentals of Nursing with Pharmacology | 170 | 9 |
| NUR206 | Medical Surgical Nursing I with Pharmacology | 150 | 8 |
| NUR207 | Medical Surgical Nursing II with Pharmacology | 150 | 8 |
| NUR212 | Mental Health Nursing with Pharmacology | 90 | 5 |
| NUR214 | Maternal Child Nursing Care with Pharmacology | 150 | 8 |
| NUR215 | Pediatric Nursing with Pharmacology | 130 | 7 |
| NUR217 | Comprehensive Review and Preceptorship | 160 | 8 |
| NUR227 | Nursing Leadership and Management | 60 | 4 |
| General Education Courses: | | | 50 |
| BIO105 | Microbiology with Lab | 60 | 6 |
| BIO261 | Anatomy and Physiology I with Lab | 60 | 6 |
| BIO262 | Anatomy and Physiology II with Lab | 60 | 6 |
| CHM101 | General, Organic, and Biochemistry | 40 | 4 |
| ENG101 | Composition | 40 | 4 |
| GEN301 | Cultural Appreciation | 40 | 4 |
| HNU103 | Principles of Nutrition | 40 | 4 |
| MAT201 | Algebra and Applied Data Analysis | 40 | 4 |
| PSY101 | Psychology | 40 | 4 |
| PSY201 | Human Growth and Development | 40 | 4 |
| SOC401 | Social Problems | 40 | 4 |
| Minimum credits required | | 1740 | 119 |

**Mode of Delivery:** Blended

## Simulation

Clinical simulations are available through immersive virtual reality, and a virtual reality headset will be made available for your use. Students who are elderly or have certain pre-existing health conditions including pregnancy, binocular vision abnormalities, psychiatric disorders, or suffer from a heart condition or other serious medical condition should consult with a physician before using the immersive oculus headset. Students who are unable to use virtual reality headsets can still complete the clinical simulation in a non-immersive, PC-based format.

Virtual simulation will be integrated into the clinical hours to meet the course objectives. Guidelines for attendance and participation in virtual simulation are identical to those for clinical experiences. Students will have the opportunity to be immersed in lifelike scenarios with patients/family members. They can practice nursing care in an interactive manner that is like in-person interaction.

## Clinical Courses

Clinical courses include clinical rotations in health care facilities as well as clinical sessions in simulation settings. Clinical courses allow students to learn and practice skills in various areas of nursing. Clinical courses are supervised experiences in which students work with properly credentialed instructors at a healthcare site, such as a hospital, a skilled nursing facility, or a community health care facility to practice and demonstrate mastery of various competencies. Students should expect to perform no more than 50% of their clinical hours in supervised simulation sessions.

[11] Certain equipment will be loaned to students and must be returned to the University upon graduation or withdrawal. A refundable equipment fee of $1,000 will be billed to students enrolled in NUR112. This fee is refundable once the equipment is received by the University in good condition at the program's conclusion.

## Planning for Clinical Experiences

Creating a plan to meet mandatory clinical hours on site is a key component to your education. Every academic term, the clinical coordinator needs time to plan and secure health care sites where students go for their clinical rotations. As such, it is important to communicate with your clinical coordinator early in your program to update and submit all documents required by the clinical sites prior to practice as a nursing student.

The clinical coordinator is committed to identifying and securing clinical sites and assisting with the required documentation and other individual site requirements. These requirements are expected prior to your clinical rotations. They may include, but are not limited to, BLS certification obtained from an American Heart Association training center, vaccinations, various screenings, and background checks. Prior to a clinical rotation at a health care facility, the students and the clinical instructor may have to attend a specific orientation established by the facility. These will be arranged at a time set by the facility. Your program administrator/dean works closely with the clinical coordinator in approving and monitoring attendance and outcomes as your clinical experience progresses. Each new student is enrolled in a non-credit Clinical Prep course in Canvas to begin clinical site planning.

An expanding list of affiliate sites is provided in the prep course. Every effort will be made to accommodate students with a site within a reasonable commute; however, all should be prepared to travel to clinical rotations. While travel expenses and accommodation are the responsibility of the student, the clinical coordinator can assist in planning for students to stay near their clinical rotation sites.

## Clinical Courses and Nursing Skills Assessments

The clinical and laboratory components of a nursing course are taught by instructors who are employees of ANU of Kentucky. The student performance will be evaluated for each clinical course and laboratory skills. For clinical courses, evaluations of student performance are conducted by the clinical or skills lab instructor. Clinical evaluations are performed during midterm and at the end of the term. The midterm evaluation allows the student and instructor to discuss student progress and identify area(s) for improvement. For nursing skills learned in the laboratory, student evaluation is conducted by the instructor as the following:

1. Students are allowed two attempts to demonstrate mastery of the required nursing skills.
2. A student who fails the first attempt at skills evaluation will have a second chance, after remediation, to make a second and last attempt.
3. If the student fails the second check-off, he or she is withdrawn from the course.

## Behavior and Dress in Clinical and Lab Courses

In all classes, students are expected to conduct themselves with the same standards of behavior as those required in the workplace and in the community at large. As such, students must always maintain professional and ethical conduct. Any behavior that is disruptive to the academic environment is prohibited. Additionally, nursing students are expected to wear their American National University of Kentucky scrubs during all clinical and lab courses.

While on clinical rotations, students must also wear their student ID badges and facility badges (if required by site) and follow any additional rule(s) of behavior and protocol outlined by the clinical site. Students are to remain aware that their behavior during clinical rotations reflects American National University of Kentucky.

## Attendance Policy

Attendance in didactic, skills lab, clinical rotation, and practicum classes are mandatory. The student must notify the instructor prior to an absence to be eligible for consideration of a make-up day. Make-up sessions for skills lab or clinical rotations are at the discretion of the instructor and program administrator. The student may request consideration from the program administrator in the event the absence is due to personal illness or family emergency. If the make-up is denied, the student has the right to follow the University's grievance procedure for a final decision in the matter. If the absence is excused for extenuating circumstances, the student is still required to make up for the time missed at the date and time arranged by the faculty and program administrator. The failure of the student to make up the time as scheduled will result in a failing grade for the course.

## Skills Laboratory Attendance

Attendance for nursing skills laboratory is required to allow the student the opportunity to practice the required nursing skills and to achieve the educational objectives of the nursing program. Absence from a nursing skills lab session will result in an unsatisfactory (U) grade for that session. Any skills lab time missed must be made-up at a time scheduled by the instructor, or it will result in a "U" for the course.

The student must successfully complete skills lab check-off evaluations to participate in clinical rotations. If a student is absent from a skills lab check-off evaluation, he or she will not be permitted to attend the next clinical rotation until the student makes up the absence and successfully completes the required check-off evaluation. Students who are not successful in the skills lab check-off evaluation may practice (remediate) and reattempt the check-off one more time at the time specified by the instructor. If the student is not successful on the second attempt to pass the skills evaluation, a "U" will be given for the skills lab and any subsequent missed clinical days. Three occurrences of a "U" will result in the student being withdrawn from the course with a failing grade.

## Clinical/Practicum Attendance

A student must achieve a satisfactory (S) grade to pass the clinical rotation or practicum. Completion of all clinical hours is mandatory, and absence from a clinical day will result in an unsatisfactory (U) grade for that clinical day. Absences will be excused for accident to/from school or clinical site, hospitalization, death in immediate family, or other emergencies. The immediate family includes spouse, children, mother, father, grandparents, and in-laws. Any other reason or emergency that causes the absence will be reviewed by the faculty and the program administrator/dean, and if it is determined to be an excused absence, a make-up day will be required. If the student does not make-up the clinical time, a "U" grade will be given for the clinical rotation.

Failure to submit clinical assignments by the assigned deadline will result in an unsatisfactory grade. If a student is dismissed from a clinical day, he or she will receive a "U" and will be required to make up the clinical hours at a time determined by the nursing faculty. If a student is dismissed three times from a clinical day in one quarter, he or she will be dismissed from the program. Students arriving after the assigned start time for a clinical day are considered tardy. Students arriving more than 10 minutes late to a clinical day will be dismissed and receive a "U" for the clinical day. The student may write to the faculty and program administrator/dean to request to attend a make-up clinical in. Three occurrences of tardiness less than 10 minutes equal one clinical absence. This will be considered an absence and is subject to the same guidelines for make-up as in the attendance policy above.

Leaving the clinical site early is not acceptable. The instructor will evaluate any missed time due to tardiness or leaving early for special circumstances and determine if make-up time and/or an unsatisfactory "U" are appropriate.

### Tardiness

Students arriving after the assigned start time for a clinical rotation are considered tardy. Students arriving more than 10 minutes late to a clinical rotation without mitigating circumstances & documentation will be sent home and will receive a "U" for the clinical day. The student will be required to make up the hours missed for that clinical day. Three occurrences of tardiness less than 10 minutes equal one clinical absence. This will be counted as an absence and is subject to the same guidelines for make-up as indicated in the attendance policy above. Students are expected to be prepared for the clinical assignment. Students who are unprepared may be sent home and will receive an unsatisfactory for the clinical day. Leaving early is not acceptable. The instructor will evaluate any missed time due to tardiness or leaving early for special circumstances to determine if make-up time and/or unsatisfactory "U" are appropriate.

### Progression and Readmission

Progression and readmission for students in the nursing program will follow the rules outlined in the Standards Satisfaction of Academic Progress (SAP) policy. Students will likely need to sit out at least one term or more in instances where their needed courses may not be offered.

## RADIOLOGIC TECHNOLOGY

The following program is offered under the direction of Dr. Quincita Dennis, Dean of Radiologic Technology

- Associate of Science in Radiologic Technology

## ASSOCIATE OF SCIENCE IN RADIOLOGIC TECHNOLOGY

The Associate of Science in Radiologic Technology program is designed to provide students with comprehensive knowledge and practical skills necessary to pursue a career in the field of radiologic technology. This program prepares individuals to become competent and professional radiologic technologists who can perform diagnostic imaging procedures with precision and compassion.

Throughout the program, students will gain a strong foundation in medical sciences, radiation physics, and imaging techniques. They will learn to operate sophisticated imaging equipment. Emphasis is placed on developing critical thinking skills, problem-solving abilities, and effective communication with patients, physicians, and other healthcare professionals.

The curriculum covers a wide range of subjects, including anatomy, physiology, patient care, radiation safety, image analysis, and radiographic positioning. Students will learn to assess patient needs, position them correctly, and apply appropriate radiation protection measures. They will also acquire knowledge of human anatomy and pathology to accurately interpret and evaluate diagnostic images.

Hands-on clinical experience is a vital component of the program, allowing students to apply their theoretical knowledge in real-world healthcare settings. Under the supervision of experienced radiologic technologists, students will engage in clinical rotations in hospitals, medical clinics, and imaging centers. These clinical experiences provide an opportunity for students to refine their technical skills, develop professional ethics, and gain exposure to various specialties within radiologic technology.

Upon successful completion of the program, graduates will be eligible to take the national certification examination offered by the American Registry of Radiologic Technologists (ARRT). Certification is a requirement for employment in most healthcare facilities and ensures that graduates meet the standard of competence and professionalism in the field.

Career prospects for graduates of the Associate of Science in Radiologic Technology program are promising. Graduates can pursue entry-level positions as radiologic technologists in hospitals, diagnostic imaging centers, outpatient clinics, and physicians' offices. With further education and experience, individuals may advance to supervisory or administrative roles, pursue specialization in specialized modalities, or explore opportunities in education or research.

The Associate of Science in Radiologic Technology program provides a solid foundation for individuals seeking a rewarding career in healthcare. By blending theoretical knowledge with practical experience, the program equips students with the necessary skills and competencies to excel in the dynamic field of radiologic technology.

## Program Outcomes

Upon successful completion of this program, students will be able to:

1. Demonstrate clinical competencies by obtaining diagnostic radiographs and performing radiation safety practices.
2. Learn critical communication skills necessary in the radiography field by communicating with other health professionals and obtaining accurate patient histories.
3. Demonstrate critical thinking skills by determining the appropriate sequences for multiple exams and adjusting exposure variables for unacceptable radiographs.

## Program Curriculum – 2024 Version

| Course # | Course Title | Contact Hours | Credits |
|---|---|---|---|
| Core Courses: | | | 54 |
| RTA101 | Introduction to Medical Imaging and Radiologic Sciences and Healthcare | 40 | 4 |
| RTA103 | Ethics and Law in Medical Imaging and Radiologic Sciences | 40 | 4 |
| RTA105 | Safety and Protective Practices | 40 | 4 |
| RTA121[12] | Pharmacology and Venipuncture for Radiologists | 50 | 4 |
| RTA123[12] | Radiographic Procedures | 50 | 4 |
| RTA125 | Radiographic Pathology | 40 | 4 |
| RTA201[12] | Radiation Physics and Instrumentation | 50 | 4 |
| RTA203[12] | Image Production and Analysis | 70 | 6 |
| RTA205 | Radiation Biology and Health Physics | 50 | 4 |
| RTA221[1212] | Clinical Practice | 50 | 4 |
| RTA223 | Imaging Concentrations | 40 | 4 |
| RTA298 | Radiologic Technology Certification Exam Review | 40 | 4 |
| RTA299[13] | Radiology Externship | 120 | 4 |
| Required Elective Course: | | | 4 |
| COM151 | The Microsoft Office | 40 | 4 |
| Elective Courses (Select 3): | | | 12 |
| BIO206 | Diseases of the Human Body | 40 | 4 |
| BUS125 | Principles of Management | 40 | 4 |
| BUS225 | Business Communications | 40 | 4 |
| COM234 | Desktop Applications | 40 | 4 |
| COM235 | Spreadsheet Applications | 40 | 4 |
| EHR100 | Electronic Health Records | 40 | 4 |
| MED107 | Medical Terminology | 40 | 4 |
| MED200 | Medical Office Management | 40 | 4 |
| MED247 | Health Insurance Billing and Coding | 40 | 4 |
| General Education Courses | | | 24 |
| BIO201 | Basic Anatomy and Physiology I | 40 | 4 |
| BIO202 | Basic Anatomy and Physiology II | 40 | 4 |
| ENG101 | Composition | 40 | 4 |
| ETH201 | Ethics | 40 | 4 |
| MAT201 | Algebra and Applied Data Analysis | 40 | 4 |
| PSY101 | Psychology | 40 | 4 |
| Minimum credits required | | 1095 | 94 |

**Mode of Delivery:** Blended

[12] Includes lab components which are delivered through simulation or lab kits sent to the student's home.

[13] Must be completed in Pikeville, KY, unless the institution has a valid affiliation agreement with a medical facility at the student's chosen location.

## PROGRAM CURRICULUM – 2026 VERSION

| Course # | Course Title | Contact Hours | Credits |
|---|---|---|---|
| Core Courses: | | | 60 |
| RTA101 | Introduction to Medical Imaging and Radiologic Sciences and Healthcare | 40 | 4 |
| RTA103 | Ethics and Law in Medical Imaging and Radiologic Sciences | 40 | 4 |
| RTA105 | Safety and Protective Practices | 40 | 4 |
| RTA111[14] | Radiographic Procedures I | 50 | 4 |
| RTA113[14] | Radiographic Procedures II | 50 | 4 |
| RTA201[14] | Radiation Physics and Instrumentation | 50 | 4 |
| RTA204 | Image Production and Analysis | 40 | 4 |
| RTA205[14] | Radiation Biology and Health Physics | 50 | 4 |
| RTA211[14] | Radiographic Procedures III | 50 | 4 |
| RTA213[14] | Radiographic Procedures IV | 50 | 4 |
| RTA221[14] | Clinical Practice | 50 | 4 |
| RTA298 | Radiologic Technology Certification Exam Review | 40 | 4 |
| RTA299A[15] | Radiologic Technology Externship I | 120 | 4 |
| RTA299B[15] | Radiologic Technology Externship II | 120 | 4 |
| COM151 | The Microsoft Office | 55 | 4 |
| Elective Courses (Select 2): | | | 8 |
| BUS125 | Principles of Management | 40 | 4 |
| BUS225 | Business Communications | 40 | 4 |
| COM234 | Desktop Applications | 55 | 4 |
| COM235 | Spreadsheet Applications | 55 | 4 |
| MED107 | Medical Terminology | 40 | 4 |
| MED200 | Medical Office Management | 40 | 4 |
| MED247 | Health Insurance Billing and Coding | 40 | 4 |
| RTA299C[15] | Radiologic Technology Clinical Externship III | 120 | 4 |
| General Education Courses | | | 24 |
| BIO201 | Basic Anatomy and Physiology I | 40 | 4 |
| BIO202 | Basic Anatomy and Physiology II | 40 | 4 |
| ENG101 | Composition | 40 | 4 |
| ETH201 | Ethics | 40 | 4 |
| MAT201 | Algebra and Applied Data Analysis | 40 | 4 |
| PSY101 | Psychology | 40 | 4 |
| Minimum credits required | | 1245 | 92 |

**Mode of Delivery:** Blended

[14] Includes lab components which are delivered through simulation or lab kits sent to the student's home.
[15] Must be completed in Pikeville, KY, unless the institution has a valid affiliation agreement with a medical facility at the student's chosen location.

# ADMISSIONS

## UNDERGRADUATE PROGRAMS

To be admitted to any undergraduate (i.e., associate or baccalaureate) program at the University, applicants must show a completed high school (or equivalent level) education. This requirement can be met through:

- A completed high school education,
- A completed home school education program at the high school level, or
- An earned GED or other state-authorized high school equivalency examination.

Applicants may also qualify if they have completed significant college-level coursework. Specifically, applicants may meet the admission requirement by providing an official college or University transcript showing:

- Any degree earned at the associate level or higher,
- Successful completion of at least 60 semester credits (90 quarter credits) that count toward a baccalaureate degree at an accredited institution, or
- Current enrollment in a baccalaureate program with 60 semester credits (90 quarter credits) completed, including those accepted through transfer.

As part of the enrollment application, applicants will sign an attestation confirming which of these educational opportunities the applicant has completed.

## UNDERGRADUATE PLACEMENT EVALUATIONS

To support student success, all undergraduate students must complete placement evaluations in English and mathematics before beginning classes. These evaluations help identify academic strengths and determine whether additional preparation is needed to ensure the student is ready for college-level coursework. Students entering a healthcare program will complete a science placement evaluation.

Students may be exempt from placement evaluations if they have previously earned an associate or higher degree from an accredited institution or can provide an official or unofficial transcript showing successful completion of a college-level English, math, or science course from an accredited institution.

The placement evaluations are designed to reflect an individual's current skill levels in key subject areas. Each evaluation may be retaken once before the first day of scheduled classes. The passing scores for the exams are:

| Placement Evaluation | Passing Score |
|---|---|
| English | 85% |
| Math | 65% |
| Science | 70% |

If the student does not earn a passing score on a placement evaluation, the student will be enrolled in the corresponding Pre-Entrance Requirement course(s). These are self-paced, asynchronous courses designed to help the student strengthen foundational skills before starting the University-level program of study. All required Pre-Entrance Requirement courses must be successfully passed prior to the start of the student's first term and do not count toward degree requirements for graduation. Passing scores are as follows:

| Code | Course | Passing Score |
|---|---|---|
| ENG090 | Basic English | 70% |
| MAT090 | Basic Math | 70% |
| SCI090 | Basic Science | 70% |

## Graduate Programs

To be admitted to a master's degree program at the University, applicants must have completed a baccalaureate degree (or another graduate-level degree) from one of the following:

- A regionally or nationally accredited institution based in the United States or
- An appropriately recognized foreign institution.

The applicant's academic performance must meet the following minimum standards:

- 2.5 GPA or higher on a 4.0 scale at the bachelor's level,
- 3.0 GPA or higher for the most recent 12 quarter credit hours of graduate coursework, or
- At least three years of relevant professional experience.

## Admission of Military Students

American National University maintains a prior credit evaluation process for students receiving VA educational benefits in accordance with applicable federal regulations and State Approving Agency (SAA) requirements. Students using VA educational benefits are encouraged to provide official transcripts and other applicable documentation of prior education, training, military coursework, or experiential learning that may be applicable to their program of study. The University will evaluate transcripts and prior credit documentation received in accordance with institutional transfer credit policies and applicable VA regulations.

Military students may not receive VA educational benefits for courses in which prior credit has already been granted, unless repetition is specifically permitted under VA regulations or institutional academic policy. The University will maintain written records documenting the evaluation of prior education and training and any credit granted, when applicable. If prior credit is awarded, the program length and VA certification will be adjusted accordingly.

Students are responsible for providing transcripts or prior education documentation they wish to have considered for transfer credit evaluation. If transcripts or documentation are not provided, the University will evaluate available information consistent with institutional policy and VA requirements.

**Additional Guidelines for Military Students:**

- Military students cannot receive educational benefits for courses where prior credit has already been granted.
- Military students may not repeat courses previously passed unless repetition is required by the program or permitted under VA regulations.
- Delays in evaluating prior credit may result in adjustments to enrollment certification and could affect VA educational benefits.
- Students seeking transfer credit consideration should complete the University's Prior Credit Evaluation process and provide any requested supporting documentation.

Continuous certification of enrollment is contingent upon the student remaining eligible for benefits and maintaining satisfactory academic progress in accordance with university policy.

## International Credentials

If an applicant's prior education was completed outside the United States, the applicant's transcripts must be translated into English (if applicable) and be evaluated on a course-by-course basis by a credential evaluation service that is a member of NACES (National Association of Credential Evaluation Services), AICE (Association of International Credential Evaluators) or a professional trained by AACRAO (American Association of Collegiate Registrars and Admissions Officers).

Current policies of the U.S. Immigration and Customs Enforcement state that international students must demonstrate financial responsibility. Once these requirements have been met and the student is accepted for admission to the University, an I-20 will be issued. Upon receipt of the I-20, the student is required to complete the Form I-901 and submit a $350 fee to the U.S. Department of Homeland Security. These students are covered under the institution's regular refund policy.

## International Student Application Requirements

To apply for International Admission, complete an online Application for Admission and provide the following information:

- Copy of passport
- Copy of High School and/or University transcripts in English
- Proof of English proficiency as outlined in this catalog.

The application will be reviewed promptly, and a determination will be made as soon as possible. After acceptance, to receive an I-20, the following are required:

- Application Fee
- International Processing Fee (I-20 Fee)
- Bank statement, and letter of sponsorship if the bank statement is not in the student's name
- Picture of student

Refer to the Tuition and Fees section of this catalog for details on the required fees.

## English Language Proficiency

Applicants for whom English is not a native language and who have not earned a degree from a school where English is the main language of instruction will need to demonstrate English proficiency before being admitted to the University. Applicants can meet this requirement by any of the following methods:

1. Submit an approved English proficiency test score according to this chart:

| Level | TOEFL PBT | TOEFL iBT | IELTS | Pearson | Duolingo | MET | ECCE/ ECPE |
|---|---|---|---|---|---|---|---|
| Undergraduate | 57 | 61 | 6.0 | 44 | 95 | 53 | 650/LP |
| Graduate | 60 | 71 | 6.5 | 50 | 100 | 55 | 650/LP |

2. Provide an alternative proof of English proficiency by demonstrating one of the following:
   a. Completion of a high school diploma from an accredited school where English was the language of instruction.
   b. College Board Accuplacer ESL Exam with the following minimum scores:
      i. Language Use: 85
      ii. Listening: 80
      iii. Reading: 85
      iv. Sentence Meaning: 90

v. WritePlacer: 4
vi. Comprehensive Total: 350

c. A Pre-1 grade or higher on the Eiken English Proficiency Exam.
d. A B2 level or higher according to the Common European Framework of Reference (CEFR), as verified by recognized ESOL examinations such as those from the University of Cambridge.
e. Completion of at least 30 semester credit hours (with a "C" average or higher for undergraduate programs or a "B" average or higher for graduate programs) at an accredited institution where English was the primary language of instruction.

All test scores must be official and sent directly to American National University of Kentucky. Test results are generally valid for two years from the date of the test. The University reserves the right to request additional documentation or assessment to verify proficiency.

## Student Identity Verification

To protect student privacy, American National University of Kentucky initiates the student identity verification during the admissions process using ID-Pal. This verification process utilizes student data and cross-references it against data from major mobile network operators, utility companies, credit bureaus, telephone data, voter records, government sources, and consumer databases. The electronic process utilizes NIST 2–certified, ISO 9000–validated software to authenticate a student's government-issued photo ID and confirm the student's identity, as permitted by the U.S. Department of Education.

ID-Pal has been loaded with databases from 24 countries, including the United States. ID-Pal includes document verification for authenticity and cross-references a live photo through a thirty-point biometric scan.

Students are provided with a unique username and password for accessing Canvas. Password resets require students to answer a security question before proceeding.

## Admission Statuses

Applicants who are admitted to the University are admitted in either Formal or Conditional Admission status. Conditional Admission is not applicable to international students.

### FORMAL ADMISSION

Applicants who meet all admissions requirements and submit official transcripts are granted formal admission.

### CONDITIONAL ADMISSION

Applicants who meet the general admissions requirements may be granted conditional admission pending receipt of all required program-specific documentation that meets the established minimum standards. For graduate-level programs, conditional admission may be granted with unofficial transcripts; however, official transcripts must be received by the end of the first week of class.

The University uses the information provided in the application materials to make admissions decisions. Some of this information may be verified through official transcripts, reference checks, or other documentation, if needed. All applicants will receive a decision via email after the review is completed.

## Admission Decision Appeals

Students applying to undergraduate programs that have admissions requirements beyond high school graduation or equivalency, who do not meet the published GPA admissions requirements for their program but believe they possess the necessary education, skills, or experience for success, may request an exception.

Students applying to a graduate program who do not meet the published requirements but believe they possess the necessary education, skills, or experience for success may request an exception.

To request an exception, students must:

1. Submit a written letter to AdmissionsExceptions@an.edu.
2. Explain how the student is prepared to succeed in the program without meeting all stated requirements.
3. Provide supporting materials such as official transcripts, official test scores, letters of recommendation, or verifiable evidence of relevant work or training to be considered in lieu of the published requirements.

The dean or program chair will review the request and supporting documentation to determine whether the student will be admitted. As a condition of admission under an approved exception, the dean or program chair may require the student to complete additional prerequisite or preparatory coursework to ensure readiness for the program. The academic leader's decision is final and will be communicated to the student within 10 days.

This policy will not exempt applicants from demonstrating English Language Proficiency.

## IMPORTANT NOTE

Some programs have competitive admissions and may have limited capacity. Meeting the minimum requirements—or receiving an exception—does not guarantee admission into competitive programs.

## Program-Specific Admission Requirements

Admission requirements at American National University of Kentucky vary by program and degree level. In addition to meeting general University admission standards, applicants must meet the specific requirements listed for their intended program of study.

## GRADUATE PROGRAMS

### Technology Programs

Applicants to graduate programs under the Dean of Technology must hold a bachelor's degree in information technology (or a related field) or a bachelor's degree in another discipline plus at least three years of professional experience in a technology field (as verified by a resume).

## UNDERGRADUATE PROGRAMS

### Bachelor of Science in Medical and Health Services Management

The Medical and Health Services Management program admits students who have earned a prior certificate, diploma, or associate degree in a health-related field from an accredited institution. In addition, applicants must have:

1. An overall GPA of 2.0 or higher and
2. Hold a license or certification to practice in a health-related area, or have at least 12 months of work experience in a health field.

The applicant's prior education will be reviewed to ensure the student receives the maximum possible credits in transfer in accordance with the University's Transfer of Credit Policy.

## Associate of Science in Medical Assisting

Applicants must affirm in writing that they:

- Can lift at least 50 pounds and have reasonable vision and hearing.
- Have no communicable diseases known to the student.
- Understand that a failed drug screen or criminal conviction may affect externship placement or future employment. Prospective students with concerns about criminal, drug, or consumer background findings are encouraged to consult with the program's director before enrolling to understand potential implications for externship eligibility and employability.

Medical Assisting students must:

- Complete all required immunizations and tuberculosis screening as directed by externship sites.
- Bear responsibility for all related costs.

## Associate of Science in Medical Laboratory Technology

Admission to the program is limited, as residents of California, Louisiana, New York, North Dakota, Tennessee, and West Virginia are not eligible for admission. Considerations for admission include:

- Applicants must affirm they can lift at least 25 pounds, possess reasonable vision and hearing, and have no communicable diseases known to them.
- Students must acknowledge that a failed drug screen or criminal conviction may affect externship or employment eligibility.

Applicants must understand that prior to participation in the clinical externship, students must complete and provide documentation of the following:

- Basic Life Support (BLS/CPR) Certification from the American Heart Association must be maintained throughout enrollment.
- Students must provide proof of immunity or vaccination for varicella (chickenpox); measles, mumps, and rubella (MMR); hepatitis B; diphtheria, tetanus, and pertussis (DTaP/Tdap); tuberculosis; influenza; and COVID-19 (if required by clinical site).
- Students may be required to maintain personal health insurance coverage during all clinical activities and provide documentation upon request.
- Students are responsible for their own transportation and lodging when clinical assignments require travel or overnight stays.
    - Students residing in Kentucky and Southwest Virginia will complete the MLT297 and MLT299 in Pikeville, KY.
    - Students in other approved states must work with the program director to secure an externship site prior to admission.

- Students must affirm that if a local externship cannot be secured, the student will travel to an assigned site, which may be outside of their usual commuting distance.

### Associate of Science in Nursing

Admission to the program is limited due to its competitive admission process, which is necessitated by the program's small cohort sizes and limited clinical placement capacity. The applicant must submit all college and high school/GED transcripts for review, demonstrating a minimum GPA of 2.5. Transfer credit is evaluated on a course-by-course basis, but nursing core courses may not be transferable. Applicants are ranked using competitive admissions criteria. Conditional offers of admission are made pending submission of all required documentation and completion of current coursework. Candidates must confirm acceptance by the designated deadline to reserve their seats in the program. Additional considerations for admission include:

- Current résumé (preference may be given to applicants with one year of recent healthcare experience or an active medical license).
- Completion of the NEX Entrance Exam.
- Optional materials such as ACT/SAT scores or proof of healthcare certifications may enhance competitiveness.

Applicants must understand that prior to participation in the clinical externship, students must complete and provide documentation of the following:

- A clear background check and drug screen.
- Basic Life Support (BLS/CPR) Certification from the American Heart Association must be maintained throughout enrollment.
- Students must provide proof of immunity or vaccination for varicella (titer or vaccination); rubella (two MMR vaccinations or titer verification); mumps (two MMR vaccinations or titer verification; hepatitis B (three-dose series or verified immunity; tuberculosis (annual PPD test or negative chest X-ray); influenza; and COVID-19 (or approved declination).
- Students must maintain personal health insurance coverage during all clinical activities and provide documentation upon request.
- Students are responsible for their own transportation and lodging when clinical assignments require travel or overnight stays.

### Associate of Science in Radiologic Technology

Admission to the program is limited, as residents of Arizona, California, Connecticut, Hawaii, Louisiana, Massachusetts, New Jersey, New Mexico, New York, Tennessee, Washington (state), and Washington, D.C. are not eligible for admission. As a highly competitive program, eligible applicants are ranked by cumulative GPA with offers extended to the highest-ranking candidates. The applicant must submit all college and high school/GED transcripts for review, demonstrating a minimum GPA of 2.5 (with preference given to GPAs of 3.0 or higher on a 4.0 scale). Additional considerations for admission include:

- Applicants must affirm in writing that they have no known physical or personal limitations that would prevent successful program completion, can lift at least 50 pounds, have reasonable vision and hearing, and have no communicable diseases known to them.
- Applicants must also affirm that they understand a failed drug screen or criminal conviction may affect eligibility for externship placement or employment in the field.

Applicants must understand that prior to participation in the clinical externship, students must complete and provide documentation of the following:

- A clear background check and drug screen.
- Basic Life Support (BLS/CPR) Certification from the American Heart Association must be maintained throughout enrollment.
- Students must provide proof of immunity or vaccination for varicella (chickenpox); measles, mumps, and rubella (MMR); hepatitis B; diphtheria, tetanus, and pertussis (DTaP/Tdap); tuberculosis; influenza; and COVID-19 (if required by clinical site).
- Students may be required to maintain personal health insurance coverage during all clinical activities and provide documentation upon request.
- Students are responsible for their own transportation and lodging when clinical assignments require travel or overnight stays.
    - Students residing in Kentucky and Southwest Virginia will complete the RTA299 in Pikeville, KY.
    - Students in other approved states must work with the program director to secure an externship site prior to admission.
    - Students must affirm that if a local externship cannot be secured, the student will travel to an assigned site, which may be outside of their usual commuting distance.

## GENERAL NOTES FOR HEALTH AND TECHNICAL PROGRAMS

Some externship sites or healthcare facilities may impose additional health, background, or licensing requirements beyond those listed. All associated costs for externships are the responsibility of the student. Failure to meet externship requirements may delay or prevent program completion.

## ACKNOWLEDGEMENT OF PROGRAMMATIC REQUIREMENTS

### APPLICABILITY

Certain academic programs include an externship, practicum, or clinical experience as a required component of the curriculum. Because externships are conducted at third-party clinical or industry sites, placements are subject to the availability and scheduling of those sites. While the University makes every reasonable effort to identify and coordinate externship opportunities, the availability of externships in a specific term cannot be guaranteed. If sufficient placement opportunities are not available, students may experience a delay or one or more academic terms before completing their externship requirements and, consequently, their programs of study. Students are expected to be proactive participants in securing and maintaining an approved externship site. University faculty and administrators will provide reasonable assistance throughout the placement process.

### STUDENT RESPONSIBILITY

Though the University's faculty and administrators are committed to assisting students in understanding and fulfilling all placement requirements, it is ultimately the student's responsibility to meet all externship eligibility requirements, including completion of health screenings, drug tests, and background checks as specified by the externship site. Failure to meet site-specific requirements may result in delayed program completion or ineligibility for externship placement.

### STUDENT PHYSICAL LOCATION

The institution establishes a student's physical location at the time of enrollment using information such as government-issued identification, signed enrollment documentation, or other verifiable records. Students are required to promptly notify their Academic Advisors of any change to their physical address when the location crosses a state line.

A student's physical location, as well as any subsequent change in location, may affect the student's ability to complete their program of study and/or to meet state or professional licensure, certification, or employment requirements in their intended field. The institution applies this policy consistently to all students.

# STUDENT SUPPORT SERVICES

American National University of Kentucky provides comprehensive student support to ensure that each learner has the necessary academic, technological, and administrative resources for success in an online learning environment. Services are available to all students, regardless of location, through online portals and virtual support systems.

## ORIENTATION

All new students are required to complete an online orientation that helps the student:

1. Understand the University's attendance, due date, and sexual harassment policies.
2. Understand how to navigate a course.
3. Identify course communication tools (e.g., email).
4. Understand how to utilize Course Information and Assignment tools (e.g., posting to Discussion Forums, submitting assignments, taking tests).
5. Identify course resources.
6. Learn how to access the University Library and other University sites.

## ACADEMIC ADVISORS

Each student is assigned to an Academic Advisor who supports all facets of the student experience—from enrollment and orientation through graduation. The Advisor assists new, continuing, and returning students in navigating the University's systems, policies, and services to ensure their continued success.

Advisors assist students in interpreting degree requirements, understanding academic policies, selecting appropriate courses, and monitoring progress toward graduation. Advisors help students understand prerequisites and align their academic planning with personal and professional goals. Students are encouraged to contact their assigned advisors prior to registration each term or whenever they are considering changes to their academic plan, such as adding or withdrawing from a course, requesting a leave of absence, or changing programs.

## STUDENT HEALTH AND SAFETY

American National University of Kentucky is a commuter institution without residence halls or on-campus health facilities. Students are encouraged to maintain personal health insurance and establish care with a local healthcare provider for their ongoing medical needs.

In the event of a medical emergency while on campus, students should immediately dial 911. After emergency services have been contacted, students should notify any available faculty or staff member for assistance and to help direct responders to the location. Each campus location maintains posted emergency procedures and contact information to ensure quick access to help when needed.

## NON-EMERGENCY HEALTH AND WELLNESS RESOURCES

The University is committed to supporting student well-being and success. While the University does not provide on-site health or counseling services, students can access a range of community and online resources for non-emergency health and wellness needs. Local public health departments, urgent care centers, and community clinics offer affordable medical services; and many national hotlines provide 24-hour confidential support for mental health and wellness concerns.

Students in need of non-emergency assistance are encouraged to contact the Office of Student Services for guidance in identifying reputable online or telehealth options.

## INFECTION CONTROL AND SAFETY POLICY

To maintain a safe learning and clinical environment for students, faculty, staff, and patients, all students enrolled in healthcare-related programs are required to adhere to established infection control and safety standards consistent with applicable local, state, federal, and clinical site regulations.

Students must demonstrate knowledge of and compliance with infection prevention practices as a condition of continued participation in laboratory and clinical experiences. These practices include, but are not limited to, proper hand hygiene, use of appropriate personal protective equipment (PPE), safe handling and disposal of biohazardous materials, and adherence to standard and transmission-based precautions.

Students are required to:

- Complete all required education and training in infection control and safety prior to participating in laboratory or clinical activities;
- Maintain current health and immunization records as required by the University and affiliated clinical sites;
- Report exposure incidents, communicable diseases, or conditions that may compromise the safety of others in accordance with University procedures;
- Comply with all site-specific infection control policies when assigned to clinical or externship settings.

Failure to adhere to infection control and safety requirements may result in removal from laboratory or clinical environments, delay in program progression, or dismissal from the program.

The University maintains confidentiality of student health information in accordance with applicable laws and regulations. Infection control and safety policies are reviewed periodically and may be updated to reflect current public health guidance and regulatory requirements.

## LIBRARY AND RESEARCH RESOURCES

The University maintains a virtual library providing access to a robust collection of scholarly and professional resources through the Library Portal in Canvas. Students and faculty can access these databases at any time and from anywhere.

## CAREER SERVICES

The Career Services team is dedicated to supporting students and alumni in developing the skills, confidence, and professional readiness needed to achieve their career goals. Whether preparing to enter the workforce, advancing in a current role, or transitioning into a new field, Career Services provides personalized guidance and practical resources to help students succeed.

The University is committed to equipping every graduate with the competencies that employers value. Our career specialists offer individualized assistance with:

- Career exploration and goal setting
- Resume and cover letter development
- Interview preparation and professional communication
- Job search strategies and networking opportunities

- Step-by-step career planning tools
- Current employment postings and internship opportunities

Students and graduates are encouraged to engage early and often with Career Services to maximize career readiness and employability. Whether on campus or online, the University is committed to providing the education, training, guidance, and career support needed to prepare students for long-term professional success. While career counseling and placement assistance are available, students are primarily responsible for seeking and obtaining employment, and the University cannot and does not promise or guarantee a job.

### Student Email Address

All students receive a University email account prior to orientation. The University's .edu email accounts are hosted on Microsoft Office 365 for Education, which provides students with secure communication and collaboration tools, including:

- 25 GB of email storage
- 7 GB of online file storage
- Shared calendars
- Office Web Apps for online document editing
- Instant messaging and video chat
- Blogging and collaboration tools

Because these services are cloud-based, students can access their accounts from virtually any device with an internet connection.

Please remember that use of the University's email is a privilege and subject to the University's acceptable use policy. These email accounts are linked to Canvas for course access. Students should not change their email addresses within Canvas. Students are expected to check their University email accounts regularly, as it is the official method of communication between students, faculty, and staff.

### Help Desk and Technical Support

American National University provides students with the digital tools and resources necessary for success in online and on-campus learning. The University utilizes Canvas as its primary learning management system, in addition to a variety of approved third-party platforms. Students receive a Microsoft Office 365 account and access to the Student Portal and Mobile App. For help with student email, the portal account, with attendance or registration concerns, financial aid, textbooks or scheduling, disabled Canvas accounts, or other matters, contact the Academic Advisor or email studentsupport@an.edu.

When encountering a technical or access issue, do not delay. Ask for help right away. Early communication prevents missed coursework and ensures uninterrupted access to classes and coursework.

## CANVAS LEARNING PLATFORM

All students are required to complete the Online Orientation prior to beginning coursework. The orientation introduces course navigation, communication tools, and system requirements. Technical support for Canvas is available as follows:

- For immediate help, click "Need Help?" in the Canvas Global Navigation menu and choose Report a Problem or Chat with Canvas Support.
- Call the Canvas Student Support Hotline at 833.715.2291.

- Review the Canvas Student Guide and Basic Computer Specifications in the Online Orientation.
- For additional assistance, contact your Academic Advisor.

Students with questions about course content should contact the instructor of record using the contact information in the Canvas course. If the student does not receive a response within 24 hours, the student should email the Dean or Program Director with a forward of the previous correspondence.

## THIRD-PARTY LEARNING PLATFORMS

Some courses use specialized educational tools. For assistance, contact the provider directly:

- McGraw-Hill Connect: https://mhedu.force.com/CXG/s/
- McGraw-Hill ALEKS: https://mhedu.force.com/aleks/s/
- PioneerRx: https://www.pioneerrx.com/Web/support-hub/
- Elsevier: https://www.elsevier.com/support
- Paradigm: https://paradigmeducation.com/contact/technical-support
- SIMTICS: https://www.simtics.com/contact/

# ACADEMIC POLICIES

## ACADEMIC CALENDAR

The University's Academic Calendar is published each calendar year and includes important dates such as term start and end dates, holidays, and registration deadlines. Students can view the most current calendar on the University's website or at the back of this catalog.

## ACADEMIC TERM

For the convenience of its students, the University operates on a quarter-based schedule with year-round classes. The multi-term schedule enables students to complete their programs and enter the workforce as quickly as possible. Students may begin their programs at any of the starting dates during the year.

## ACADEMIC YEAR

An academic year includes three (3) academic terms, totaling 30 weeks of instructional time, but the University follows a continuous enrollment model. This model enables students to start a program at any session. The student's academic year is defined by the session in which the student begins classes.

## ACADEMIC CREDIT POLICY

American National University of Kentucky follows a quarter-hour credit system that aligns with widely accepted standards of academic measurement. Each quarter credit hour represents the equivalent of:

- 10 hours of academic engagement (lectures, discussions, or direct faculty interaction) and
- 20 hours of preparation and study outside of class.

This formula is known as the Carnegie Unit of Credit, which ensures consistency in how learning time and effort are measured across all courses. Most courses offered by the University are four (4) quarter credits, which means that each course requires approximately:

- 40 hours of academic engagement and
- 80 hours of independent study and preparation.

Class hours may include online participation, research, projects, assignments, and other activities that demonstrate achievement of course learning outcomes. When a course includes a lab (e.g., BIO261), 20 hours of laboratory work are equivalent to one (1) credit hour. When a course includes an externship (e.g., MLT299) or placement (e.g., NUR206), 30 hours are equivalent to one (1) credit hour. Students should expect to prepare for laboratory and externship or placement courses outside of the academic engagement hours listed here.

## CODE OF ACADEMIC INTEGRITY

American National University of Kentucky is committed to fostering a learning environment built on honesty, trust, and respect. Academic integrity is the cornerstone of that commitment. Every member of the University community shares responsibility for upholding the highest standards of integrity in all academic work. Maintaining academic integrity ensures that each student's work reflects genuine learning and that the value of an education from the University is preserved.

### WHAT CONSTITUTES ACADEMIC DISHONESTY

Academic dishonesty is any act intended to gain an unfair academic advantage or misrepresent one's own work or participation. It includes, but is not limited to, the following:

- Plagiarism: Presenting another person's words, ideas, or work as the student's own without proper acknowledgment or citation.
- Cheating: Using or attempting to use unauthorized materials, information, study aids, or technology during an assignment or examination.
- Self-Plagiarism: Submitting the student's own previous work (from the current or another course) without prior approval from the instructor.
- Inadequate Citation Practices: Failing to properly cite sources or follow published citation guidelines, even when unintentional.
- Misrepresentation of Academic Engagement: Logging into the learning management system (LMS) or other course platform without meaningful participation for the purpose of appearing active or present.

## ENFORCEMENT AND REVIEW PROCESS

All University faculty and staff are responsible for enforcing this policy. If an instructor suspects a violation, the evidence and the student's work will be submitted to the Academic Review Committee for evaluation. The committee determines whether a violation occurred and, if so, the appropriate disciplinary action. Sanctions may include, but are not limited to:

- A failing grade for the assignment or course;
- Removal from the course;
- Academic probation, suspension, or dismissal from the University.

Repeated or egregious violations may result in permanent dismissal. Students have the right to appeal disciplinary decisions through the University's grievance procedures.

## APPEALS

Students may appeal a decision in writing following the University's Grievance Policy. The Academic Review Committee's decision after appeal is considered final.

## ARTIFICIAL INTELLIGENCE AND ACADEMIC INTEGRITY

The University recognizes there are instances in which the use of artificial intelligence (AI) may be a valuable learning tool, while in others, it should be prohibited. All sources, including AI, are to be disclosed. Specific guidelines for the use or prohibition of AI and its disclosure will be published as an announcement in the individual course. Students who are uncertain of what is expected of them should consult their instructors.

## VETERANS USING GI BILL® BENEFITS

In the event a veteran student using GI Bill® benefits is dismissed from the University under the Academic Integrity or Professional Conduct policy, military education benefits will be terminated and could be recertified in the event the veteran student is reinstated.

# PROFESSIONAL CONDUCT

At American National University of Kentucky, professionalism and mutual respect are essential to maintaining a positive learning environment. All students are expected to uphold the highest standards of personal and professional conduct, comply with University policies and procedures, and act in accordance with public laws and accepted ethical and professional norms.

Students are expected to demonstrate integrity, respect, and accountability in all interactions with peers, faculty, staff, and members of the broader community. Behavior that undermines these values, such as dishonesty, violation of University policies, damage or theft of property, harassment or infringement on the rights of others, or possession or use of alcohol or illegal substances on University premises, will be addressed. The University reserves the right to place a student on probation or to dismiss a student whose conduct is deemed inconsistent with the high standards set by the University. Students may appeal any such decision by submitting a written appeal in the form of a Grievance in accordance with the Grievance Policy.

If a veteran student using GI Bill® benefits is dismissed under the Academic Integrity or Professional Conduct policy, their military education benefits will be terminated and may be reinstated if the student is later reinstated at the University.

All members of the University community are expected to maintain professionalism, integrity, and respect when using University technology resources and participating in online learning environments. The following standards govern acceptable use of University software, internet, and equipment, as well as behavior in all virtual classes, meetings, and communications.

## COMPUTING CONDUCT

The use of University software, the internet, and equipment supports the academic mission and administrative functions of American National University of Kentucky. The same principles that govern professional conduct and ethical behavior extend to all computing activities. Users must act responsibly, lawfully, and courteously in all digital environments.

University computing resources include any computer, network, peripheral, software, or other technology system owned or managed by American National University of Kentucky or National University Services, Inc. This includes both on-campus and remote access systems. All users of University systems are required to:

- Use computing resources ethically and lawfully. Each individual is responsible for the individual's own actions. Users who transmit or store illicit materials or unauthorized software are accountable for those actions and their consequences.
- Access only authorized systems. Users may access only those facilities for which they have been granted explicit permission. Authorization obtained through false or misleading information is invalid.
- Protect University data and systems. Users must safeguard their access credentials, passwords, and authorization codes and refrain from sharing them with others. Any security concerns, violations, or system vulnerabilities should be promptly reported to the appropriate instructor, site director, dean, or the Information Technology Department.
- Respect intellectual property rights. Unauthorized copying, distribution, or downloading of copyrighted materials, including software, text, music, and video files, is strictly prohibited and may result in University discipline and civil or criminal penalties under federal law (Title 17, U.S. Code).
- Comply with external network policies. When accessing external networks, users must adhere to the acceptable use policies established by those networks.
- Respect the privacy of others. Users must not access, disclose, or distribute another person's files, data, or email without explicit permission. Student records and related data are protected under the Family Educational Rights and Privacy Act (FERPA).

- Avoid unauthorized commercial or personal use. University systems may not be used for private business, fundraising, or other commercial purposes without written authorization.
- Refrain from illegal or disruptive activities. Prohibited actions include destruction or alteration of data, interference with system access, dissemination of malicious software, and attempts to subvert security or privacy measures.
- Identify oneself accurately in all communications. Users must not conceal their identities or impersonate others in any electronic communication.
- Understand that University systems are not private. Users do not own University accounts and should have no expectation of privacy in any electronic communication or data stored on University systems. The University reserves the right to access, monitor, and review electronic files and communications as deemed appropriate.

## ZOOM USE AND VIRTUAL CONDUCT

Courses and meetings conducted through Zoom or other online platforms are considered official University learning environments. Students, faculty, and staff are required to comply with Zoom's Acceptable Use Policy and the following University standards for virtual behavior:

- Identification: Participants must sign in using their full first and last names as listed on the official class roster. Students who have changed their names since enrollment should notify their academic advisor to update records.
- Professionalism and Engagement: Participants should remain attentive and engaged in class activities. Unrelated applications or notifications should be closed during sessions.
- Video Etiquette: Cameras should be turned on. Backgrounds should be appropriate, and personal environments should be free of distractions or inappropriate content.
- Audio Etiquette: Microphones should remain muted when not speaking. Using a headset is encouraged to enhance audio quality. Participants should join sessions from a quiet location.
- Chat Conduct: Chat messages must remain relevant to class discussions. Side conversations, inappropriate comments, or disruptive behavior in the chat are not permitted.
- Dress and Appearance: Participants are expected to dress appropriately for a professional learning environment, like business casual standards in a classroom or workplace setting.
- General Etiquette: Virtual classes are extensions of the face-to-face classroom. Participants must:
    - Wait at least 10 minutes if technical issues delay the start of class.
    - Be mindful of the surroundings visible on camera.
    - Avoid distracting or animated virtual backgrounds.
    - Refrain from any conduct that disrupts instruction.

Instructors have the right to remove disruptive participants from class sessions using Zoom's security features. All Zoom sessions, including video, audio, and chat text, may be recorded for academic purposes.

## POLICY VIOLATIONS

Individuals who witness or are informed of a potential violation are required to immediately investigate (as a staff/faculty member) or inform a member of the University leadership. If a policy violation is proven, the leader must take appropriate responsive action and report the violation to the Executive Vice President of Operations or the Vice President of Academic Affairs, who will determine whether any disciplinary measures are necessary.

## Attendance Policy

The University believes that consistent participation and engagement are vital to student success. Just as reliability and accountability are expected in professional life, regular attendance and active participation are essential parts of the educational experience. Students who stay engaged in their courses are far more likely to achieve academic success.

### EXPECTATIONS FOR ATTENDANCE AND ENGAGEMENT

Students are expected to attend all class sessions (for on-site courses) and to actively participate in all online courses each week. "Attendance" in an online course is defined as meaningful academic engagement such as submitting an assignment, posting a discussion response, completing a quiz or test, or participating in instructor-led learning activities. Simply logging into Canvas without completing academic work does not count as attendance.

Students are required to participate by posting to asynchronous threaded discussions as outlined in the course and by attending online synchronous class sessions (Global Learn™) as scheduled. Participation (i.e., attending from an appropriate, quiet location; keeping a camera on with the student's face visible throughout the session; and adhering to professional behavior and dress) is a required component of the course. Students are encouraged to participate each week in online chat room sessions facilitated by the professor in each course.

Whether the course is delivered in a physical classroom or via Global Learn™, students are expected to attend each live session. Each required class session includes in-class assignments collectively worth 40% of the total course grade.

### CONSECUTIVE ABSENCES – 5-WEEK TERMS

If a student misses three (3) to seven (7) consecutive days, including weekends—or, in the case of an online course, fails to submit work during that same period—the University will attempt to contact the student to determine the student's intentions:

- Students who do not intend to return to class will be withdrawn immediately.
- Students who intend to return must notify the University in writing within two (2) days following the seventh consecutive day of absence, indicating the expected date of return, which must be no later than the ninth (9th) day from the last date of attendance.
- Students who do not return by the ninth day will be withdrawn. The Last Date of Activity (LDA) will be recorded as the seventh consecutive day of absence.

The University may unofficially withdraw a student after seven (7) consecutive calendar days of absence from all courses. The LDA becomes the seventh day from the last date of attendance, and the University will complete a Return to Title IV calculation in compliance with federal regulations. Term breaks on the academic calendar do not count toward the seven days; however, legal holidays, Saturdays, and Sundays do count during an academic term.

### CONSECUTIVE ABSENCES – 10-WEEK TERMS

If a student misses seven (7) to fourteen (14) consecutive days, including weekends—or, in the case of an online course, fails to submit work during that same period—the University will attempt to contact the student to determine the student's intentions:

- Students who do not intend to return to class will be withdrawn immediately.

- Students who intend to return must notify the University in writing within five (5) days following the fourteenth consecutive day of absence, indicating the expected date of return, which must be no later than the twenty-first (21st) day from the last date of attendance.
- Students who do not return by the twenty-first day will be withdrawn. The Last Date of Activity (LDA) will be recorded as the fourteenth consecutive day of absence.

The University may unofficially withdraw a student after fourteen (14) consecutive calendar days of absence from all courses. The LDA becomes the fifteenth (15th) day from the last date of attendance, and a Return to Title IV calculation will be completed. Legal holidays and term breaks on the academic calendar do not count toward the fourteen days.

## ATTENDANCE EXCEPTIONS

The University understands that extenuating circumstances may occasionally prevent a student from attending a required synchronous class session. A student may request an attendance exception as follows:

1. Exceptions are reviewed on a case-by-case basis and must involve circumstances beyond the student's control.
2. Supporting documentation is required.
3. The request must be submitted within seven (7) days of the absence.
4. If approved, the student will receive an alternate assignment of equal rigor and similar content, with the same time allowance for completion as afforded to students who attended the session.

The exception is not approved until the student receives confirmation from an Academic Advisor. Students who fail to meet academic standards or complete make-up work will still receive a failing grade. Note: Not all courses or programs are eligible for attendance exceptions.

## VETERANS USING GI BILL® BENEFITS

All veteran students receiving education benefits must complete an Enrollment Certification Form each term to ensure their benefits are properly certified. Students using Chapter 33 (Post-9/11 GI Bill®) benefits are also required to verify their enrollment status each month to continue receiving their Monthly Housing Allowance (MHA) and/or kicker payments. Verification may be completed via text message or by phone, as directed by the U.S. Department of Veterans Affairs.

If a veteran student is withdrawn due to non-attendance, their education benefits will be terminated and may be reinstated if the student is readmitted and resumes coursework in accordance with University and Department of Veterans Affairs' guidelines.

## RESIDENCY REQUIREMENTS

Not every course requires a residency; however, when a student is scheduled in a class that includes residency, the student is required to attend all residency sessions on campus. For example, if a student is scheduled for a weekend residency session, the student must attend all three (3) days of the session. Missed sessions will result in a failing grade for that session's assignments and may lead to the loss of F-1 visa status for international students studying in the United States. Domestic students in a residency class are required to attend a specified day and may choose whether to attend in person or via video conference.

## ON-CAMPUS RESIDENCY MAKE-UP SESSIONS

Students who are studying in the United States on F-1 status may make up no more than one (1) residency session within an academic year (which is three [3] 10-week quarters) for any reason. If approved, the student will be charged $625 for the make-up session. Students with documentation of circumstances that were outside the student's control (such as natural disasters, jury duty, accidents, or family deaths) may present this documentation to request a waiver of the $625 fee. Complete and authentic documentation indicating references to dates and times that coincide with the original residency schedule must be presented to the Senior Executive Vice President of Operations to be considered for the waiver. Makeup residency sessions will only be offered when the campus is open, typically on weekdays based on the availability of campus personnel. Under no circumstances will a makeup session be held after the end of the term. A missed makeup residency session will result in a failing grade (F) in the residency course and may lead to the loss of F-1 visa status for international students studying in the United States.

# LEAVE OF ABSENCE POLICY

American National University of Kentucky recognizes that life can be unpredictable and that students may need to temporarily pause their degree pursuits. This policy exists to help students navigate that process by explaining how to request a temporary "Leave of Absence" (LOA) for a planned, one-quarter break. Throughout this process, students must remember to communicate with their Academic Advisors. The advisor is the student's best resource and can guide the student through the process.

## KEY DEADLINE

Requests for a leave of absence must be submitted and approved at least 21 days before the first day of the quarter the student plans to be absent.

## TERM LOA POLICY FOR TITLE IV FEDERAL FINANCIAL AID RECIPIENTS

Students who receive federal financial aid under Title IV of the Higher Education Act (for example, Federal Direct Loans or Pell Grants) must be aware that taking a Leave of Absence can affect their financial aid eligibility. An approved LOA under Title IV regulations:

1. May not exceed 180 days within any 12-month period.
2. Must be requested in writing before the student stops attending courses.
3. Must include a stated reason for the leave that is approved by the University.

The length of this LOA cannot exceed one full term. A student may be approved for more than one LOA in a 12-month period. The number of days in the approved LOA, when added to the number of days in all other approved leaves of absence, cannot exceed 180 days in any 12-month period.

The University may not assess additional charges to a student returning from LOA, and the University may not award any additional Title IV aid until the student has completed the coursework in which the student was enrolled when the leave was granted. Additional requirements include:

- Students will begin the LOA at the beginning of a term.
- Students will remain in LOA until the end of the term leave unless they notify the University of an official request to withdraw. Students may not return early from LOA.
- The Academic Advisor and Dean/Program Chair will remain in communication with the student during the approved leave time frame.
- Students will receive monthly communication, notification of next term schedule, and program updates.

While on an approved LOA, the student is enrolled for Title IV purposes, and no return of federal funds is required. If the student does not return by the end of the approved leave, the withdrawal date will be the date the student began the LOA, and a Return of Title IV Funds calculation will be performed as required by federal regulations. This may result in a balance owed to the University and to the Department of Education.

Students must post attendance in the first week of the subsequent term in all scheduled courses to be considered returned from LOA. If a student does not resume attendance at the end of the approved Title IV Term LOA, the University must treat the student as a withdrawal and perform the return to Title IV calculations based on the last date of attendance before the approved leave was granted.

Students should speak with the Financial Aid Office before submitting a Leave of Absence Request Form to fully understand how the leave may affect financial aid eligibility, loan deferment status (including the exhaustion of some or all of the student's grace period), and repayment timelines.

## INTERNATIONAL STUDENTS (F-1 VISA)

International students studying in the United States on an F-1 visa must follow this process to take a semester-long break:

1. Annual Vacation Break: After successfully completing three consecutive 10-week quarters (a full academic year), the student is eligible for a one-quarter break. Here is how to request the break:
    a. Complete the "Leave of Absence Request Form" (available from the Academic Advisor).
    b. Send the completed form to the Academic Advisor. Digital signatures, scanned copies, or even high-quality photos of the form are all acceptable.
    c. Receive confirmation of the request's approval or denial within the first five business days of the quarter.
2. If the student plans to leave the country during the break, meet with the Designated School Official (DSO) prior to departing, as the DSO must sign (endorse) your I-20 form for travel.
3. The student must return to the University and resume studies by the expected return date. Failing to return on time can put the student's visa status at risk.

## RETURNING TO YOUR STUDIES

When the leave is over, the student must be in good academic and financial standing with the University. The Academic Advisor can answer any questions students may have.

## MEDICAL REDUCED COURSE LOAD POLICY (INTERNATIONAL STUDENTS)

International students in F-1 status are generally required to maintain full-time enrollment from the start of their program until program completion. Under federal immigration regulations, the Student and Exchange Visitor Program (SEVP) permits a Medical Reduced Course Load (MRCL) when a student is temporarily unable to maintain a full course of study due to a documented medical condition. Students experiencing a qualifying medical condition should consult with their Academic Advisor before reducing enrollment. Approval must be granted prior to any reduction in course load and approved Medical Reduced Course Loads are recorded in the student's SEVIS record.

A Medical Reduced Course Load is approved on a term-by-term basis. Students must provide a doctor's note from a U.S.-licensed Medical Doctor (MD), Doctor of Osteopathy (DO), or Clinical Psychologist/

Psychiatrist recommending a Medical Reduced Course Load for the applicable term dates. The doctor's note must specify whether the student should drop all courses or reduce enrollment, including any modality limitations (e.g., residential or online), as applicable. General medical records or reports that do not include a recommendation for a reduced course load may not satisfy this requirement.

Students may request an MRCL prior to the start of the term. Requests must be received and approved no later than the last day of the Drop/Add period of the term in which the change is requested. If a student is officially withdrawn, unofficially withdrawn, or administratively withdrawn prior to the effective date of an approved Medical Reduced Course Load, the approval will be voided and no MRCL will be applied to the student's SEVIS record.

Students may renew an MRCL for additional terms, if needed, by submitting a new request and updated doctor's note each term. An MRCL may be used for multiple terms but may not exceed 12 months aggregate per program level. Prior authorized medical reduced course load time at the same program level may count toward the 12-month aggregate limitation.

Students are expected to resume full-time enrollment by the return date indicated in the approved MRCL. Failure to resume full-time enrollment as required may result in withdrawal from the University and may result in loss of F-1 eligibility and SEVIS action. An MRCL has no effect on the student's standards of progress, as the student remains actively enrolled; however, a course reduction may influence program completion time.

## Field Experience and Placement Requirements

Several programs require students to complete supervised, hands-on experience outside the classroom. In this Catalog, a "Field Placement" is any required clinical placement, externship, internship, practicum, or other supervised field experience that a program requires for progression or graduation. This Field Placement requirements policy applies to every program that includes such an experience, and a student must satisfy them in addition to the program's coursework.

A Field Placement requirement is a graduation requirement of the program that includes it. Failure to meet a Field Placement requirement, including failure to secure or complete a required placement, failure to meet the clinical, professional, or site-supervisor standards of the placement, or removal from a site for conduct or performance, is a violation of the academic requirements of the program. When Field Placement performance is not measured by grade point average or completion rate, the University addresses it through the academic standing process, which may result in Academic Warning, Academic Probation, or Academic Dismissal, as described under Field Placement Compliance in the Satisfactory Academic Progress, Academic Standing, and Financial Aid Eligibility Policy.

## Externships

Externships are valuable, hands-on learning experiences that allow students to apply what they have learned in the classroom to real-world settings. Externships enable students to explore career options, acquire professional skills, and connect with professionals in the field. Externships are generally unpaid and vary in duration by program. The following are required externship hours in undergraduate programs:

| Program | Required Hours (approximate hours per week) |
|---|---|
| Medical Assisting | 160 hours (16 hours per week) |
| Medical Laboratory Technology I | 240 hours (24 hours per week) |
| Medical Laboratory Technology II | 240 hours (24 hours per week) |

| Program | Required Hours (approximate hours per week) |
|---|---|
| Radiologic Technology I | 120 hours (12 hours per week) |
| Radiologic Technology II | 120 hours (12 hours per week) |

## PLANNING FOR THE EXTERNSHIP

Finding and preparing for the externship takes time, so students should start planning early in their programs. The Externship Coordinator (or the Dean/Program Chair) is the student's primary point of contact and will assist in identifying potential sites, completing documentation, and preparing for placement. The Dean/Program Chair works closely with the Externship Coordinator to ensure the chosen site and learning experience meet University standards.

## REQUIRED PREPARATION COURSES

Students complete two important, detailed, non-credit courses prior to the externship term to ensure their readiness. Externship Prep Requirements (e.g., MA001) is taken two terms before the externship. The student will complete assignments to prepare for interviews and submit early documentation, such as immunization records and CPR certification. Pre-Externship Requirements (e.g., MA002) is taken one term before the externship to finalize site-related requirements like drug screening results and background checks. Students must successfully complete both courses before being scheduled for the externship.

## FINDING AN EXTERNSHIP SITE

Students can review the University's growing list of externship sites on the following website: https://kentucky.an.edu/clinicals-externships/. If students live in an area without listed sites, they are encouraged to research local employers, clinics, and organizations that may be open to hosting students. The Externship Coordinator will guide each student through identifying and contacting these sites. Nonetheless, students are required to attend externship at an approved site and are responsible for all costs associated with travel, accommodations, childcare, and time off work.

## CAREER SERVICES SUPPORT

During the required preparation courses, students will connect with Career Services (CareerServices@an.edu) to register for Career Connect, create a resume and cover letter, and learn about upcoming career fairs. Each term during the externship, Career Services hosts a "Get to Know" session to help students explore employment opportunities.

# PRACTICUM REQUIREMENTS

Practical learning is an integral component of designated graduate programs, requiring students to apply academic concepts in real-world professional settings, gain valuable career-related experience, and strengthen their professional skills. Students in the master's programs in business administration and information technology must complete at least 50 practicum hours per full-time term during their programs.

Students are responsible to find and maintain their own practicum experiences. Working with their academic advisors, they must complete and return a practicum proposal form before each term begins in order to ensure the location and work being completed for the practicum are approvable as relevant and integral to the program. Students must complete and return, at the end of the term, all information on the practicum proposal form to track completion of the required number of hours.

If a student cannot fulfill the minimum 50 practicum hours for any given term, he or she will be placed on academic warning and given one (1) additional semester to complete the remaining hours of the practicum requirement in addition to the 50 required hours of the new term. If the remaining and current practicum hours are not completed by the end of the following semester, the student is subject to dismissal from the program.

### TYPES OF APPROVED EXPERIENCES

Students may complete their experiences in one of the following settings:

- A business or organization that agrees to supervise the experience.
- A nonprofit or community service organization with an approved cooperative agreement.
- Another entity that supports student training and is approved by the University.

Students physically present in the United States must complete their experiences with organizations operating within the United States and in accordance with applicable federal, state, and local regulations. Students located outside the United States may complete their experiences with organizations operating in their countries of residence or another country, subject to University approval and compliance with applicable local laws and regulations.

### VERIFICATION AND DOCUMENTATION

To ensure that a student's hours, learning objectives, and site supervision meet University requirements, placements (e.g., employment) are verified each term. Before seeking employment, students are encouraged to use the University's P@TH Analyzer (available at Home of the Career Services page) to ensure the planned employment is relevant and integral to the program. Students who have not completed the required minimum practicum hours before the start of their final terms, those who are on academic warning without an approved plan to come into compliance, and those who are on academic probation without active employment to rectify the deficiency will be unable to complete the final term until an acceptable plan to complete all requisite hours has been established between an employer, the student, and the University.

## STANDARD COURSE LOAD AND PROGRAM LENGTH

### UNDERGRADUATE STUDENTS

At American National University of Kentucky, full-time undergraduate students enroll in at least 12 credit hours per 10-week term. This typically includes three different 4-credit courses offered across either 5-week or 10-week sessions.

- Full-time: 12 or more credit hours per term
- Half-time: 6–11 credit hours per term

Students may enroll in up to 20 credit hours in a single term (typically five distinct 4-credit courses). However, enrolling in more than 12 credits requires prior approval from the Dean/Program Chair to ensure an appropriate academic balance. To estimate how long it will take to complete a degree, divide the total program credits by the number of planned credits in each term. For example:

- A 180-credit bachelor's degree completed at 12 credits per term takes 15 quarters (180 ÷ 12 = 15).
- Taking 16 credits per term reduces that to approximately 12 quarters.
- Taking the maximum 20 credits per term can shorten completion to 9 quarters (~22 months).

## GRADUATE STUDENTS

Full-time graduate students enroll in at least 8 credit hours per 10-week term, which typically means two 4-credit courses offered across 5-week or 10-week sessions.

- Full-time: 8 or more credit hours per term
- Half-time: 4-7 credit hours per term

Graduate students may enroll in up to 16 credit hours per term (four 4-credit courses), with approval from the Dean/Program Chair required for enrollment exceeding 8 credits, providing the required coursework is available. To estimate the time to completion, divide the program's required credits by the number of planned credits in each term. For example:

- A 56-credit graduate program completed at 8 credits per term takes 7 quarters (56 ÷ 8 = 7).
- Taking 12 credits per term shortens the program to 5 quarters, which may be completed within a calendar year.

# TECHNOLOGY REQUIREMENTS

To ensure academic success, students must have access to a reliable computer that meets or exceeds the University's minimum technical standards, and a smartphone with access to the internet. These requirements support all programs at American National University of Kentucky and are designed to remain sufficient throughout a student's entire program of study, but students may benefit from taking advantage of regular hardware and software advances. Specific courses may require additional software or applications. While Mac computers can access most University resources through remote tools, Windows-based systems are recommended and supported.

## MINIMUM COMPUTER SPECIFICATIONS

| Component | Minimum | Recommended | Best |
|---|---|---|---|
| CPU | 4-core, 3.0 GHz | 6-core, 3.0 GHz | 8-core, 3.0 GHz |
| RAM | 16 GB | 32 GB | 32 GB |
| Storage | 500 GB SSD | 1 TB SSD | 1 TB SSD |
| Graphics | Integrated or 2 GB (DirectX 11) | 4 GB or NVIDIA 4 GB (DirectX 11) | 4–6 GB NVIDIA (DirectX 11) |
| Operating System | Windows 11 (64-bit, Professional Edition only) | Same | Same |
| Required Accessories | 2 USB 3.0 ports, microphone, camera, external or cloud-based USB drive (500 GB for backup) | Same | Same |

Note that mobile devices such as tablets or smartphones may be used for light tasks (checking grades, messages, or due dates in Canvas) but are unsuitable for taking exams, uploading assignments, or completing coursework.

### REQUIRED SOFTWARE AND APPLICATIONS

- Microsoft Office: Excel, OneNote, Outlook, PowerPoint, Word, and Forms
- Internet browsers (multiple recommended): Microsoft Edge, Google Chrome, Safari, Firefox
- Adobe Acrobat (to read PDF documents)
- Zoom Desktop Client (Download)

### SYSTEM MAINTENANCE

Students are responsible for maintaining their systems, including:

- Keeping Windows Updates, .NET Framework, and security software current

- Ensuring stable internet access (minimum 10 Mbps recommended)
- Backing up course files regularly to an external or cloud drive

## Proctored Assessments and Examinations

To maintain academic integrity and verify student identity, the University administers proctored assessments and examinations within its degree programs. Most of these proctored exams are administered during live, synchronous class sessions. All other proctored assessments will be taken via Respondus Monitor, which requires the use of a lockdown browser. Before the assessment is administered, students must present a valid government-issued photo identification (or an alternative approved form of identification). During the assessment, the faculty member administering the assessment observes the student to ensure that the person completing the work is the enrolled student. By using this process, the University upholds its commitment to academic integrity and honesty.

## Change of Student Information

Students are responsible for keeping their personal information current with the University. If a student's address, phone number, email, or employer changes, the student must inform the Academic Advisor immediately.

## Name Change Policy

To change a student's legal name on file with the University, the student must submit the following items to the Office of Student Services:

- Copy of the updated Social Security card (when applicable)
- Driver's license or other government-issued ID reflecting the new name

Once all required items have been received and verified, the student's name will be updated in all University records and official documents.

## Satisfactory Academic Progress and Academic Standing Policy

The University requires all students to maintain Satisfactory Academic Progress (SAP) toward the successful completion of their degree programs. SAP applies to all students, regardless of whether they receive financial aid, and is reviewed after each academic term. The University evaluates student progress under three related but distinct designations: (1) Satisfactory Academic Progress (SAP), the measurement of academic performance against the qualitative and quantitative standards below; (2) Financial Aid Eligibility, which governs continued access to Title IV and other financial aid; and (3) Academic Standing, the University's determination of whether a student is in good standing, on warning, on probation, or subject to dismissal. A single evaluation may affect one, two, or all three designations.

### STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

To meet Satisfactory Academic Progress and remain eligible for financial aid, students must meet both qualitative and quantitative standards:

1. **Cumulative Grade Point Average** (Qualitative Measure) - Students must maintain a minimum Cumulative GPA through specific credit hour markers for the duration of their programs.
2. **Completion Rate** (Quantitative Measure) - Students must successfully complete a specific percentage of all of their attempted credits or clock hours (measured cumulatively).
3. **Maximum Timeframe:** Students must complete their programs within 150% of the published program length, measured in attempted credits.

## SAP AND FINANCIAL AID EVALUATION AND STATUS DESIGNATIONS

SAP and Financial Aid Evaluation follow the same evaluation process, as Financial Aid Evaluation requirements must be at least as strict as the academic progress standards applied to comparable students who are not receiving Title IV aid. These designations are evaluated at the end of each term based on cumulative performance. The University uses the following status designations:

| Status | Description | Financial Aid | Enrollment |
|---|---|---|---|
| Good Standing | The student meets the GPA and completion rate requirements. | Eligible for financial aid. | May continue enrollment. |
| Academic Warning (SAP) | The student fails to meet SAP standards for the first time. The University provides advising and instructor assistance. | Financial Aid Warning: aid continues for one payment period (term). | May continue enrollment. |
| Academic Probation (SAP) This designation is only available after a successful appeal. | The student successfully appeals by demonstrating a likelihood of meeting SAP and begins to follow an approved academic plan. | Financial Aid Probation: aid continues under the terms of the approved appeal. | May continue enrollment. **Note:** as long as students are following the approved academic plan, they may continue enrollment. |
| Academic Dismissal (SAP) | The student fails to meet SAP standards and is not eligible for; or is denied, an appeal. The University removes the student from the program. | Not eligible for financial aid | Enrollment ends, subject to the appeal rights described below |
| Aid Ineligible | The warning and, where applicable, probation periods end without the student meeting SAP or obtaining a successful appeal; the University has dismissed the student, but the student returns with alternative payment arrangements for funding the continued program. | Not eligible for financial aid | May continue only by making alternative payment arrangements with the University. |

*Academic Dismissal may also result from failure to meet Field Placement requirements, independent of Satisfactory Academic Progress. See the Field Placement Standing table under Field Placement Compliance.*

If a student who was previously not meeting SAP meets all standards at the next evaluation point, the student is returned to Good Standing, and full financial aid eligibility is restored for subsequent terms.

## EVALUATION LADDERS

Evaluation ladders are built on the principle that the qualitative standard reaches a 2.00 cumulative GPA and the quantitative standard reaches two-thirds completion at whichever comes first: the end of the second academic year (72 undergraduate credits, 48 graduate credits) or the point at which the program's full credit total has been attempted. Evaluation occurs at the end of every term, regardless of where a student falls. The ladders below set the minimum cumulative GPA and completion rate required at each evaluation point, by program length.

### Undergraduate Programs (84+ Credit Ladder)

Applies to: AS Medical Assisting, AS Medical Laboratory Technician, AS Nursing, AS Radiologic Technology, and the BS Medical and Health Services Management.

| Cumulative attempted credits | Minimum CGPA | Minimum earned | Minimum completion rate |
|---|---|---|---|
| 12 | 0.00 | 0 | n/a |
| 24 | 1.00 | 8 | one-third |
| 36 | 1.50 | 16 | four-ninths |
| 48 | 1.75 | 28 | seven-twelfths |
| 60 | 1.90 | 36 | three-fifths |
| 72 | 2.00 | 48 | two-thirds |
| 73 and above | 2.00 | n/a | two-thirds |

### Graduate Programs (Graduate Ladder)

Applies to all graduate programs: MBA, MS in Computer Science and Engineering, MS in Cybersecurity, MS in Information Technology, and MS in Software Development.

| Cumulative attempted credits | Minimum CGPA | Minimum earned | Minimum completion rate |
|---|---|---|---|
| 8 | 0.00 | 0 | n/a |
| 16 | 1.00 | 4 | one-fourth |
| 24 | 1.50 | 12 | one-half |
| 32 | 1.75 | 16 | one-half |
| 40 | 1.90 | 24 | three-fifths |
| 48 | 2.00 | 32 | two-thirds |
| 49 and above | 2.00 | n/a | two-thirds |

## THE APPEAL PROCESS

If a student is Dismissed after a period of Academic Warning, the student has the right to appeal. Valid reasons for an appeal include:

- A serious illness or injury to the student or an immediate family member.
- The death of an immediate family member.
- Other significant, unexpected circumstances that were outside of the student's control.

How to Appeal:

1. Complete the Appeal Form, which may be obtained from the Academic Advisor.
2. Provide supporting documentation as official proof of the circumstances (e.g., a letter from a doctor, a death certificate, police reports, etc.). This is a crucial and essential step.
3. Submit an Academic Plan, developed with an Academic Advisor, that shows exactly which courses the student will take to get back into Good Standing.

Each appeal is reviewed by an academic leader who notifies the student of the decision via email. All SAP determinations, including appeals decisions, are communicated to the student in writing and maintained in the student's permanent record.

- If the appeal is approved, the student is placed on Academic Probation. The student will remain eligible for financial aid while following the approved academic plan. The student must meet either the SAP standards, as presented in the ladders above or the requirements of the approved

academic plan, which may extend beyond one term and may run to program completion, with progress reviewed each term.

- If the appeal is denied, the student will be dismissed from the University (Academic Dismissal).

## DURATION OF ACADEMIC WARNING AND PROBATION

Academic Warning and Academic Probation are temporary statuses intended to help a student return to satisfactory progress. As a matter of university policy, a student remains on Academic Warning for no more than one payment period (one term). If the student does not regain satisfactory progress by the end of that term, the student is removed from Academic Warning and, absent a successful appeal, is Dismissed from the University.

A student placed on Academic Warning may continue to receive Title IV aid for one payment period without an appeal. To continue receiving aid beyond that single payment period, the student must be placed on Academic Probation, which is available only after a successful appeal.

Following a successful appeal, a student may be placed on Academic Probation, which continues for the duration of the approved academic plan. The approved plan may extend beyond one term and run through program completion, provided the student meets each checkpoint of the plan. For financial aid, the student remains aid-eligible as long as the student meets the SAP standards or the requirements of the approved academic plan. A student who fails to meet the terms of the plan is subject to Dismissal.

## DISMISSED VERSUS WITHDRAWN

The University distinguishes a student who is Dismissed from a student who is Withdrawn. Dismissal is a university-initiated action: the University removes the student from the program because the student has failed to meet the SAP standards, the terms of an approved academic plan, or another academic requirement (such as a practicum requirement), and has no remaining or successful appeal. Withdrawal is a student-initiated action: the student chooses to stop attending or formally requests to discontinue enrollment. Both end active enrollment, but only Dismissal is a university action carrying the appeal rights described above; a Withdrawal is processed under the Leave of Absence and Administrative Withdrawal policies and the applicable refund and return of Title IV funds rules.

## REESTABLISHING ELIGIBILITY

A student may regain SAP and financial aid eligibility by successfully reapplying and completing sufficient coursework at the student's own expense to meet GPA and completion standards, or by meeting all requirements of an approved academic appeal.

## ACADEMIC STANDING

Academic Standing is the University's determination of a student's standing independent of financial aid. Unlike SAP and Financial Aid Eligibility, which are measured solely by cumulative grade point average, completion rate, and maximum timeframe, Academic Standing reflects a student's compliance with program requirements that are not captured by those measures. The Academic Standing designations are similar: Good Standing, Academic Warning, Academic Probation, and Academic Dismissal. In addition to the requirements of SAP, a student may be placed on Academic Warning, Academic Probation, or Academic Dismissal for failure to satisfy non-SAP program requirements, including the Field Placement requirements described below, even where the student's grade point average and completion rate otherwise satisfy SAP.

## FIELD PLACEMENT COMPLIANCE

Field Placement requirements are graduation requirements of the programs that include them, as set out in the Field Experience and Placement Requirements section. A student who fails to meet a Field Placement requirement, including failure to secure or complete a required placement; failure to meet the clinical, professional, or site-supervisor standards of the placement; or removal from a site for conduct or performance, is in violation of the academic requirements of the program.

Because Field Placement performance is not measured by a grade or by course completion, the University addresses this violation through its academic standing process: on a first occurrence the student is placed on Academic Warning and works with the Academic Advisor and the program on a plan to cure the deficiency; a student who does not cure the deficiency, who fails to meet the terms of the plan, or who is unable to complete the Field Placement requirement is subject to Dismissal from the program. Such action may result in dismissal even where the student otherwise satisfies the SAP standards and remains Aid-Eligible.

The following table summarizes Field Placement standing and its consequences. A Field Placement determination affects academic standing and enrollment; it does not, by itself, change financial aid eligibility, which is governed under Satisfactory Academic Progress.

| Status | Description | Enrollment |
|---|---|---|
| Good Standing | The student is meeting all Field Placement requirements for the program. | May continue enrollment. |
| Academic Warning (Placement) | First failure to secure or complete a required placement, to meet the clinical, professional, or site-supervisor standards, or to maintain a placement. The student works with the Academic Advisor and the program on a plan to cure the deficiency. | May continue enrollment. |
| Academic Probation (Placement) | The deficiency is not cured within the plan period; the student continues under an approved cure plan. | May continue enrollment pending compliance. |
| Dismissal (Placement) | The student fails to meet the terms of the program, is removed from a site for conduct or performance, or is unable to complete the requirement. The student is not eligible for or is denied an appeal. The University removes the student from the program. | Enrollment ends, subject to the appeal rights described below. |

# UNDERSTANDING SATISFACTORY ACADEMIC PROGRESS (SAP)

The University is committed to helping all students understand how academic performance and course completion affect their eligibility to remain enrolled and, where applicable, to receive financial aid. The following examples and definitions are provided to clarify how Satisfactory Academic Progress (SAP) is calculated and maintained.

## ATTEMPTED AND EARNED CREDITS

Attempted credits include all courses for which a student is officially registered and receives a grade (including grades of A, B, C, D, DPR, F, W, I, or AU). Earned credits include only those courses successfully completed with passing grades.

Incomplete grades (i.e., courses with a grade of “I”) are counted as attempted but not earned until a final grade is submitted. Once a final grade is posted, the student’s SAP will be recalculated.

Transfer credits accepted toward a student's program are counted as both attempted and earned when calculating SAP, but they are not included in the student's Cumulative GPA calculation.

For students who change programs and/or earn additional degrees, only those credits attempted and grades earned that count toward the student's current program of study will be included in the determination of the student's satisfactory academic progress.

## COMPUTING A CUMULATIVE GRADE POINT AVERAGE (CGPA)

The Cumulative Grade Point Average (CGPA) is a summary of a student's overall academic performance at the University. It reflects the average of all the grades a student has earned in the courses and is used to determine the student's academic standing each semester. Here is how a CGPA is calculated:

- Each letter grade earned is assigned a grade point value (see the Grading Scales below).
- That grade point value is multiplied by the number of credits for the course to get the grade points for that class.
- The total grade points for all completed courses are added together.

Finally, that total is divided by the total number of credits the student has attempted to find the student's CGPA. For example, if a student earned an A (4.0) in a 4-credit class and a B (3.0) in another 4-credit class, the student's total grade points would be:

$$(4.0 \times 4) + (3.0 \times 4) = 28.$$

Dividing that total of 28 by the total credits (8) displays the student's CGPA as 3.5.

## COMPUTING A COMPLETION RATE

A student is enrolled in a 56-credit master's program. At the end of the second term, the student has attempted 24 credits and successfully completed 16 credits. The completion rate is calculated as follows:

$$16 \text{ (earned credits)} \div 25 \text{ (attempted credits)} = 64\%.$$

Because this completion rate falls below the required two-thirds minimum (note: no rounding is accepted when calculating a completion rate), the student does not meet SAP's quantitative measure. The student would be placed on Academic Warning for the next term. This student must raise the completion rate by the end of that term to avoid being Dismissed.

## COMPUTING A MAXIMUM TIMEFRAME

Students must complete their programs within 150% of the published program length, measured in attempted credits. For example, a 56-credit master's program must be completed within 84 attempted credits ($56 \times 1.5 = 84$). Students who can no longer complete the program within the Maximum Timeframe are Dismissed.

## QUESTIONS OR ASSISTANCE

Students who have questions about their academic standing or SAP calculations are encouraged to contact the Academic Advisor or the Financial Aid Office for personalized guidance.

## Grading Scales

Grades are awarded based on individual performance and are not graded on a curve.

### UNDERGRADUATE SCALES

| Letter Grade | Scale | Grade Point Value |
|---|---|---|
| A | 90-100 | 4.0 |
| B | 80-89 | 3.0 |
| C | 70-79 | 2.0 |
| D | 60-69 | 1.0 |
| F | Below 60 | 0 |
| I | Incomplete | N/A |
| W | Withdrawal | N/A |
| AU | Audit | N/A |

A 2.0 CGPA is required to successfully complete the program.

Nursing students use the following grading scale for courses beginning with the NUR prefix:

| Letter Grade | Scale | Grade Point Value |
|---|---|---|
| A | 90-100 | 4.0 |
| B | 82-89 | 3.0 |
| C | 77-81 | 2.0 |
| F | Below 77 | 0 |

### GRADUATE SCALE

| Letter Grade | Scale | Grade Point Value |
|---|---|---|
| A | 90-100 | 4.0 |
| B | 80-89 | 3.0 |
| C | 70-79 | 2.0 |
| F | Below 70 | 0 |
| I | Incomplete | N/A |
| W | Withdrawal | N/A |
| AU | Audit | N/A |

### ADMINISTRATIVE WITHDRAWAL

The University reserves the right to administratively withdraw any student when it determines that such action is in the best interest of the student, the University community, or both. Administrative withdrawal may occur for reasons including, but not limited to:

- Conduct or behavior that interferes with the learning environment or operation of the University;
- Failure to comply with University rules, regulations, or policies;
- Failure to meet attendance or participation requirements as outlined in this catalog; or
- Failure to meet financial obligations to the University.

Any student determined to be unwilling or unable to abide by university rules, regulations, or policies may be Administratively Withdrawn from enrollment at the University. Students who are removed under this policy may appeal their withdrawal by filing a grievance in accordance with the procedures set forth in the University's Grievance Policy.

## INCOMPLETES

Unexpected circumstances may prevent a student from finishing all course requirements on time. In these cases, a student may request an Incomplete (I) grade to allow extra time for coursework, rather than receiving a final grade immediately. A student may request an Incomplete if all the following conditions are met:

- The student is unable to complete coursework due to circumstances beyond their control, supported by third-party documentation (for example, a doctor's note or employer verification).
- The request is made up to five days after the end of the course term and is approved by the course instructor, the Dean/Program Chair, and the Vice President of Student Services.
- The student has been actively participating in the course within the last 14 days of the term.

When an Incomplete is approved:

- Students have 10 calendar days after the end of the term to submit all outstanding coursework.
- No late penalties will be applied to these assignments.
- Once all work is submitted and graded, the instructor will submit a grade change form to replace the "I" with the final grade earned.
- If coursework is not completed within 10 days, the "I" will automatically revert to the grade earned before the Incomplete was granted.
- Extensions beyond the initial 10 days are only permitted in extreme circumstances by the Chief Academic Officer.
- While an "I" remains on record, it is temporarily treated as an "F" for Satisfactory Academic Progress (SAP) calculations.

Important Notes

- Certain time-sensitive coursework (e.g., discussion posts and live session participation) cannot be completed after the course ends and therefore cannot be included in an Incomplete.
- All remaining assignments must be submitted directly within the original course shell through the designated assignment drop boxes.

To request an Incomplete, the student must email the request with complete documentation of the circumstances to the instructor who will email the Academic Advisor. The advisor will complete the form and route it for approval.

## WITHDRAWALS

Students who choose to withdraw from a course before completion receive a grade of "W." The "W" carries no credit and does not affect the Cumulative GPA; however, it counts toward the maximum timeframe and completion rate when measuring Satisfactory Academic Progress (SAP). Students who stop attending or submitting work but do not officially withdraw or request an Incomplete will receive a grade of "F." Students who must withdraw due to military service will receive the same consideration and grading standards as other students.

## AUDITED COURSES

Students who wish to audit a course (attend without earning credit) must receive prior approval from the Vice President of Student Ser. Audit students are expected to meet the same attendance requirements as other class members, but participation in assignments and projects is optional. The student's transcript will display "AU," indicating the course was audited and carries no grade or credit. A previously audited course

may later be taken for credit, and students may choose to audit a course they have already passed. Course fees apply to all audited courses.

## REPEATED COURSES

Students must repeat any course in which they earn a grade of "F," or "NP." In certain circumstances, students may choose to repeat a course to improve their understanding or raise their Cumulative GPA (CGPA). Only the highest grade earned will count toward the CGPA. All attempts will appear on the transcript, yet the credit for a repeated course is awarded only once. A single course may be repeated up to three times unless additional attempts are approved by the Chief Academic Officer. Standard tuition and fees apply at the current rate for all repeated courses.

## TRANSCRIPT GRADING KEY

| Grade | Meaning | Grade Points | Notes |
|---|---|---|---|
| | **Standard Letter Grades (A-F)** | | |
| **A** | Excellent | 4.0 | Highest undergraduate performance |
| **B** | Above Average | 3.0 | Good work above expected standards |
| **C** | Average | 2.0 | Acceptable, meets minimum standards |
| **D** | Below Average | 1.0 | Passing for undergraduate credit<br>Not passing for graduate credit |
| **F** | Failure | 0.0 | No credit earned |
| **DPR** | Core Prerequisite Failed(*) no longer used starting term 264 | 0.0 | Required prerequisite not met; must retake |
| **FS** | Failure to Meet Enrollment Standards | Not Applicable (N/A) | Treated as a type of failure; often used for attendance or participation issues |
| | **Transfer Grades** | | |
| **T** | Transfer Credit | N/A | Credit accepted from another institution; not factored into GPA |
| **X** | No Transfer Credit | N/A | Coursework not accepted for transfer credit |
| | **Withdrawal/Repeat Grades** | | |
| **W** | Withdrew | N/A | Dropped the course after start date |
| **R** | Repeated Course | N/A | Highest grade for the course counts toward GPA |
| **DR** | Drop During Drop/Add | N/A | Student dropped during add/drop period |
| **CN** | Cancelled During Drop/Add | N/A | Student started but cancelled during add/drop. |
| | **Special Status Grades** | | |
| **I** | Incomplete | 0.0 | Unfinished work must be submitted to earn a grade |
| **PP** | Pass | N/A | Used for pass/fail or non-credit work |
| **FF** | Fail | 0.0 | Used for pass/fail or non-credit work |
| **AU** | Audit Class | N/A | Taken for enrichment only, not for credit |
| **NC** | Refresher Course | N/A | Used for refresher courses (after Nov 7, 2016, assigned "AU") |
| **Y** | Course Passed, Credit Awarded | N/A | Earned via passing an internal challenge examination |
| **LW** | Work Experience Credit | N/A | Credit based on prior work or experiential learning |
| **OC** | Orientation Complete | N/A | Non-credit completion marker |
| **OI** | Orientation Incomplete | N/A | Non-credit incomplete marker |

## GRADE APPEAL POLICY

The University encourages open communication between students and faculty. Students with concerns about a course grade should discuss the issue directly with the instructor who issued the grade. Most concerns can be resolved through this conversation. If, after speaking with the instructor, the student still

believes the grade was assigned in error, the student may submit a formal grade appeal by following the steps below.

1. Submit an appeal within ten (10) business days after the end of the class by emailing gradeappeal@an.edu.
2. The written appeal should include the student's full name and student number, course name and term, a clear explanation of why the grade is incorrect, supporting documentation (e.g., graded assignments, screenshots, or other evidence), and a phone number and times to discuss the matter.

The appeal will be reviewed by the Dean or Program Chair within five (5) business days of receipt. If approved, a grade change form will be submitted to the Registrar for final approval. Once processed, the student will receive written notification by email. If denied, the student will be notified by email and provided with the reason for the decision.

If the student disagrees with the outcome of the grade appeal, the student may submit a formal grievance under the University's Grievance Policy, as described in this catalog.

## Academic Honors

For the distinction of "High Honors," a student must graduate with a CGPA between 3.75 and 4.0. The distinction of "Honors" is awarded to a student who graduated with a CGPA between 3.50 and 3.74. The name of any student who earns a grade point average between 3.5 to 3.9 in an academic term will be placed on the Dean's List. The name of any student who earns a grade point average of 4.0 in an academic term will be placed on the President's List. The lists are prepared at the end of each term.

## Program Modifications

### COURSE SUBSTITUTIONS

Students may receive approval to substitute a course within a program (unless the requested course is used for programmatic assessment) by submitting the Course Substitution Form to the Academic Advisor.

### PRIOR CREDIT FOR MILITARY STUDENTS

American National University maintains a prior credit evaluation process for students receiving VA educational benefits in accordance with applicable federal regulations and State Approving Agency (SAA) requirements.

Students using VA educational benefits are encouraged to provide official transcripts and other applicable documentation of prior education, training, military coursework, or experiential learning that may be applicable to their program of study. The University will evaluate transcripts and prior credit documentation received in accordance with institutional transfer credit policies and applicable VA regulations.

Military students may not receive VA educational benefits for courses in which prior credit has already been granted, unless repetition is specifically permitted under VA regulations or institutional academic policy.

The University will maintain written records documenting the evaluation of prior education and training and any credit granted, when applicable. If prior credit is awarded, the program length and VA certification will be adjusted accordingly.

Students are responsible for providing transcripts or prior education documentation that they wish to have considered for transfer credit evaluation. If transcripts or documentation are not provided, the University will evaluate available information consistent with institutional policy and VA requirements.

Additional Guidelines for Military Students:

- Military students cannot receive educational benefits for courses where prior credit has already been granted.
- Military students may not repeat courses previously passed unless repetition is required by the program or permitted under VA regulations.
- Delays in evaluating prior credit may result in adjustments to enrollment certification and could affect VA educational benefits.
- Students seeking transfer credit consideration should complete the University's Prior Credit Evaluation process and provide any requested supporting documentation.

Continuous certification of enrollment is contingent upon the student remaining eligible for benefits and maintaining satisfactory academic progress in accordance with University policy.

## TRANSFER OF COURSE CREDITS

Many students bring valuable learning from previous colleges and universities, which the University is proud to recognize. Applicants and students may transfer previously earned college credits toward a program at American National University of Kentucky, as long as at least 25% of the program's course credits are completed at American National University of Kentucky (or the corresponding American National University). The Registrar's Office will carefully review previous transcripts to ensure the previously earned credits align with the program requirements. Please note that while transfer credits count toward your total coursework, they do not affect a student's cumulative grade point average (CGPA).

To qualify for transfer credit, prior coursework must meet these standards:

- The course was completed for credit at an accredited institution.
- The course content, level, and learning outcomes are equivalent to the course at ANU of Kentucky.
- The student earned a grade of at least "C" (2.0 on a 4.0 scale).
- Courses completed more than five years ago may not be accepted due to the rapid rate of change in the field.

Students who wish to have their prior coursework evaluated for possible transfer credit acceptance must inform the University during the admissions process or may request a review from the Registrar's Office after acceptance into the University. The University will guide the individual through the process of requesting official transcripts and help ensure a smooth experience.

All prior coursework is reviewed to ensure it meets the University's standards. The University will not deny transfer credit solely based on the type of accreditation held by the sending institution. It is the student's own responsibility to avoid duplicating a course for which credit may be awarded. Any duplication that results in Title IV and Veterans overpayments to the student is the responsibility of the student.

### Nursing Program Transfer Credit

No Nursing Specialty courses (i.e., those beginning with the NUR prefix) may be transferred into the nursing program.

### Program Core Transfer Credit

Courses designated as part of the Program Core will only transfer if earned in a program with comparable program-specific accreditation.

### Transfer Credit Appeals

Students who wish to appeal a transfer credit decision may submit a Transfer of Credit Appeal Form with a course syllabus or other supporting documentation to the Academic Advisor. The Advisor will forward the materials to the Registrar who will review the appeal with the Dean or Program Chair. If either was involved in the initial decision, the appeal will be reviewed by the Vice President of Academic Affairs. Students will receive a written decision from the Registrar within 10 business days.

### Articulation Agreements

American National University has articulation agreements with several institutions to promote the acceptance of equivalent courses and collaborate on providing continued educational opportunities for students.

The following Institutions have signed articulation agreements with American National University for ease of student transfer:

- Ajeenkya D.Y. Patil University
- Blue Ridge Community and Technical College
- Graduate University of Mongolia
- Institute of Medical and Business Careers
- International American University
- Moravian College
- Ohio Valley College of Technology
- Royal International University
- Sullivan University
- West Virginia Junior College

## CONVERSION OF SEMESTER TO QUARTER HOURS

Courses completed in a semester-hour system that are equivalent in content, rigor, and learning outcomes to courses at American National University of Kentucky will be considered for transfer credit. For conversion purposes, one (1) semester credit hour is equivalent to 1.5 quarter credit hours. To determine quarter credit hour equivalents, the number of semester credit hours earned will be multiplied by 1.5. When the result includes a fraction, the number of semester credit hours will be rounded up to the next full credit hour for the benefit of the student. For example, a course valued at three (3) semester credit hours converts to 4.5 quarter credit hours, which will be rounded up to five (5) quarter credit hours of transfer credit.

## TRANSFERABILITY OF EARNED CREDITS

Students and graduates should note that when seeking to transfer credits from American National University of Kentucky to another educational institution, the receiving institution has full discretion as to which credits are accepted in transfer.

## GLOBAL FOCUS CLASSES

When any course is offered, the University will limit the course size of didactic courses to no more than 30 students (or lower when required by a regulatory entity). If a course does not have at least three (3) registered students within seven (7) days of the scheduled term start, that course will be reviewed for cancellation or conversion to a directed study ("Global Focus" class). Global Focus classes ensure that students can complete their required coursework while maintaining academic rigor and receiving the appropriate support.

A student may be eligible for a Global Focus if:

- The course is required for a student's timely graduation,
- The student has no alternative course options within the academic year,
- The student is meeting Satisfactory Academic Progress (SAP) requirements as defined by University policy, and
- A faculty member is available to supervise the course.

To be approved, the student must:

- Submit a request that is endorsed by the student's academic advisor.
- Receive approval from the Dean/Program Chair.
- Agree to follow the standard syllabus and meet all deadlines set by the instructor.

Approved students will complete coursework through Canvas. During Week 1 of the course, students are required to meet with the instructor to review the course expectations. The student is required to follow the established course schedule and meet (or exceed) all deadlines set by the instructor. It is the student's responsibility to maintain proactive communication with the instructor regarding academic progress or challenges in a Global Focus course.

## EXPERIENTIAL CREDIT

The University offers credit for what the student has already learned (sometimes called "Credit for Prior Learning;") however, it does not give the student automatic credit for experience. Each student must work directly with the Academic Advisor to complete the process of applying for credit.

To be eligible to receive prior learning credit for a course, students must demonstrate that past experiences meet the course learning objectives. There are a variety of options to help the student do this:

- Taking a University-administered Challenge Exam
- Military Training
- Passing competency-based examinations
- Presenting a Portfolio of Prior Learning Assessment (PLA)

### CHALLENGE EXAM POLICY

The University offers Challenge Examinations to allow students to demonstrate prior learning and mastery of course outcomes in lieu of completing the full course. The exams provide eligible students with the

opportunity to earn course credit by successfully demonstrating proficiency through a comprehensive assessment aligned with the course learning outcomes.

### Eligibility

Exams are available for limited, non-core courses as determined by the academic department. Students may not take an exam for a course in which they are currently enrolled and must obtain approval to take the exam from both the Department Leader (usually the Dean or Program Chair) and Student Services. A current list of eligible courses is available from the Academic Advisor.

Exams must be requested and completed within the first 35 calendar days of each academic term. Once a student enrolled in a course has passed the Drop/Add period, the student may not take that course's exam for that term.

### Requirements

A minimum score of 70% on the exam (equal to a "C" grade) is required to earn credit. Students are permitted 1 retake to earn the minimum score. No more than two total attempts are allowed per exam.

### Transcript and Academic Record

Students may satisfy no more than 25% of the total credits required for their declared programs through challenge exams. Upon earning the minimum score, the student will receive credit for the course, and the grade earned on the examination will be recorded on the student's academic record and included in the GPA calculation.

If a student successfully tests out of a course in which an unsatisfactory grade was previously earned, the prior grade will be replaced with the successful exam grade, the student's GPA will be recalculated accordingly, and the additional attempted credits will be included in the student's maximum timeframe calculation for financial aid purposes.

If a student is in warning, appeal, or probationary status, any resulting GPA change will not remove that status until the next scheduled academic progress evaluation (typically at the conclusion of the next term of enrollment).

## Military Training

American National University of Kentucky recognizes the valuable learning and leadership experiences gained through military service. Credit may be awarded for military training and occupational experience as recommended by the American Council on Education (ACE), provided the training is relevant to the student's program of study.

Students must submit an official Joint Services Transcript (JST) or Community College of the Air Force (CCAF) transcript for evaluation. The University will review these transcripts and apply credit recommendations consistent with ACE guidelines and University transfer credit criteria.

## Competency-Based Examinations

The University recognizes demonstrated college-level learning achieved through nationally standardized examinations. Students may earn transfer credit for successful completion of competency-based examinations that assess mastery of college-level subject matter. Accepted examinations include:

- Advanced Placement (AP) Examinations administered by the College Board
- College-Level Examination Program (CLEP)

- DANTES Subject Standardized Tests (DSST)

Credit may be granted under the following conditions:

- Official score reports must be sent directly to American National University of Kentucky.
- Minimum scores required for credit are consistent with ACE (American Council on Education) or College Board recommendations, as applicable.
- Credit will be applied only to equivalent courses within the student's program of study.

All competency-based examination credits will be evaluated on a case-by-case basis to ensure alignment with course outcomes and University standards.

### Prior Learning Assessment (PLA) Portfolio

The University recognizes that meaningful learning occurs both inside and outside the classroom. Through the PLA portfolio process, students may earn academic credit for college-level learning gained through professional experience, service, licensure or certification, volunteering, or other documented activities. A complete PLA portfolio should include:

- A detailed summary of relevant workplace training
- Copies of licenses, certifications, or diplomas
- Documentation of volunteer, civic, or community service activities
- Transcripts, training certificates, letters from employers, or samples of work product
- A reflective narrative that explains what the student knows, how the learning occurred, and how the learning can be demonstrated in a college-level context.

Once submitted, the portfolio is evaluated by qualified faculty to determine whether the demonstrated learning aligns with course-level competencies. Credit awarded through PLA appears on the student's transcript as transfer and counts toward degree completion requirements, helping students progress toward graduation more quickly.

## Elective Credit Recognition for Full-Time Employment Experience

American National University of Kentucky recognizes that meaningful learning often occurs through professional practice and workplace experience. To honor this learning, the University offers degree-seeking students the opportunity to earn elective credit through verified full-time employment.

### Undergraduate Students

Enrolled undergraduate students may earn up to sixteen (16) quarter credit hours of elective credit per verified year of full-time employment. These credits are recorded on the transcript as Career Exploration (REX400, REX401, etc.) and apply exclusively to the elective credit requirements within the student's academic program.

### Graduate Students

Enrolled graduate students may earn up to eight (8) quarter credit hours of elective credit per verified year of full-time employment. These credits are recorded on the transcript as Career Exploration (REX600, REX601, etc.) and apply exclusively toward elective credit requirements in the student's program of study.

### Eligibility Criteria

To qualify for Recognition of Professional Experience (REX) credit, students must:

- Be currently enrolled in a program.
- Demonstrate verified full-time employment (minimum of 40 hours per week) sustained for at least twelve consecutive months.
- Provide verification of legally recognized, verifiable employment in any field or industry.

### Credit Allocation and Limitations

Credit is awarded as non-course-based elective credit under the course title Career Exploration (REX prefix). Credits may not substitute for core requirements, and the maximum number of credits awarded through this policy may not exceed the number of elective credits required by the program. Students may not receive duplicate credit for the same period of employment under other experiential or prior learning assessment policies. Credits awarded under this policy carry no grade value and do not affect the cumulative grade point average (CGPA). These credits appear on the student's transcript as "LW" ("Credit based on prior work or experiential learning").

### Verification Process

Students seeking REX credit must submit documentation verifying qualifying employment, which may include, but is not limited to:

- Employer verification letters,
- W-2 forms or equivalent tax documentation, or
- Consecutive pay statements confirming full-time employment.
- Documentation will be reviewed and verified by the Registrar's Office, and approved credit will be placed on the student's transcript.

### Tuition and Fees

No tuition is assessed; however, a $50 fee is charged per credit for the evaluation or awarding of Recognition of Professional Experience (REX) credit. Once a course is accepted, the student will be notified. The student must pay the fee prior to the transfer of work-life credits being posted to the student's account. The student has 14 business days from the time of approval to pay the fee.

## Right to Change Aspects of the Educational Program

The University reserves the right, in its sole discretion, to confer or award additional certificates, diplomas, degrees, or other academic credentials to students who have successfully completed coursework, competencies, or other requirements that may warrant such recognition. The awarding of any additional credential shall not alter the student's tuition and fee obligations otherwise expressly stated in writing and shall be subject to applicable accreditation, regulatory, and licensing requirements.

## Administrative Withdrawal

The University reserves the right to administratively withdraw any student when it determines that such action is in the best interest of the student, the University community, or both. Administrative withdrawal may occur for reasons including, but not limited to:

- Conduct or behavior that interferes with the learning environment or operation of the University;
- Failure to comply with University rules, regulations, or policies;
- Failure to maintain satisfactory academic progress;
- Failure to meet attendance or participation requirements as outlined in this catalog; or
- Failure to meet financial obligations to the University.

Any student determined to be unwilling or unable to abide by University rules, regulations, or policies may be dismissed and withdrawn from enrollment at the University. Students who are dismissed under this policy may appeal their dismissal by filing a grievance in accordance with the procedures set forth in the University's Grievance Policy.

## Graduation Requirements

The University confers degrees to students who have successfully completed all academic and administrative requirements of their programs. After a student finishes the final course in the student's program, the Vice President of Student Services reviews and certifies completion of all degree requirements. Once certification is confirmed and all financial obligations have been met, the University confers the degree and any applicable certification(s) and specialization(s) on the student.

### REQUIREMENTS FOR ALL GRADUATES

To qualify for graduation, students must:

- Complete the minimum number of credit hours required for the degree program.
- Meet all program and specialization requirements, including all required and elective courses.
- Earn at least the minimum cumulative grade point average (CGPA) designated for the degree.
- Fulfill all financial and administrative obligations to the University.

## Transcripts

The official progress record of a student is maintained by the University indefinitely. Transcripts are issued by the Registrar's Office upon receipt of a signed Transcript Request Form. All graduated students will receive one official transcript without charge. This record is released electronically to the student at the time of graduation. Transcript requests are made via the University's website. There is a $10 charge per request.

# STUDENT RIGHTS AND RESPONSIBILITIES

## STUDENT RIGHTS

### ACADEMIC FREEDOM

Learning flourishes in an environment of open inquiry and respectful dialogue. Students and faculty are encouraged to exchange ideas freely, explore diverse perspectives, and engage in thoughtful discussion on complex or controversial topics. While academic freedom is a shared value, students are expected to express their viewpoints in a professional, courteous, and considerate manner that respects the views of others. Faculty members play a key role in fostering this environment by guiding discussion, promoting mutual respect, and ensuring that every voice can be heard without fear of reprisal.

### ACADEMIC RECORDS POLICY

The University protects the privacy and integrity of all student records in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA grants students specific rights regarding their educational records, including:

- The right to review and inspect the student's educational records.
- The right to request corrections if the student believes information is inaccurate or misleading.
- The right to expect confidentiality in the handling and release of personally identifiable information.

Students wishing to review their academic records must submit a written request to the Academic Advisor. The University will arrange access within 45 days of receiving the request by allowing the student to review the records during regular business hours or by special appointment.

All official records are securely maintained in electronic format. At a minimum, the student's application for admission, financial ledger, and academic transcript are retained permanently as part of the University's official record.

### GRIEVANCE POLICY

American National University of Kentucky provides a fair, timely, and consistent process for resolving student complaints and grievances, including allegations of discrimination on the basis of race, color, religion, creed, ancestry, gender, marital status, sexual orientation, national origin, age, physical or other disability, military or veteran status, or receipt of public assistance. This policy is applicable to Kentucky residents as well as students taking distance education coursework under NC-SARA and is designed to ensure prompt and equitable resolution of all student concerns. The University encourages informal resolution whenever possible but provides a formal procedure when informal resolution is not appropriate or successful.

#### FILING A COMPLAINT

Students are encouraged to attempt informal resolution of routine academic or administrative concerns through the appropriate instructor, advisor, dean, or University office prior to filing a formal grievance when appropriate.

Any student who wishes to file a formal grievance should address it as follows:

1. A formal grievance should be filed in writing by email to FormalGrievance@an.edu. The formal grievance should contain the name, address, telephone number, and email address of the student filing the grievance, a brief description of the circumstances giving rise to the grievance, and written statements from all other persons involved in the grievance who wish to be heard. The student should also provide copies of any documents, correspondence, screenshots, recordings, or other evidence the student wishes the University to consider as part of the investigation. The University may also review relevant University records and communications as part of the investigation.
    - A formal grievance should be filed within thirty (30) days of an alleged incident or one (1) week after the complainant becomes aware of the circumstances giving rise to the grievance, whichever is later.
    - Upon receipt of the formal grievance, the Vice President of Academic Affairs (VPAA), or designee, will coordinate and conduct an investigation of the grievance in consultation with the appropriate Program Dean, Chairperson, or other relevant University personnel, as applicable.
    - Following completion of the investigation, the investigative findings and supporting documentation will be submitted to the Chief Academic Officer (CAO) for review and determination.
    - The Chief Academic Officer (CAO) will review the investigative findings, make a determination, and take such action as is deemed appropriate within ten (10) business days of receipt of the investigative findings.
2. If the complainant is not satisfied with the determination or action of the Chief Academic Officer (CAO), he or she may make a written appeal within thirty (30) days of the determination or action to the Senior Executive Vice President Operations (SEVPO). The appeal should be filed by email to GrievanceAppeal@an.edu.
    - The appeal should contain the name, address, telephone number, and email address of the student filing the appeal, a brief description of the circumstances giving rise to the original grievance, and a brief description of the reason why the student believes the determination or action to be in error.
    - The Senior Executive Vice President Operations (SEVPO) will consider the appeal, make a determination, and take such action as he or she deems appropriate within ten (10) business days of receiving the appeal.
3. If the complainant is not satisfied with the determination or action of the CAO or the Senior Executive Vice President Operations (SEVPO), he or she along with all persons involved in the complaint may make a written appeal within thirty (30) days of the determination or action of the Senior Executive Vice President Operations (SEVPO) to the President of the University. The appeal should be filed by email to GrievanceAppeal@an.edu.

    - The appeal should contain the name, address, telephone number, and email address of all persons involved in the complaint which prompted the appeal, a brief description of the circumstances giving rise to the original complaint, and a brief description of the reason why the student believes the determination and action of the Program Dean, Vice President of Academic Affairs, or Senior Executive Vice President Operations to be in error.
    - The President will consider the appeal, make a determination, and take such action as he or she deems appropriate within 10 days of receiving the appeal.

4. The University may extend grievance timelines when reasonably necessary to ensure a thorough investigation or due to witness availability, academic breaks, or other operational considerations. The complainant will be notified of any such extension.

5. Retaliation against any individual participating in the grievance process is prohibited.

## Additional Avenues for Resolution

If a grievance cannot be resolved through the University's internal procedures, students may contact the appropriate external agency:

### State Licensing Authority – Kentucky

Council on Postsecondary Education
100 Airport Rd., 3rd Floor
Frankfort, KY 40601
Tel: (502) 573-1555

### Institutional Accreditor – Kentucky

Accrediting Bureau of Health Education Schools (ABHES)
6116 Executive Boulevard, Suite 750
North Bethesda, MD 20852
Tel: (301) 291-1555

### State-Specific Contacts

If a student lives in the following state, the student may contact this entity directly. If the student does not live in the following state, the student should contact the Council on Postsecondary Education (see above).

**California**: Bureau for Private Postsecondary Education
1747 North Market Blvd., Suite 225, Sacramento, CA 95834
Tel: (916) 574-8900 or (888) 370-7589

Students residing outside Kentucky, in NC-SARA member states, who are pursuing coursework under NC-SARA may follow the NC-SARA policy for resolving complaints.

NC-SARA – https://nc-sara.org/sara-student-complaints-0/

An up-to-date list of portal contacts for NC-SARA agencies may be obtained at https://nc-sara.org/state-portal-entity-contacts/.

### GI Bill® Beneficiaries

The Kentucky State Approving Agency (SAA), is the approving authority of education and training programs for Kentucky. The Kentucky SAA investigates complaints of GI Bill® beneficiaries. While most complaints should initially follow the school's grievance policy, if the situation cannot be resolved at the school level, the beneficiary should contact the Kentucky SAA via the contacts at https://veterans.kctcs.edu/Who_We_Are/Contact_Us.aspx. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about the education benefits offered by the VA is available on the official U.S. Government Website at www.benefits.va. gov/gibill.

### Recordkeeping and Confidentiality

All grievance records will be securely maintained in the University's student information system for a minimum of five (5) years after final resolution. The University treats all grievances and related communications as confidential to the extent permitted by law.

## NONDISCRIMINATION POLICY

American National University of Kentucky is an equal opportunity institution committed to providing a learning and working environment free from discrimination and harassment. The University does not discriminate on the basis of race, color, religion, creed, ancestry, national origin, sex, gender identity or expression, sexual orientation, marital status, age, disability, veteran or military status, genetic information, or any other characteristic protected by applicable federal, state, or local law in its admissions, educational programs, employment practices, or other operations.

This policy applies to all programs, services, activities, and employment practices of the University, regardless of modality (on-site or online).

## HARASSMENT POLICY

American National University of Kentucky is committed to maintaining an academic and work environment that is free from unlawful harassment of any kind. Unlawful harassment is prohibited by this policy and by federal and state law.

Harassment includes any unwelcome verbal, written, visual, or physical conduct based on a protected characteristic that creates an intimidating, hostile, or offensive environment; unreasonably interferes with an individual's academic or work performance; or adversely affects a person's educational or employment opportunities. Protected characteristics include, but are not limited to: race, color, creed, religion, national origin, ancestry, sex, gender identity or expression, sexual orientation, age, disability, marital status, military or veteran status, or any other category protected by applicable law.

### Sexual Harassment

Sexual harassment is a form of sex discrimination prohibited under Title IX of the Education Amendments of 1972. It includes unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made explicitly or implicitly a condition of an individual's education or employment;
- Submission to or rejection of such conduct is used as the basis for academic or employment decisions; or
- Such conduct is severe, pervasive, and objectively offensive so as to interfere with a person's academic participation or work performance.

This policy prohibits behavior such as, but not limited to:

1. Unwanted sexual advances;
2. Offering employment benefits in exchange for sexual favors;
3. Making or threatening reprisals after a negative response to sexual advances;
4. Verbal sexual advances or propositions;
5. Displaying sexually suggestive objects, pictures, cartoons, or posters (includes by electronic means);

6. Sexually offensive comments, graphic verbal commentary about an individual's body or dress, sexually explicit jokes and innuendos, and other sexually oriented statements;
7. Stalking;
8. Physical conduct, such as touching, assault, or impeding or blocking movements; or
9. Dating violence, domestic violence, and abusive sexual contact.

### Reporting

Any student, faculty, or staff member who experiences or observes harassment must report it immediately to the Dean/Program Chair (for academic-related concerns), the Chief Academic Officer, or the Title IX Coordinator (for allegations of sexual harassment or discrimination). Reports may be submitted confidentially by email to TitleIXCoordinator@an.edu.

Individuals desiring to confidentially report an offense should go to the Anonymous Reporting of Crime website: https://kentucky.an.edu/about-us/consumer-disclosure/crime-tip/.

### Confidentiality and Protection from Retaliation

Any attempt by a member of the University community to penalize, intimidate, or retaliate in any way against a person who makes a report of or who is otherwise involved in an investigation of discrimination or harassment is prohibited. Any person who believes that he or she has been the victim of retaliation for reporting discrimination or harassment or cooperating in an investigation should immediately contact the Title IX Coordinator. Any person who retaliates against a person in response to a report or cooperation in an investigation will be in violation of policy and will be subject to the appropriate discipline process.

### Investigation and Resolution

Reports of sexual or gender-based misconduct will be investigated promptly and impartially by trained personnel. Findings will be based on a *preponderance of the evidence* standard (i.e., more likely than not). Both the complainant and respondent will be notified in writing of the outcome and any right to appeal.

### Interim Measures and Sanctions

As appropriate, the University may implement interim measures during an investigation, including no-contact orders, changes in class schedules, or other actions to protect the safety and well-being of the parties involved. Requests for reversal of these interim measures will not be considered until the investigation has concluded. Students or employees found responsible for violations are subject to disciplinary action, up to and including dismissal or termination.

### Support and Resources

The University's primary concern is the safety and well-being of its community. Individuals impacted by sexual harassment or violence are encouraged to seek confidential counseling, advocacy, and support services. Questions regarding Title IX may be referred to the University's Title IX Coordinator or to the U.S. Department of Education Office for Civil Rights at 32 Old Slip, 26th Floor, New York, NY 10005. They may be contacted via email (OCR.NewYork@ed.gov) or phone (646.428.3800) or through their website (http://www.ed.gov/ocr).

## INTELLECTUAL PROPERTY POLICY

The University values intellectual inquiry and innovation and recognizes the rights of students to retain ownership of their original academic work. All original work products created by students in fulfillment of

course, program, or degree requirements (e.g., papers, projects, research, presentations, dissertations, other creations) remain the intellectual property of the student.

By submitting work for academic credit, students grant American National University of Kentucky a non-exclusive, royalty-free license to reproduce, display, and archive such work for purposes of: academic evaluation and grading, compliance with accreditation or legal recordkeeping requirements, publication in the University's digital repository (if applicable), and institutional research or program improvement.

The University will not distribute or use student work for profit without the express written consent of the student.

When a student's work is produced as part of a sponsored research project, collaborative initiative, or under an agreement with an external organization, ownership and rights to resulting intellectual property will be governed by the terms of that agreement, consistent with applicable law.

## Student Responsibilities

### Timely Submission of Assignments

The University requires students to participate in all classes—whether on campus or online—on a regular and consistent basis. Each course includes established due dates designed to help students progress through the curriculum at a consistent and appropriate pace. Turning in work late is strongly discouraged.

#### In-Class Assignments

All in-class assignments must be completed during the scheduled class session, as per the instructor's due date. Instructors may not accept make-up work for missed in-class assignments unless an attendance exception has been approved in accordance with the University's Attendance Policy.

#### Late Submission of Individual or Out-of-Class Assignments

If a student must submit an individual or out-of-class assignment after the due date, the following policy applies:

- Assignments submitted within seven (7) days after the due date will incur a 10% grade reduction.
- Assignments submitted more than seven (7) days after the due date will not be accepted and will receive a grade of zero (0).
- All assignment deadlines are based on Eastern Time (ET) and are due by 11:59 p.m. ET on the stated due date.
- All assignments must be submitted through the University's Learning Management System (LMS). Assignments submitted by email or outside the LMS will not be accepted.

#### Discussion Board Participation

In courses where discussion boards are utilized, students are expected to engage throughout the week in accordance with the following schedule:

- Initial post: Due by Wednesday, 11:59 p.m. ET each week.
- Peer responses: Due by Saturday, 11:59 p.m. ET each week.
- No discussion posts or responses will be accepted after the week has ended on Saturday at 11:59 p.m. ET.

Students are expected to follow the instructor's guidelines for content, professionalism, and engagement in discussion board activities.

## ACADEMIC INTEGRITY POLICY

American National University of Kentucky expects all members of its academic community to uphold the highest standards of honesty, integrity, and ethical conduct. Academic integrity is essential to the University's mission and the value of its degrees. Every student, faculty member, and staff member shares the responsibility of preserving these standards and taking appropriate action when violations occur.

Faculty members are responsible for clearly communicating expectations for academic work, educating students about integrity standards, and reporting any suspected violations of these standards. Students are expected to produce original work, accurately attribute ideas and sources, and contribute fairly to all individual and group assignments.

Violations of this policy will be addressed through the Code of Academic Integrity Policy. Disciplinary action may include a failing grade for the assignment or course, suspension, or dismissal from the University.

## CHEATING

Cheating undermines the learning process and will not be tolerated. Students must complete their own coursework, assignments, and projects unless collaboration is explicitly authorized. In group projects, all participants are expected to contribute equally in terms of both the quality and quantity of work produced. Examples of cheating include, but are not limited to:

- Submitting work completed by another individual or generated by unauthorized tools;
- Using or attempting to use unauthorized materials or assistance during an exam or assignment;
- Fabricating or falsifying information, data, or citations; or
- Allowing another individual to complete coursework on one's behalf.

## PLAGIARISM

Plagiarism violates the integrity of the academic community by presenting another's work or ideas as one's own. It includes the failure to properly credit sources, whether intentional or unintentional. Since digital information is easily accessible, students must exercise particular care when citing materials obtained online. Plagiarism includes, but is not limited to:

- Quoting directly from a source without proper acknowledgment;
- Paraphrasing or summarizing another's work without citing the source;
- Submitting work that closely mirrors another's language, structure, or ideas without proper attribution;
- Using generative AI tools, purchased papers, or other unauthorized aids to complete assignments without instructor approval.

Students are strongly encouraged to ask instructors or consult www.citationmachine.net for guidance on proper citation methods and the acceptable use of reference materials and technology.

## ETHICAL USE OF ARTIFICIAL INTELLIGENCE (AI) POLICY

The University recognizes that Artificial Intelligence (AI) technologies have the potential to enhance learning, research, and professional practice. When used responsibly, AI can promote innovation, improve productivity, and deepen understanding. This policy outlines expectations for the ethical and appropriate

use of AI by students, faculty, and staff, ensuring that all use aligns with the University's standards of academic integrity, respect for privacy, and commitment to high-quality scholarship.

### Guiding Principles

- AI may be used to support but not to replace authentic learning, critical thinking, or scholarly engagement.
- All academic work must represent the student's own effort and understanding. The use of AI to complete or substantially generate graded work is prohibited unless explicitly permitted by the instructor.
- Any content, ideas, or text generated with the assistance of AI must be properly attributed using the relevant academic citation style (e.g., APA). For assistance, see www.grammarly.com/citations/apa/generative-ai.
- AI-generated information may contain bias or inaccuracies. Users are responsible for verifying the accuracy and reliability of AI outputs before use.
- Personally identifiable information (PII), confidential data, or proprietary University information must never be entered into AI systems.

### Expectations

Students are encouraged to use AI tools responsibly to enhance their learning, provided use remains consistent with the following expectations:

- AI may be used for study support, brainstorming, concept development, or writing refinement, but not to complete assignments or examinations unless explicitly authorized.
- When AI is used in any part of an assignment, the student must disclose its use and provide the appropriate citation.
- Students must evaluate AI-generated material critically and are responsible for the accuracy of all information submitted.
- Misuse of AI, including plagiarism or unauthorized use in assessments, constitutes a violation of the University's Academic Integrity Policy.

### Prohibited Uses

- Submitting AI-generated work, in whole or in part, as one's own without proper disclosure or attribution.
- Using AI to complete examinations, assignments, or projects in violation of course policies.
- Entering or uploading any student data, PII, or confidential University information into AI tools or systems.
- Using AI to create or share false, misleading, discriminatory, or otherwise harmful material.

### Compliance and Consequences

Failure to comply with this policy is a violation of University standards. Reported violations will be addressed in accordance with the Code of Academic Integrity Policy and relevant disciplinary procedures for students, faculty, and staff. Sanctions may include grade penalties, course failure, suspension, or termination of employment, depending on the severity of the infraction.

## CONFIDENTIAL INFORMATION POLICY

American National University of Kentucky encourages open dialogue and the sharing of professional experiences to enrich classroom learning; however, students must respect and uphold confidentiality

agreements, privacy expectations, or ethical standards associated with their employment, clients, or professional affiliations. When discussing workplace scenarios or client interactions, personally identifiable or proprietary information should never be disclosed.

## COPYRIGHT POLICY

American National University of Kentucky is committed to compliance with U.S. Copyright Law (Title 17, U.S. Code) and to the ethical use of intellectual property. All members of the University community are responsible for understanding and upholding copyright standards when creating, using, or distributing materials in any format.

### FAIR USE GUIDELINES

Faculty and staff may use limited portions of copyrighted works for instructional or scholarly purposes under the Fair Use provisions of U.S. Copyright Law. Occasional use of an article, excerpt, or image for a specific class session or assignment may qualify as fair use. Repeated or systematic use of the same materials in multiple courses or terms generally requires permission or a licensed copy. When materials are not available through University subscriptions, students may be required to purchase or access them independently. Questions regarding fair use should be directed at the Chief Academic Officer (CAO).

### PUBLIC DOMAIN AND GOVERNMENT DOCUMENTS

Materials that are in the public domain, published by the U.S. government, or no longer protected by copyright may be freely used and distributed for academic purposes. Faculty and students are encouraged to confirm that such materials are indeed free of copyright restrictions before use.

### SOFTWARE USE AND DISTRIBUTION

All software used in University's courses must comply with applicable license agreements. Students must obtain personal licenses for required software unless the University or textbook publisher provides access as part of the course materials. Faculty and students may not copy, distribute, or install copyrighted software on multiple devices unless explicitly authorized by the license. Open-source software may be used when distributed through legitimate, authorized channels. Faculty should post verified links within the course rather than distributing the software directly.

### DISTRIBUTION OF AUTHORED AND PUBLISHED MATERIALS

The creator of a work owns the copyright unless rights have been transferred to a publisher or other entity. Authors retain the right to distribute their own unpublished or self-published materials. Materials published by another party may not be reproduced or distributed without permission from the copyright holder. Faculty who desire to reuse copyrighted materials in successive courses must obtain written permission or ensure that appropriate licenses are in place.

### DIGITAL AND AI-GENERATED CONTENT

The same copyright protections apply to digital, multimedia, and AI-assisted works. Users must ensure that any AI-generated content used in coursework or instruction does not infringe upon copyrighted materials. When in doubt, attribution or permission should be obtained before use or distribution.

### COMPLIANCE AND OVERSIGHT

Faculty members are responsible for confirming that materials used in instruction comply with this policy. In cases of uncertainty or when use may exceed Fair Use standards, the Chief Academic Officer will

determine whether permission or purchase arrangements are necessary. Violations of this policy may result in disciplinary action consistent with the University's policies on academic integrity and professional conduct.

## DRUG AND ALCOHOL ABUSE PREVENTION POLICY

American National University of Kentucky is committed to maintaining a learning and working environment free from the unlawful possession, use, or distribution of illicit drugs and alcohol. Consistent with federal, state, and local law (including the Drug-Free Schools and Campuses Act [20 U.S.C. § 1011i; 34 C.F.R. Part 86]), the University prohibits the manufacture, distribution, dispensing, possession, or use of controlled substances or alcohol on University property, in University facilities, or at any University-sponsored activity.

The consumption of alcohol is not permitted during the regular course of business or official class sessions. Limited exceptions may be authorized in writing by the President or Chief Academic Officer for approved University-sponsored events where alcohol service is consistent with law and professional conduct expectations.

### APPLICABILITY

This policy applies to all members of the University community (students, faculty, staff, and guests) whether participating in programs, courses, or events conducted in person or online.

### HEALTH RISKS

The misuse or abuse of alcohol and drugs poses significant health risks, including but not limited to physical and psychological dependence, organ damage, impaired judgment, reduced academic or job performance, and—in extreme cases—death. Substance abuse also increases the risk of accidents and injuries and can adversely affect interpersonal relationships and mental health.

### LEGAL SANCTIONS

Federal and state laws impose serious penalties for unlawful possession, use, manufacture, or distribution of controlled substances or alcohol. These penalties include fines, imprisonment, and loss of eligibility for federal student aid. Under federal law, possession of a controlled substance can result in imprisonment for up to one year and a minimum fine of $1,000 for a first offense. Kentucky law (and other applicable state law) further prohibits the sale or furnishing of alcohol to minors and imposes penalties for operating vehicles under the influence of alcohol or drugs.

### UNIVERSITY SANCTIONS

Violations of this policy will result in disciplinary action consistent with University procedures and may include:

- Mandatory counseling or participation in an approved rehabilitation program;
- Suspension or termination of employment (for faculty/staff);
- Probation, suspension, or expulsion (for students); and
- Referral for criminal prosecution when appropriate.

All disciplinary actions will respect due process and be administered in accordance with the University's Professional Conduct Policy and applicable handbooks.

### ASSISTANCE AND COUNSELING RESOURCES

The University encourages any student or employee struggling with substance use to seek help before it interferes with academic or professional responsibilities. Information and referrals for confidential counseling, treatment, or rehabilitation are available through:

- SAMHSA National Helpline: 1-800-662-HELP (4357) – confidential, 24-hour support
- National Drug and Alcohol Treatment Referral Service: 1-800-662-HELP
- Local or regional Employee Assistance Programs (for staff and faculty)
- Licensed health providers or mental health professionals

The University may provide information about local treatment centers or community health agencies upon request.

### Annual Notification and Biennial Review

The University will distribute this policy annually to all students and employees, review the effectiveness of its Drug and Alcohol Abuse Prevention Program at least every two years, and implement improvements as needed to ensure compliance with the Drug-Free Schools and Campuses Act.

### Dress Policy

All members of the American National University community are asked to observe basic standards regarding appropriate dress. These standards are based on principles of neatness, cleanliness, and tasteful modesty for an academic setting. We frequently have businesspeople and guests on site; many of these people are potential employers. We wish their opinion of our general student population to be completely positive.

An American National University student should always be neat and presentable. His or her hair style should be kept neat and clean. Shorts may be worn providing the hemline is not excessively short. Jeans are acceptable as long as they are clean and in good condition. In general, any dress that is considered inappropriate for an academic setting is also prohibited. Staff and faculty members may enforce this dress policy as necessary.

When special events are scheduled, such as Career Fairs, official visits by dignitaries, etc., more formal business dress is appropriate and recommended.

Some programs may have a dress code for specific courses.

The dress policy is for all live classes, either in person or on camera.

## End-of-Course Evaluations

End-of-course (EOC) evaluations are a key component of the University's continuous improvement and institutional effectiveness processes. These evaluations provide valuable feedback on teaching effectiveness, course design, and student learning experiences, ensuring that our programs remain rigorous, relevant, and responsive to student needs.

At the conclusion of each course, students are invited to complete an online end-of-course evaluation. This confidential survey seeks input on the instructor's teaching effectiveness and engagement, the extent to which course objectives were met, and the overall quality and value of the learning experience. Participation is voluntary but strongly encouraged, as student feedback plays an essential role in maintaining academic quality.

Faculty members receive aggregate EOC results and summarized comments only after the final grades have been submitted. The Chief Academic Officer and academic leadership review evaluation data to support ongoing faculty development, course improvement, and curriculum review. Aggregated results contribute to the annual outcomes assessment process.

Findings from EOC evaluations inform course and program revisions, faculty performance reviews and professional development, and institutional assessment of educational effectiveness.

## NETIQUETTE

The University expects all students to communicate respectfully and professionally in all online and electronic interactions (e.g., emails, learning management system discussions, group projects, live virtual sessions). The purpose of this policy is to promote a positive, inclusive, and productive learning environment through the observance of netiquette—a blend of "network" and "etiquette."

Netiquette refers to using technology in ways that reflect courtesy, professionalism, and respect for others. All communications in academic settings should demonstrate the same level of civility and thoughtfulness expected in face-to-face interactions. Students should:

- Participate fully. Be in a location where you can be fully present in the course and interact with faculty and peers. If you are distracted by your surroundings, you are less likely to glean what you need from the session. You may inappropriately distract others in the process!
- Think before posting or sending. Write clearly, stay on topic, and contribute constructively.
- Be respectful. Address peers and instructors politely. Avoid sarcasm, inflammatory remarks, or overly personal comments.
- Use professional tone and language. Avoid slang, texting abbreviations, or all-cap messages (which may be interpreted as shouting).
- Keep discussions academic. Personal or private matters should be addressed through individual email, not public forums.
- Review before submitting. Proofread your message for tone, clarity, and accuracy before posting or sending.
- Engage thoughtfully. Before asking a question, review existing discussion threads to ensure it hasn't already been answered.

### FLAMING AND INAPPROPRIATE CONDUCT

"Flaming" refers to sending or posting hostile, insulting, or personally targeted messages. Flaming, harassment, or any form of disrespectful communication is strictly prohibited and may result in disciplinary action under the University's Professional Conduct Policy and Code of Academic Integrity Policy.

### GLOBAL LEARN™ PARTICIPATION

Students are expected to attend class meetings as if attending a class on campus. Be on time for class sessions and stay for the entire duration. Students are expected to behave professionally, including adhering to the University dress code, and to treat others with courtesy and respect. Students are expected to avoid inappropriate surroundings and should refrain from using inappropriate language or behavior.

Students must have and use a camera and microphone when attending live video sessions. The camera must be on, providing a live feed, and the student's face must appear in the frame.

Students may not join a class while driving or riding in a car. Students are expected to join from a suitable, quiet location using a device that allows full participation in class activities.

The University strives to provide the best student experience when delivering course content. To do so, live, synchronous lectures provide students and faculty with the opportunity to interact in real time. Attendance in these live, synchronous sessions is essential for student success. Many classes require student attendance in those live sessions.

Whether the course is delivered in a physical classroom or via Global Learn, students are expected to attend each live session. Each live session will have an in-class assignment worth an accumulated 40% of the total grade in the course.

### SUMMARY

Whether in asynchronous (discussion-based) or synchronous (live) settings, students represent the University and its academic community. Demonstrating professionalism, respect, and thoughtful communication supports effective learning and reflects the University's commitment to excellence. Disrespectful communication is strictly prohibited and may result in disciplinary action under the University's Professional Conduct Policy and Code of Academic Integrity Policy.

# TUITION, FEES, AND CHARGES

## TOTAL COST OF THE PROGRAM

The total cost of a student's program depends on the number of credit hours required and the total number of credit hours attempted to successfully complete all degree requirements. Tuition is charged on a per-credit-hour basis and billed each academic term according to the published tuition rate for the student's specific program of study. All textbooks are included in the student's tuition.

Tuition rates and fees may vary by program. Certain programs may include optional or course-specific fees, which students are encouraged to review when planning their academic schedules.

American National University reserves the right to adjust tuition rates, fees, and other charges as necessary. Any changes to tuition or fees will be announced in advance and will apply to future enrollment periods.

## ASSOCIATE PROGRAMS

| Program | Tuition (Per Credit Hour) |
|---|---|
| Associate of Science in Medical Assisting[16] | $321 |
| Associate of Science in Medical Laboratory Technology | $260 |
| Associate of Science in Nursing[17] | $412 |
| Associate of Science in Radiologic Technician | $420 |

## BACCALAUREATE PROGRAM

| Program | Tuition (Per Credit Hour) |
|---|---|
| Bachelor of Science in Medical and Health Services Management | $325 |

## GRADUATE PROGRAMS

| Program | Tuition (Per Credit Hour) |
|---|---|
| Master of Business Administration (all Specializations) | $430 |
| Master of Science in Computer Science and Engineering | $372 |
| Master of Science in Cybersecurity | $411 |
| Master of Science in Information Technology | $422 |
| Master of Science in Software Development | $440 |

## FEES APPLICABLE TO ALL STUDENTS

| Type[18] | Description | Amount |
|---|---|---|
| Transcript Fee | First copy free; each additional copy | $10 |
| Returned Check/Declined Credit Card Fee | Per occurrence | $25 |
| Transaction Chargeback | Per occurrence | 10% + $15 |

[16] Certain equipment will be loaned to students enrolled in MED275 and must be returned to the University upon graduation, withdrawal, or as otherwise directed by the University. Students may be responsible for the cost of repair or replacement if the equipment is not returned or is returned damaged beyond reasonable wear and tear, with missing components, or otherwise not in good working condition. The full replacement cost of the equipment is $1,125; however, the amount charged may be less when repair or replacement of individual components is sufficient.
[17] When enrolling in NUR112, the student will be charged a Nursing Equipment Deposit of $1,000. This deposit is fully refundable upon the return of the equipment.
[18] Fees are non-refundable after 5 calendar days from enrollment.

| Type[18] | Description | Amount |
|---|---|---|
| Diploma Reprint | First copy free; each additional copy | $50 |
| Duplicate ID | First ID free; each additional ID | $10 |
| Textbooks | Included in Tuition | - |
| Experiential Learning Evaluation | Per course | $50 |
| Challenge Exams | Per exam | $50 |
| Re-Application | For international students | $125 |
| Out-of-Country Shipping | This cost is passed to students | Varies |

## EQUIPMENT, SUPPLIES, AND ADDITIONAL COSTS

The University's all-inclusive pricing provides the equipment needed to complete all coursework. If equipment is lost or damaged, students are responsible for replacement costs at fair market value. Some items are loaned and must be returned in original packaging within 15 days after graduation or withdrawal. The University covers return shipping costs. Loaned equipment requirements vary by program and course. Students should refer to their applicable program curriculum and course requirements for information regarding specific equipment, deposits, and other associated costs.

Loaned items include:

- EKG machine
- Adult full size manikin
- Neonatal manakin w/umbilical cord and placenta
- Senior Pressure Ulcer Model
- Welch Sure Temp Plus 690 Thermometer
- Nebulizer
- Suction machine

Students are responsible for returning all university-issued equipment, materials, and accessories by the required return date. All items must be returned in good working condition (reasonable wear and tear excepted), clean, and properly packaged to prevent damage during shipment. Students are responsible for ensuring that items are securely packaged and shipped using the return instructions provided by the University.

If equipment is not returned, not cleaned, is returned damaged due to misuse, neglect, inadequate packaging, or improper shipment, or is missing components or accessories, the University reserves the right to charge the student for the cost of repair or replacement, as permitted by applicable laws and institutional policies.

## HEALTH REQUIREMENTS (FOR EXTERNSHIPS)

Immunizations or evidence of immunity may be required by externship sites and are the student's responsibility. Students must provide medical and immunization records, background checks, and drug screenings. These costs are not covered by the University.

Nursing students are required to obtain the following items which have a total cost of approximately $500:

- Physical exam
- Bandage scissors
- Stethoscope
- White nursing shoes

- Blood pressure cuff
- Watch with second hand
- Penlight
- AHA CPR for Healthcare Providers certification

## Payment Deadlines and Requirements

To maintain active enrollment, students must meet all payment deadlines. All students must pay tuition in full *before* the term begins, unless they are enrolled in a program with limited seats. If payment requirements are not met by the deadline, the student's enrollment may be cancelled during the drop/add period. Students who have been withdrawn for nonpayment may request reinstatement by paying a $300 reinstatement fee. Additionally:

- Students using federal aid or loans must have all forms completed and payment schedules finalized before the term starts.
- Students using employer, Veterans Education Benefits, or other third-party tuition assistance must have an approved contract on file for delayed payment.

## Cost of Attendance

The Cost of Attendance represents the total estimated cost of attending American National University of Kentucky for one academic year (three terms). It includes both direct costs, which are billed by the University, and indirect costs, which vary by student and are used to estimate the overall cost of education.

Direct costs consist primarily of tuition and fees. Indirect costs include items such as food, housing, transportation, and personal expenses. The figures below represent the standard estimates used to determine eligibility for federal and state financial aid for full-time students for the academic year.

### ESTIMATED ANNUAL COST OF ATTENDANCE

| Component | Students Living with Parent/Guardian | Students Not Living with Parent/Guardian |
|---|---|---|
| Tuition | Review Program Cost | Review Program Cost |
| Food and Housing | $5,720 | $9,728 |
| Transportation | $2,864 | $2,864 |
| Books, Course Materials, Supplies, and Equipment[19] | $936 | $936 |
| Personal Expenses | $2,752 | $4,816 |

The Cost of Attendance is intended as a general guide for financial planning purposes. Actual costs may vary based on individual circumstances, enrollment status, and personal spending habits. Students are encouraged to meet with a Financial Services representative to review their individual cost of attendance and funding options.

### PROFESSIONAL LICENSURE OR CERTIFICATION COSTS

For programs that prepare students to enter professions requiring a license, certification, or first professional credential, the related costs may be included in the student's Cost of Attendance if incurred in the final academic year prior to graduation. Students should contact the Financial Services Office to

[19] Because the University's tuition rate is inclusive of textbooks and many course materials, this component is factored at a reduced rate.

discuss whether this cost applies to their program and to request inclusion in their financial aid budget if appropriate.

## California Residents – Student Tuition Recovery Fund (STRF)

The Student Tuition Recovery Fund (STRF) is a California state program that helps protect students who pay tuition in advance at eligible schools. The STRF provides financial relief if a school closes or fails to deliver the education or refunds that were promised.

### WHO IS COVERED

A student is eligible for STRF protection if all the following apply:

- The student is (or was) a California resident while enrolled, or the student enrolled in a California-based residency program;
- The student prepaid all or part of the tuition;
- The student paid (or was deemed to have paid) the STRF assessment; and
- The student suffered an economic loss due to one of the qualifying events listed below.

Students are not eligible and do not need to pay the STRF fee if they are not a California resident and not enrolled in a California residency program.

### WHEN STRF MAY HELP

A student may be eligible for reimbursement from STRF if any of the following occur:

- The University, a campus location, or a specific academic program closes or is discontinued, and the student was unable to finish the program or participate in an approved teach-out plan.
- The student was enrolled within 120 days before a program or location was closed or discontinued.
- The student was enrolled more than 120 days before a closure, but the California Bureau for Private Postsecondary Education (BPPE) determined that the program's quality significantly declined before closure.
- The school was ordered by the BPPE to issue a refund but failed to do so.
- The school did not return or reimburse loan proceeds as required by law.
- The student won a refund or monetary award through court or arbitration against the school but was unable to collect it.
- The student hired an attorney to cancel one or more student loans and have documentation showing both the legal services and the loan cancellation.

### HOW TO APPLY

The student must apply for STRF reimbursement within four (4) years of the event that made the student eligible. If the loan was later revived by a debt collector after a period of inactivity, the student may still apply; however, no STRF claims can be paid without a valid Social Security Number or Taxpayer Identification Number.

### KEEP RECORDS

The student should keep copies of the enrollment agreement, receipts and payment records, financial aid documents, and any written communication about refunds or program closures.

## QUESTIONS?

Contact the California Bureau for Private Postsecondary Education (BPPE):
1747 North Market Blvd., Suite 225
Sacramento, CA 95834
Phone: (916) 574-8900 or (888) 370-7589
Website: www.bppe.ca.gov

## REFRESHER PRIVILEGE

As part of our commitment to keeping graduates' skills and training up to date, the University allows its graduates to return at any time to retake courses in their respective fields, subject to availability. While no tuition fees will be charged for this benefit (Refresher Students will receive an "AU" grade on their transcripts), graduates will be responsible for any additional costs associated with books, equipment, or third-party testing fees.

# FINANCIAL POLICIES

## COST AND FINANCIAL PLANNING

A major concern of many students considering attending University is the cost: "Can I afford to go? Can I get help financing my college education?" Such students are pleased to discover that American National University of Kentucky is affordable! Through a comprehensive financial assistance program, the University helps qualified students and their families apply for various types of assistance.

## ELIGIBILITY FOR FINANCIAL ASSISTANCE

Students must maintain Satisfactory Academic Progress (SAP) to establish and retain eligibility for financial aid. SAP standards for financial assistance recipients are the same as those required for all students and are described in the Standards of Academic Progress section of this Catalog.

Students who lose eligibility due to not meeting SAP standards may regain eligibility by following the procedures outlined in the SAP policy. Students whose progress is interrupted by military service, serious medical emergencies, personal disasters, or other extenuating circumstances may appeal in writing to the Office of Student Services. Appeals are reviewed by the Academic Review Committee.

## ASSISTANCE FOR INTERNATIONAL STUDENTS

Programs sponsored or subsidized by the U.S. government are generally not available to international students. International students should contact their home-country consulate or embassy for available funding options or secure private sponsorship before studying in the United States.

## ASSISTANCE FOR DOMESTIC STUDENTS STUDYING INTERNATIONALLY

While the University does not offer formal study abroad programs, a student enrolled in a program of study abroad is eligible to receive Title IV, HEA program assistance if the student remains enrolled as a regular student in an eligible program at an eligible institution during their program of study abroad, and the eligible institution approves the program of study abroad for academic credit.

## VERIFICATION POLICY

The U.S. Department of Education requires institutions to verify the accuracy of certain information reported on a student's Free Application for Federal Student Aid (FAFSA). Students selected for verification (by either the Department of Education or the University) must provide supporting documentation before financial aid can be disbursed. Verification documents may include, but are not limited to:

- Income information for all required individuals (via IRS Direct Data Exchange or tax return/W-2 forms),
- Verification Worksheet (available through the Financial Services Office),
- Proof of secondary school completion (high school diploma, GED, state certificate, or equivalent),
- Valid government-issued photo ID and Statement of Educational Purpose (notarized if all courses are online), and
- Documentation of untaxed income received during the year.

Students are encouraged to submit verification materials before the start of the award year. All documentation must be received within 120 days after the last date of enrollment. Failure to complete verification will result in loss of financial aid eligibility. Additionally, any information received by the University that appears to be potentially fraudulent or may indicate criminal misconduct will be

investigated by the University. Any credible instances of such activity will be referred to the Office of the Inspector General.

If verification results in corrections to FAFSA data, the Financial Services Office will submit updates and issue a revised Financial Plan if necessary. Students are notified of revisions via email, text message, or videoconference (Zoom).

### Rights and Responsibilities of Financial Aid Recipients

Students have the right to know:

- The total cost of attendance for an academic year (tuition, fees, and estimated expenses),
- The deadlines for submitting financial aid applications,
- How financial need is determined and how much of that need has been met,
- The types and terms of financial assistance offered, and
- The University's satisfactory academic progress and refund policies.

Students are responsible for:

- Providing accurate and complete information when applying for aid,
- Complying with all financial aid agreements and promissory notes,
- Reporting changes in enrollment status or outside scholarships,
- Understanding repayment terms for any loans borrowed,
- Meeting institutional and federal deadlines for application and verification, and
- Fulfilling student employment duties (if applicable).

### Financial Aid Application Process

Students interested in financial assistance should visit the U.S. Department of Education website at www.studentaid.gov, meet with the Financial Services Office, and complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. Transfer students should contact the Financial Services Office to confirm any additional requirements.

### Cancellation and Refund Policy

A student's notification of cancellation may be conveyed to the institution in any manner. Students may cancel enrollment within five (5) calendar days of signing their Enrollment Agreement for a 100% refund of all monies paid. Students who cancel after five days but before the start of the program are also entitled to a full refund.

## DROP/ADD, WITHDRAWAL, AND REINSTATEMENT

The Drop/Add Period applies only to courses that begin at the start of each 10-week term and ends on Saturday of Week 1. Registration for all courses must be finalized by Monday of Week 1, and all tuition and fees must be paid in full by the Sunday prior to the start of the term. Students who have not participated in their courses by the census date are administratively dropped from those courses and are not considered enrolled.

Students enrolled in 5-week courses that begin in the second half of a 10-week term do not have a separate Drop/Add Period. All registration and payment requirements must be met prior to the beginning of the full 10-week term. Students with documented extenuating circumstances may appeal to the Vice President of Student Services for re-entry no later than Wednesday of Week 2.

After the Drop/Add Period ends (Saturday of Week 1 of the 10-week term), students who withdraw from an individual course will receive a grade of "W." Withdrawal from all courses in a term constitutes a program withdrawal and will trigger a refund calculation in accordance with University policy and applicable regulations. Students who fail to attend for 14 consecutive calendar days are considered unofficially withdrawn as of their last date of attendance (see the Attendance Policy).

Students who are withdrawn for non-payment prior to the start of the term may be reinstated only if space remains available, upon payment of a $300 reinstatement fee and full tuition for the course(s). Students may not be reinstated into courses once the census date (Tuesday of Week 2) has passed or in the middle of a 10-week term.

## REFUND POLICY

A student who discontinues his or her studies prior to the end of the term for which he or she is obligated will receive a refund in accordance with the following schedule:

1. If a student withdraws from the institution on or before the first day of classes, or fails to begin classes, the refund shall equal the sum of all amounts paid for tuition or other instructional charges for the period of enrollment or to be paid by or on behalf of the student for the period of enrollment.
2. If after classes have commenced and before expiration of 25% of the period of enrollment for which he or she was charged, a student withdraws, drops out, is expelled, or otherwise fails to attend classes, the refund shall equal 75% of all amounts paid or to be paid by or on behalf of the student for tuition or other instructional charges for the period of enrollment.
3. If after the expiration of 25% or more but less than 50% of the period of enrollment for which he or she was charged, a student withdraws, drops out, is expelled, or otherwise fails to attend classes, the refund shall equal 50% of all amounts paid or to be paid by or on behalf of the student for tuition or other instructional charges for the period of enrollment.
4. If after expiration of 50% of the period of enrollment for which he or she was charged, a student withdraws, drops out, is expelled, or otherwise fails to attend classes, the student will be obligated for 100% of the tuition, fees and other charges assessed by the institution.
5. Students withdrawing due to serious illness or injury accompanied by documentation may be entitled to a refund settlement.

Students, including military students who must leave for military service, who withdraw from a course after the Cancellation Period receive refunds of tuition on a percentage basis according to the student's withdrawal date in relation to the most recent period of enrollment for which the student has paid.

## RETURN OF TITLE IV FUNDS (R2T4)

Federal law requires the University to return unearned Title IV financial aid funds when a student withdraws before completing 60 percent of the term. The percentage of aid earned is determined by dividing the number of days completed by the total number of days in the payment period (excluding scheduled breaks of five or more days).

If more than 60 percent of the period has been completed, all Title IV aid is considered earned. If less than 60 percent has been completed, a portion of the aid is unearned and must be returned to the federal programs within 45 days of the student's withdrawal, even if this creates a balance owed to the University.

In certain cases, a student may be eligible for a post-withdrawal disbursement of Title IV funds for which the student qualified prior to the withdrawal. Students who owe unearned funds and do not repay may lose eligibility for future federal aid.

### How Earned Financial Aid Is Calculated

Federal financial aid is earned on a pro-rated basis according to the portion of the payment period completed. The percentage earned is calculated by dividing the number of calendar days attended by the total number of days in the payment period, excluding scheduled breaks of five or more consecutive days. The unearned percentage equals 100 percent minus the earned percentage.

If a student completes more than 60 percent of the payment period or term, all Title IV aid is considered earned and no return is required.

### Withdrawal Dates

**Official Withdrawals**: The withdrawal date is the student's last day of attendance, as reported when notice of withdrawal is received.

**Unofficial Withdrawals**: The withdrawal date is the last recorded day of attendance. The University determines an unofficial withdrawal after 14 consecutive days of non-attendance.

### Order of Return of Title IV Funds

1. Unsubsidized Direct Loans
2. Subsidized Direct Loans
3. Direct PLUS Loans (Graduate and Parent)
4. Federal Pell Grants
5. Federal Supplemental Educational Opportunity Grant (FSEOG)
6. Other Title IV programs

## Final Financial and Academic Transactions

All financial and academic transactions between the University and a student become final 12 months after the student's last date of attendance (LDA). Any interruption of attendance of longer than five (5) months (two terms) will be a firm LDA for purposes of this policy. This policy does not supersede federal, state, or other jurisdictional regulations.

## Federal Pell Grant Disbursement and Enrollment Policy

Federal Pell Grant eligibility is determined based on a student's enrollment status as of the institution's established census date for each term.

The census date is the point at which enrollment is finalized for Pell Grant purposes. For Pell Grant recalculation purposes, the student's enrollment intensity as of the institution's census date is used to establish the Pell Grant award for the term, consistent with applicable federal Title IV regulations.

Changes in enrollment after the census date generally will not result in recalculation of the Pell Grant award for that term unless otherwise required under federal regulations or institutional policy.

This policy is applied consistently to all students in accordance with applicable Title IV requirements.

## 2026-2027 Direct Loan Disbursement and Enrollment Policy

Federal Direct Loan funds are disbursed for each term based on a student's anticipated enrollment status at the time of disbursement. Funds may be applied to a student's account up to 10 days prior to the start of the term.

The University establishes a census date for each term to determine a student's official enrollment status. The census date is used for institutional recordkeeping and to ensure consistent measurement of enrollment across students.

Once a Direct Loan disbursement has been made for a term, the University generally does not adjust the loan amount for that term based solely on subsequent changes in enrollment status, unless otherwise required under applicable federal regulations. Enrollment activity during the term may be reviewed to inform eligibility for future loan disbursements within the same academic year. Loan eligibility for each subsequent term is determined at the time of disbursement based on anticipated enrollment and prior enrollment patterns, as applicable.

If a student does not enroll in a subsequent term within the same academic year:

- Students who withdraw are subject to a Return of Title IV Funds (R2T4) calculation in accordance with federal regulations.
- Students who complete or graduate will have no further adjustments made to their Direct Loan for the final term.

This policy is applied consistently to all students and reflects the University's approach to administering federal student loans in accordance with applicable regulations.

## Less Than Full-Time Direct Loan Adjustments

The One Big Beautiful Bill Act (H.R.1), signed into law on July 4, 2025, made significant changes to federal student loan disbursement requirements under the Title IV federal aid programs. These changes are scheduled to take effect beginning with the 2026–2027 award year.

Changes Effective in 2026-2027 Award Year

- **Full-Time Academic Year Definition** (No change from the current rules): Annual Direct Loan eligibility is generally based on the assumption that students will complete the following credits over the academic year:
    - Undergraduate students: Must take 36 credit hours over the span of the academic year (typically three terms)
    - Graduate Students: Must take 18 credits over the span of the academic year (typically three terms)
- **Half-time Enrollment** (*No change from the current rules*): Students must be enrolled for at least a half-time load of financial aid-eligible classes to receive a Federal Direct Loan in any given quarter. The minimum number of credits per quarter to be considered half-time is:
    - Undergraduates: 6 credit hours
    - Graduate students: 3 credit hours
- **Less than Full-Time Enrollment**: Starting with the 2026–27 award year, Direct Loan eligibility amounts for students who are not enrolled full-time for the full academic year may be adjusted based on the new federal Schedule of Reduction requirements. Under these requirements, a

student's enrollment level across the academic year may affect annual Direct Loan eligibility amounts.

## LESS THAN FULL-TIME FORMULA FOR LOAN ELIGIBILITY

$$\left( \frac{\text{number of credit hours enrolled for academic year}}{\text{number of credit hours considered full time for that academic year for the program of study}} \right) \times 100 = \text{reduced annual loan limit percentage}$$

This adjustment rule applies to all undergraduate and graduate student direct loan borrowers, utilizing all applicable federal Direct Loan programs. These requirements may also apply to borrowers who previously received federal Direct Loans prior to July 1, 2026, depending on applicable federal transition provisions.

## PROFESSIONAL JUDGMENT: SPECIAL AND UNUSUAL CIRCUMSTANCES

American National University of Kentucky recognizes that every student's financial situation is unique. Federal regulations allow the University to use professional judgment to review individual cases where special or unusual circumstances affect a student's financial need or dependency status. This process ensures that each student's financial aid eligibility is based on their current and actual situation.

## TYPES OF PROFESSIONAL JUDGMENT REQUESTS

Special Circumstances – Cost of Attendance Adjustments: Students may request a review if their educational costs exceed the standard budget. Examples include:

- Increased childcare expenses while attending classes
- Higher commuting or transportation costs required for the program
- Increased housing or utility expenses
- Required purchase of specialized books, equipment, or supplies

Special Circumstances – Student Aid Index (SAI) Adjustments: Students may request a review if their or their family's income has changed significantly since the most recent tax year used on the FAFSA. Examples include:

- Loss or reduction of employment income (student, spouse, or parent)
- Loss of untaxed income or benefits
- Excessive medical or dental expenses not covered by insurance

Unusual Circumstances – Dependency Overrides: In certain cases, a dependent student may request to be considered independent for financial aid purposes. Examples include:

- Family abuse, abandonment, or other unsafe home conditions
- Parental incarceration or institutionalization
- Other exceptional situations where the student cannot obtain parental information

The University may require documentation from a third party (such as a counselor, medical professional, clergy member, social worker, or court official) to verify these circumstances.

## HOW TO REQUEST A REVIEW

Students who believe they qualify for a professional judgment review should contact the Financial Services Office to obtain the appropriate form. Supporting documentation must be submitted within 60 days of enrollment to be considered. Once all materials are received, the University will review the request and notify the student of the outcome as soon as possible.

# FINANCIAL ASSISTANCE

## PROGRAM AND LIFETIME MAXIMUMS

Students qualify for a maximum level of financial assistance based on program of study, merit, and/or financial need. The total amount awarded to a student may have multiple sources of financial assistance allocated against that maximum.

## APPLYING FOR FINANCIAL ASSISTANCE

Students interested in attending American National University of Kentucky may apply for financial assistance. Students are encouraged to review the Department of Education website at https://studentaid.gov/h/understand-aid/how-aid-works to learn how financial aid works. Students seeking financial assistance are scheduled to meet with the Financial Services Office and review all financing options. Students seeking to participate in federal and/or most state financial aid programs must complete the Free Application for Federal Student Aid (FAFSA), available at www.fafsa.ed.gov. Transfer students should contact the Financial Services Office to determine if this step is necessary. Staff members in the Financial Services Office are available to answer questions regarding the financial aid application process, student eligibility, and other financial assistance-related matters.

## FEDERALLY FUNDED GRANTS

Financial aid helps students cover the cost of education. The following federally funded grants are available to eligible students at the University. These grants do not require repayment.

### FEDERAL PELL GRANT

The Federal Pell Grant is available to undergraduate students who have not yet earned a bachelor's, graduate, or professional degree and who demonstrate financial need. All undergraduate programs at the University qualify for a maximum award for the full academic year. Part-time and less-than-half-time students may receive a smaller amount based on their enrollment, but students who enroll in all three semesters at the University may receive up to 150% of their annual award in the year.

To apply, students must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA calculates a Student Aid Index (SAI), which helps determine the student's eligibility based on financial need, enrollment level, and cost of attendance.

Students can receive Pell Grants for up to 12 semesters (i.e., 24 quarters over six years) of full-time study.

### IRAQ AND AFGHANISTAN SERVICE GRANT

If a student is ineligible for a Pell Grant based on SAI, but the student's parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after September 11, 2001, the student may qualify for the Iraq and Afghanistan Service Grant.

To qualify, the student must be under 24 years old or enrolled in college at the time of the servicemember's death and meet all other federal student aid eligibility requirements. The amount and disbursement process for this grant are the same as for the Pell Grant.

## FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

The FSEOG provides additional grant funds for undergraduate students with exceptional financial need who have not yet earned a bachelor's degree. Priority is given to students who qualify for a Pell Grant and have the lowest Student Aid Index (SAI).

Award amounts vary but are typically $150 per term, depending on federal funding availability. To be considered, students must complete the FAFSA by the deadlines published each year. Funds are limited, so early application is encouraged.

# FEDERAL STUDENT LOANS

Federal student loans offer financial aid to help students cover the costs of college. These loans must be repaid with interest, typically beginning after a six-month grace period following graduation, withdrawal, or enrollment at less than half-time. All eligible University programs participate in the William D. Ford Federal Direct Loan Program, with the U.S. Department of Education serving as the lender.

## SUBSIDIZED AND UNSUBSIDIZED DIRECT LOANS

Federal Direct Loans are available in two types: subsidized for eligible undergraduate students with financial need, and unsubsidized for undergraduate, graduate, and professional students regardless of financial need. These loans differ in how interest is handled while the student is enrolled and during grace or deferment periods.

Direct subsidized loans are available to undergraduate students with financial need. The federal government pays the interest while the student is enrolled at least half-time, during a six-month grace period after leaving school, and during approved deferment periods. The student must begin repayment after the grace period ends.

Not all borrowers qualify for the interest subsidy. Contact the Financial Services Office or visit studentaid.gov for details. If the student is a first-time borrower on or after July 1, 2013, the student's eligibility for Direct Subsidized Loans is limited to 150% of the published length of the program. For example, if the program is designed to be completed in two (2) years, the student can receive subsidized loans for up to three (3) years.

Direct unsubsidized loans are available to undergraduate, graduate, and professional students, regardless of financial need. The student is responsible for all interest from the time the loan is disbursed until it is paid in full and may choose to pay the interest while in school or let it accrue and be added to the loan balance (capitalized).

## LOAN LIMITS

The total amount a student can borrow depends on the student's academic level and dependency status. Undergraduate students may borrow between $5,500–$12,500 per year while graduate or professional students may borrow up to $20,500 per year (unsubsidized only). Visiting studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized will give the student current annual and lifetime loan limits.

## REPAYMENT

Once a student graduates, withdraws, or drops below half-time enrollment, a six-month grace period begins before the borrower's first loan payment is due. The student's federal loan servicer will contact the

borrower to provide repayment details and available repayment plan options. Payments are typically due monthly, and flexible income-driven and standard repayment plans are available. For more information or to complete required steps—such as the Free Application for Federal Student Aid (FAFSA), Loan Entrance Counseling, or Master Promissory Note—visit studentaid.gov.

### ELIGIBILITY AND APPLICATION

Students must be enrolled at least half-time in an eligible program, complete Loan Entrance Counseling, and sign a Master Promissory Note before funds are disbursed. Graduate students and parents applying for Direct PLUS Loans must also complete a separate PLUS Loan Application and credit check through studentaid.gov. Interest rates and fees are set annually by federal law.

### REPAYMENT OPTIONS

Federal Direct Loan repayment begins after the six-month grace period that follows graduation, withdrawal, or a drop below half-time enrollment. No deferment request is necessary while the student remains enrolled at least half-time or during the grace period. Repayment is made in monthly installments until the loan is paid in full. Borrowers may select or change repayment plans by contacting their federal loan servicer. More information on current interest rates, loan limits, and repayment options are available at https://studentaid.gov/manage-loans/repayment/ repaying-101 and https://studentaid.gov/manage-loans/repayment/plans.

### NOTE ON LOANS

Loan information is reported to the National Student Loan Data System (NSLDS) where the information can be accessed by authorized agencies, loan servicers, and schools for federal reporting and servicing purposes.

## STATE-FUNDED GRANTS AND SCHOLARSHIPS FOR KENTUCKY RESIDENTS

Residents of the Commonwealth of Kentucky have access to the following additional sources of funding.

### COLLEGE ACCESS PROGRAM (CAP)

This program is funded by the Commonwealth of Kentucky for Kentucky residents who have not completed their first Baccalaureate degree, are attending college in Kentucky, and are enrolled in a degree program that requires at least two years of study.

Students apply by filing the Free Application for Federal Student Aid (FAFSA) as soon as possible after October 1, as funding availability may expire before the state aid deadlines published on the FAFSA. Students must be enrolled on at least a half-time basis and have a Student Aid Index (SAI) that does not exceed $6,655.

Eligibility for this program is based, in part, on financial need, and award amounts are determined by state legislative approval. The maximum award for the 2026-27 award year is $5,300. Students may access www.kheaa.com for more information and to register for Zip Access, which allows them to review their individual award information. Eligibility for subsequent award years will depend on the criteria set forth by the state for awarding purposes.

## GO HIGHER GRANT

This program is funded by the Commonwealth of Kentucky, giving Kentucky residents aged 24 or older who are completing their first undergraduate degree or certificate and are attending on a less-than-half-time basis up to $1,000 for one academic year. Students must demonstrate financial need to qualify.

To apply, students must complete a Go Higher Grant application and the Free Application for Federal Student Aid (FAFSA). For priority consideration, both should be completed as soon as possible after October 1st. Students can access www.kheaa.com for more information and to apply for the Go Higher Grant. Eligibility for subsequent award years will depend on the awarding criteria set forth by the state.

## KENTUCKY EDUCATIONAL EXCELLENCE SCHOLARSHIP

This merit scholarship is funded by the Commonwealth of Kentucky for Kentucky residents who are Kentucky high school graduates, GED recipients, or who completed high school in a home school setting, and are attending college in Kentucky, and who have not earned their first Baccalaureate degree. Recipients must be United States citizens, nationals, or permanent residents of the United States. Award amounts are determined by the student's academic performance in both high school and college.

Specific minimum GPA requirements must be met to qualify. Supplemental awards may be made based on a student's ACT or SAT score and other factors. The University submits enrollment and academic performance information to the state for consideration of eligibility. Eligibility is based, in part, on enrollment status and financial need. Students can access www.kheaa.com for more information and to register for Zip Access, which allows them to review their individual award information.

# WORK-STUDY PROGRAMS

Work-study programs allow students to earn money to help pay for educational expenses while gaining valuable work experience. These programs offer part-time employment opportunities both on and off campus, depending on eligibility and available funding.

## FEDERAL WORK-STUDY (FWS)

The Federal Work-Study Program provides part-time jobs for students with financial need, allowing students to earn money while attending school.

- Jobs may be available on campus or with approved community organizations that provide public or student services.
- Work hours are scheduled so they do not interfere with class time.
- Employment depends on the availability of federal funds each year.
- Pay is based on hourly rates and the number of hours worked, generally covering the academic year.

Students must complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility. For more information or to apply, contact the Financial Services Office.

## INSTITUTIONAL WORK-STUDY

The Institutional Work-Study Program is funded by the University to provide additional employment opportunities for students who may not qualify for federal funding or who wish to earn extra income. Positions are designed, whenever possible, to develop business skills and provide career-related experience in the student's field of study. International students who meet institutional eligibility requirements may

also qualify to participate in the Institutional Work-Study Program. Interested students should contact the Financial Services Office for information on available openings and eligibility criteria.

## VETERANS AFFAIRS WORK STUDY PROGRAM

Qualified students who are enrolled at least three-quarter time in a college degree, vocational, or professional program may be eligible to "earn while they learn" through the Department of Veterans Affairs (VA) Work-Study Allowance Program. This program allows eligible students to perform services related to the VA in exchange for an hourly wage equal to the higher of the federal or state minimum wage. The program is not limited to veterans; it is open to anyone eligible for one of the following VA education programs:

- Post-9/11 GI Bill®
- Montgomery GI Bill® – Active Duty
- Montgomery GI Bill® – Selected Reserve
- Reserve Educational Assistance Program
- Post-Vietnam Era Veterans' Educational Assistance Program
- Dependents' Educational Assistance Program
- Vocational Training and Rehabilitation for Veterans with Service-Connected Disabilities
- Fry Scholarship

Eligible dependents using benefits under 38 U.S.C. Chapter 35 may participate in the VA Work-Study Program only while training within the United States. VA work-study positions must involve services related to the VA, which may include working at a VA facility, at an educational institution, or in certain approved veteran-support roles.

For additional information or to apply, contact the school's Veterans Affairs Office, the VA Regional Office at (800) 827-1000, or visit www.va.gov.

## OTHER FEDERAL ASSISTANCE PROGRAMS

The University is approved by the State Approving Agency for the education and training of eligible veterans and their dependents. For details on specific programs or eligibility requirements, contact the Financial Services Office.

# INSTITUTIONAL ASSISTANCE

American National University of Kentucky is committed to supporting students in achieving their academic and professional goals by providing a variety of institutional grants and scholarships. These awards are designed to recognize merit, encourage persistence, and assist with the financial costs of higher education. Institutional aid may be based on academic achievement, affiliation, employment partnership, military service, or other qualifying criteria. All awards are subject to the availability of funds and the University's policies governing financial assistance.

## GRANTS AND SCHOLARSHIPS

### BLUE RIBBON GRANT

The Blue Ribbon Grant recognizes and supports veterans, active-duty military personnel, spouses, and dependents by providing additional financial assistance after the exhaustion or expiration of military education benefits. Eligible individuals include those who have received education benefits under Veterans

Administration Chapters 30, 31, 33, 35, 1606, Military Tuition Assistance, or State National Guard programs. The University provides a grant of up to 35% of the total amount paid toward direct educational costs. (MYCAA recipients are not eligible.)

Applications are available through the Financial Services Office.

Eligible students may accumulate up to $18,000 in Blue Ribbon Grant funds, which may be used to extend or complete their programs of study or to assist a current spouse or qualified dependent at the University. Grant funds must be used within 10 years of the last term in which they were earned. Military students may elect to transfer their earned grant funds to a current spouse or qualified dependent under the age of 30.

### Yellow Ribbon Grant

The Yellow Ribbon GI Education Enhancement Program (The Yellow Ribbon Program) is a provision of the Post9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree-granting institutions) in the United States to voluntarily enter into an agreement with VA to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. The institution can contribute up to 50% of those expenses, and the VA will match the same amount. Institutions that voluntarily enter into a Yellow Ribbon Agreement with VA choose the amount of tuition and fees that will be covered. VA will match that amount and issue payment directly to the institutions.

Military services students with military education assistance funding are evaluated for eligibility during financial services appointments. The grant will be awarded up to 50% of the Chapter 33 tuition payment.

### Business Partnership Grant

The Business Partnership Grant provides additional financial assistance to students receiving employer tuition assistance who are pursuing new job skills or upgrading existing skills. Students must be employed by an organization that has entered into a tuition assistance agreement with the University. Continued eligibility depends on continued receipt of employer tuition assistance. This grant is not available to students enrolled as international students on active SEVIS status (F-1/F-2, H-1B/H-2B, etc.) or working under CPT/OPT authorization.

Eligible students and their employers must complete the Business Partnership Grant application, available through the Financial Services Office.

Awards are made at a rate of $1 for every $2 of employer tuition assistance received and are applied after all other aid has been awarded.

### President's Grant

The President's Grant is designed to help students overcome unexpected financial barriers that may prevent them from completing their programs. This grant gives University administrators, at the direction of the President, the flexibility to assist students facing financial hardship in eligible situations, such as:

- A reduction or loss of eligibility for Title IV federal funds
- Ineligibility for Title IV funds
- Schedule changes that create unexpected financial challenges
- Financial barriers caused by a prior withdrawal or by completing a previous degree

The goal of the President's Grant is to reduce financial obstacles to enrollment, re-enrollment, and program completion whenever possible.

## Private Loan Supplemental Grant

The Private Loan Supplemental Grant helps students who use private loan funds to cover tuition and fees at American National University of Kentucky. Students who finance their education through private loans may qualify for this grant. Students using Federal Direct Loans are not eligible.

Eligibility is reviewed automatically when the University becomes aware that a student has received private loan funds. Eligible students may receive up to 40% of the amount of their private loans, not to exceed total tuition costs. Continued eligibility is reviewed at the time of reapplication.

## Mongolian Dreamer Grant

The Mongolian Dreamer Grant is an institutional tuition grant established to support qualified international students from Mongolia enrolling at American National University through approved institutional partnerships and pathway agreements.

Eligible students may receive a tuition grant equal to twenty-five percent (25%) of tuition charges for approved undergraduate and graduate degree programs. The grant is intended to support the University's international enrollment initiatives and strengthen collaborative educational relationships with partner institutions in Mongolia.

To be eligible for the Mongolian Dreamer Grant, students must:

- Be admitted to an approved undergraduate or graduate degree program;
- Be identified through an approved partner institution or pathway agreement;

The Mongolian Dreamer Grant:

- Applies a grant equal to twenty-five percent (25%) of eligible institutional tuition charges each term;
- Students are responsible for payment of all remaining tuition balances;
- Has no cash value;
- Is non-transferable;
- Is not redeemable for cash or credit balances;
- May not be combined with other institutional grants, scholarships, or tuition reductions unless specifically approved by the University; and
- Does not apply to fees, books, supplies, housing, transportation, or other non-tuition charges.

To remain eligible for the Mongolian Dreamer Grant:

- Maintain Satisfactory Academic Progress as defined by the University catalog;
- Remain in good academic, financial, and conduct standing with the University; and
- Maintain continuous enrollment unless otherwise approved by the University.

The grant will continue for the duration of the student's eligible program of study provided all eligibility requirements continue to be met. The University reserves the right to modify, suspend, or discontinue the grant at any time for future students or future enrollment periods.

The University may require additional documentation to verify eligibility for participation in this program.

Effective Date: The Mongolian Dreamer Grant is effective for students enrolling on or after June 1, 2026, and will be reviewed annually for continuation by the University.

## Refer a Friend Grant

The Refer a Friend Grant provides current students with the opportunity to help others start their educational journeys, and in return, the referred student receives a $750 grant toward their first term. When a new student is referred by a current student and enrolls, the new student receives a $750 grant, applied directly to their first-term tuition balance.

The grant is non-renewable and non-cash (credited only to tuition). It cannot be combined with other institutional grants or scholarships. The referred student must remain enrolled through the final week of their first term to be eligible for the award. The grant helps grow the University community through the enthusiasm and outreach of our students. Encourage someone you know to take the next step by referring a friend today!

### Grant Eligibility and Terms for the Referring Student

The referring student must be enrolled at the University during the term when the referred student begins enrollment.

### Grant Eligibility and Terms for the Referred Student

The referred student must be a first-time applicant to the University and must list the referring student's name on their application or during admissions. The student must meet all University admissions requirements and must enroll at least half-time (minimum 8 credit hours) in the first term.

The student will receive a $750 grant applied to the first-term tuition balance. Only one grant is awarded per eligible student, regardless of multiple referrals.

## Workforce Development Grant

The Workforce Development Grant assists eligible displaced or disadvantaged students who are working to enter, reenter, or transition within the workforce through education. Students may qualify if they are identified as dislocated or disadvantaged through participation in local, state, or federal job training programs (such as WIOA or TAA). Eligibility is also based on:

- The amount of remaining tuition and fees after all other aid is applied
- The availability of Workforce Development Grant funds

Students must first use all other available funding (e.g., Pell Grant, FSEOG, WIOA, TAA, and other institutional grants or scholarships) before being considered for this award.

Awards are made annually, up to a maximum of $7,500 per academic year or the amount of remaining tuition and fees (whichever is less). No more than $1,500 may be awarded to the student per term. Students may reapply each year if eligibility criteria continue to be met.

## University Transfer Grant

The University Transfer Grant is designed to enhance collaboration between educational institutions and facilitate continued higher education for international students. It is offered to students from Universities and Colleges or English as a Second Language programs within the United States who transfer their I-20 to American National University or its affiliates. The grant is a lifetime maximum award of $1,000, credited to the students' account their first term of enrollment, and is non-renewable. The lifetime maximum award

may be exceeded by an additional $1,000 in the event a student transfers to American National University or its affiliates due to the completion of a degree. This grant may not be combined with any other grant or scholarship program and is available to students who enroll before May 15, 2027.

### Callista Nursing Grant

The Callista Grant was established to support Nursing students actively enrolled in the Nursing Program as of November 21, 2025 who had previously completed general education coursework in another program at the University or at another institution that was not accepted for transfer credit under the transfer credit policy in effect prior to November 21, 2025, but that would be accepted for transfer credit under a revised transfer credit policy made effective contemporaneously with the establishment of the grant.

Nursing students who qualify for the Callista Grant may receive a grant of $375 per credit hour for courses completed in another program at the University or in another institution that meets the University's revised transfer requirements, as determined through the official evaluation process. The grant has no cash value and is only applicable toward direct education costs, such as tuition, books, course materials, supplies, and equipment, in future academic terms, as long as the student remains continuously enrolled in the nursing program.

Once eligibility is confirmed, the Financial Services Office will determine the appropriate application of the grant each term, based on the student's remaining tuition charges. The term award amount will be applied after all federal and external financial aid and only toward unpaid tuition, ensuring the student receives the full benefit of the grant. To maximize the benefit, the total grant amount may be distributed across several future terms, depending on remaining tuition charges and the student's academic plan.

The Callista Grant serves as a pathway to support student progression and program completion by lowering the financial burden associated with previously earned, transferable credits. Students must maintain continuous enrollment to remain eligible.

### ANU of Kentucky Legacy Merit Scholarship (Domestic and Non-I-20 Students)

The University Legacy Merit Scholarship honors the academic achievements of alumni from the University who pursue a second or higher degree at the University or its affiliates. Applicants must have completed a prior degree at the University with the following minimum GPA and credit requirements:

- Associate's Degree – 69 credit hours with a GPA of 3.0 or higher
- Bachelor's Degree – 135 credit hours with a GPA of 3.0 or higher
- Master's Degree – 42 credit hours with a GPA of 3.5 or higher

Students must enroll in a new program within one year of completing their previous degree and will receive a one-time, non-renewable scholarship of $1,000, applied to the first term of re-enrollment. An additional $1,000 may be awarded for students transferring to an affiliate institution following degree completion. This scholarship may not be combined with other institutional aid and is available for students enrolling before May 15, 2027.

### ANU of Kentucky Legacy Merit Scholarship (International Students)

This scholarship recognizes international alumni on active I-20 status who return to pursue additional degrees at American National University of Kentucky or its affiliates. Applicants must have earned a prior degree at the University with the following minimum GPA and credit requirements:

- Associate's Degree – 69 credit hours with a GPA of 3.0 or higher
- Bachelor's Degree – 135 credit hours with a GPA of 3.0 or higher
- Master's Degree – 42 credit hours with a GPA of 3.5 or higher

Students must enroll in a new program within one year of completing their previous degree and will receive a one-time, non-renewable scholarship of $1,000, applied to the first term of re-enrollment. An additional $1,000 may be awarded for students transferring to an affiliate institution following degree completion. This scholarship may not be combined with other institutional aid and is available for students enrolling before May 15, 2027.

### Summary of Institutional Grant and Scholarship Terms

All institutional grants and scholarships at American National University of Kentucky:

- Are subject to available funding and University policies.
- Cannot be redeemed for cash or combined with other institutional aid unless expressly stated.
- Are applied directly toward tuition and fees.
- Require satisfactory academic progress and adherence to University standards of conduct.

## Third Party Assistance

In addition to federal, state, and institutional aid, students may be eligible for financial support from outside sources. These third-party options can help bridge the gap between the total cost of attendance and other available aid.

### PRIVATE OR ALTERNATIVE EDUCATION LOANS

Not all students are eligible for federal student loans, and some may prefer to explore private or alternative loan options. The University partners with a variety of private lenders who provide education loans to qualified students. Terms, interest rates, loan limits, and eligibility criteria vary by lender. Students interested in exploring private or alternative loans are encouraged to:

- Compare loan terms carefully among different lenders.
- Discuss options with the Financial Services Office, which can help review available choices and provide guidance on responsible borrowing.

Private loans are made directly between the student and the lender, and borrowers are responsible for understanding all repayment terms and conditions.

### EMPLOYER TUITION ASSISTANCE PROGRAMS

Many employers support their employees' professional growth by offering tuition reimbursement or direct tuition payment programs. Students are encouraged to contact their employer's Human Resources or Training department to determine whether such a program is available. The University actively partners with employers through its Business Partnership Grant program to help expand tuition assistance opportunities for employees. The University can provide employers with detailed information about degree programs, courses, and tuition benefits upon request.

## DISTANCE EDUCATION COURSES

American National University of Kentucky offers distance education courses from both its individual campuses in Louisville, KY and Pikeville, KY as well as through consortium agreement with American National University-Salem, VA which is approved to offer distance education in the Commonwealth of Kentucky.

American National University offers flexibility with distance education courses. There are different types of distance education: Video conferencing (Global Learning) classes which require a student to be on a campus and receive instruction through a video instructor and students from other campuses, and Online courses through the Canvas Learning Management System.

American National University understands that students often lead a busy life. With this in mind, we offer blended programs that may include campus-based classes, video conferencing classes and online classes. Our programs offer a convenient and flexible medium for learning, and they are taught by caring faculty dedicated to your success.

### HOST INSTITUTION COURSE OPTION

Students have the option to complete a portion of their program of study through distance education courses offered at another institution (Host Institution) which has entered into a consortium agreement with the student's Home Institution. Such courses are supported through services provided by the host institution.

Students enrolled in the following programs may take a portion of their coursework at the Host Institution through a consortium agreement:

- Associate of Science in Medical Assisting
- Associate of Science in Nursing
- Associate in Science in Medical Laboratory Technology
- Associate of Science in Radiologic Technology
- Bachelor of Science in Medical and Health Services Management
- Master of Business Administration
- Master of Science in Cybersecurity
- Master of Science in Information Technology

## ATTENDING ANU OF KENTUCKY

Each student's journey to graduation is unique, so each student receives an individualized Academic Plan from the University. The Plan outlines the required courses to meet degree requirements and is reviewed and updated at least annually (more frequently when circumstances require adjustments).

To help students progress through the programs, the University's faculty are ready to assist through multiple, accessible channels of communication such as Global Learn™ (real-time class sessions), discussions in Canvas courses, email (preferred for individual questions), and telephone (as applicable). Faculty strive to respond to emails and phone calls within 24 hours, post feedback on major assignments within three (3) business days of submission, and post grades no later than 48 hours after the course's final assignment due date.

In addition to faculty, each student is assigned an Academic Advisor to support the student's progress throughout the program. Advisors help students interpret and update the student's Academic Plan; register

for courses and understand degree requirements; navigate academic policies, course loads, and milestones; and access University resources for academic or personal success. Students are encouraged to meet with their advisors at least once per term and whenever academic or personal circumstances arise.

## Submission of Course Work

All coursework must be submitted via Canvas by 11:59pm, Eastern Time on the last day of the course term. Students requesting an exception to this policy must follow the Incomplete Policy.

## Course Delivery and Learning Modes

The University courses use both synchronous (live) and asynchronous (on-demand) interactions. Courses are delivered online (delivered through Canvas with scheduled Global Learn™ sessions) and through hybrid instruction (combining online coursework with required in-person residencies).

Domestic students are not required to take a residential course but may take up to two residential courses per term. International Students (SEVP Participants) on F-1 visas must maintain compliance with SEVP requirements:

- Only one fully online (4-credit) course per term is permitted.
- Additional courses must be taken in a residential format.

### GLOBAL LEARN™

Global Learn™ sessions are held within each online course to facilitate real-time interaction between faculty and students. These sessions are scheduled by the Registrar's Office and identified in the course syllabus. Attendance is required unless prior arrangements have been approved by the advisor and acknowledged by the instructor. Students participate through Zoom using the provided link in Canvas.

### RESIDENCIES

Residency courses provide synchronous, instructor-led engagement designed to enhance applied learning. Activities may include lectures, projects, presentations, exams, or virtual labs. Each residency has the following expectations:

- Attend all scheduled sessions.
- Participate actively throughout each day; early departures are not permitted.
- Maintain professionalism in appearance, communication, and background.
- Submit all required work in Canvas by the end of each day.

Students who are studying in the US on F-1 status are required to attend residency sessions at the campus and may make up no more than one (1) residency class series within an academic year for any reason. An academic year at ANU consists of three (3) terms. A makeup session may be approved for a fee of $625 per session. Students with documentation of circumstances wholly outside their control, such as a natural disaster, may present documentation to request a waiver of the $625 fee. Make-up sessions will be offered only when the campus is open, typically on weekdays, based on the availability of campus personnel. In no case will a make-up session be held after the end of the term.

### PARTICIPATION EXPECTATIONS

Active participation is essential for success. Students should log into Canvas at least three (3) times per week on different days, contribute meaningfully to threaded discussions and respond to peers, and attend all scheduled Global Learn™ sessions.

### Site Security

In accordance with federal law, the University provides information about campus safety policies, procedures, and crime statistics to current and prospective students and employees. The Annual Security Report (ASR) includes statistics concerning the occurrence of certain crimes on or near University in-residence sites, as well as information about campus safety measures, emergency response procedures, and crime prevention programs. The most recent report is available on the University's website or by contacting the University's administrative office.

The ASR indicates that the incidence of reportable crimes at its individual locations has remained very low or nonexistent in recent years. Nonetheless, the safety and well-being of all members of the University community are of the highest importance. Students, faculty, and staff are strongly encouraged to report any crimes or suspected criminal activity to University leaders or to the appropriate local law enforcement agency.

### Adverse Weather

The safety of students, faculty, and staff is the University's top priority during periods of inclement weather. While every effort will be made to maintain scheduled classes and operations, the University encourages everyone to use personal judgment when determining whether travel to a physical site is safe.

Announcements regarding campus delays, early dismissals, or cancellations will be communicated through text and email notifications. When appropriate, notices may also be shared via local television and radio stations serving the affected area. All students are automatically enrolled in the University's alert system upon admission. This system is used to deliver time-sensitive updates related to weather, campus closures, and other emergencies. Students are responsible for ensuring that their contact information remains current with the University to receive notifications.

### Communication Devices

Students may possess mobile phones or other communication devices while on University property; however, all such devices must remain in silent mode during class sessions. The use of mobile or communication devices during class is prohibited unless specifically authorized by the instructor for academic purposes. If a student uses a device in a manner that disrupts the learning environment, the instructor may confiscate the device and return it at the end of the class session.

## Canvas Learning Platform

The Canvas Learning Management System is the central platform for all University courses. In Canvas, students can access syllabi, assignments, and course materials, participate in discussions and Global Learn™ sessions, submit assignments, view grades in the Gradebook, and communicate with instructors and peers. Students are responsible for maintaining access to Canvas and checking it regularly for course announcements, deadlines, and feedback.

## Grading of Deliverables

Each graded component within a course is assigned a specific number of points, contributing to a total of possible points for the course. Faculty assess students' work using qualitative and quantitative criteria to ensure consistency, rigor, and fairness in grading.

## DISCUSSION THREADS

Active participation in discussion threads is a critical element of online learning. Faculty assess both the quantity and quality of participation, with emphasis on engagement, critical thinking, and communication skills.

## SUBMITTED ASSIGNMENTS

Written work is evaluated on both its content and the quality of writing, whereas performance assessments are evaluated on the full submission package. The University follows the most current Publication Manual of the American Psychological Association for in-text citations, references, and general formatting. Faculty assess written assignments according to the following dimensions:

### CONTENT AND ORGANIZATION

- Addresses all key elements of the assignment.
- Demonstrates comprehension of relevant theories and concepts.
- Supports conclusions with evidence and logical reasoning.
- Incorporates current, credible, and diverse sources (beyond the textbook).
- Organizes material logically, with clear introductions, transitions, and conclusions.

### CONTENT DEVELOPMENT

- Demonstrates thoughtful analysis and interpretation, not mere description.
- Incorporates real-world examples where appropriate.
- Integrates perspectives from course materials and external research.

### STYLE AND MECHANICS

- Adheres to APA 7th edition formatting and citation requirements.
- Demonstrates professional presentation with effective structure, headings, and layout.
- Uses correct grammar, punctuation, and spelling.
- Maintains clear, concise, and coherent writing throughout.
- Uses precise language and appropriate tone for the intended audience.

# COURSE DESCRIPTIONS

All courses are arranged in alphabetical order by the subject area (after the initial pre-entrance and development courses). They are embedded into a table that showcases the subject area, course code, course title, number of credits, course description, and pre-requisites and co-requisites (if applicable) similar to the following table:

| Subject | Code | Name |
|---|---|---|
| | Credits | Description |
| | | Pre-Requisites |

## PRE-ENTRANCE REQUIREMENT COURSES

| | | |
|---|---|---|
| ENG | 090 | Basic English |
| | 0 | This course is designed to develop and enhance the students' basic English skills. |
| MAT | 090 | Basic Math |
| | 0 | This course is designed to develop and enhance the students' basic math skills. |
| SCI | 090 | Basic Science |
| | 0 | This course is designed to develop and enhance the students' basic science skills. |

## ACCOUNTING COURSES

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| ACC | 513 | Financial Management |
| | 4 | This course introduces students to the fundamentals of valuation, financial forecasting, risk and return analysis, cost of capital, debt policy, and project evaluation. |
| ACC | 522 | Managerial Control |
| | 4 | Students taking this course will obtain an in-depth understanding of the analysis and design of control systems to facilitate short-term decisions to aid in focus on long-term strategic issues. Integrates the development, implementation, and evaluation of control systems in various business environments. |
| ACC | 610 | Financial Reporting |
| | 4 | Students taking this course will develop an understanding of the issues involved in the development of financial accounting information. Emphasis will be placed on current issues facing financial reporting and the potential impact of these issues on business entities. |
| ACC | 640 | Business Tax Strategies |
| | 4 | This course provides an evaluation of how taxation affects various business entities and managerial decision-making. Discussion topics include an evaluation of taxation and its influence on proprietorships, partnerships, and corporations and how taxation also influences decisions regarding acquisitions, dispositions, and exchanges. |
| ACC | 650 | International Accounting and Multinational Enterprises |
| | 4 | This course presents international accounting within the context of managing multinational enterprises, focusing on business strategies and how accounting applies to these strategies. Students will have the opportunity to learn about international accounting topics such as foreign currency transactions, analysis of foreign financial statements, foreign taxation and multinational systems of control. Students will examine the key factors that influence accounting standards and practices in different countries, and how those factors impact the convergence of standards worldwide. Emphasis is given to culture and its unique contribution to accounting standards and practices worldwide. The course focuses on the needs of users of financial and accounting information across borders with the aim of enhancing their understanding of how to use information and making more informed decisions in an increasingly complex and dynamic international business environment. |

## Biology Courses

| | | |
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| BIO | 101 | Introduction to Biology |
| | 4 | Introduction to Biology is a general biology class for non-biology majors in which the following basic principles are explored: Characteristics of Life, Basic Biochemistry, Cell Structure and Function, Cell Metabolism and Reproduction, Genetics and Heredity, and Scientific Method. This class is intended for students who have never studied biology or who need to review basic biology. |
| BIO | 105 | Microbiology with Lab |
| | 6 | The characteristics of microorganisms and their relation to health and disease are studied.<br>Pre-Req: BIO262 |
| BIO | 110 | Anatomy and Physiology I with Lab |
| | 4 | This course is an introduction to the fundamental principles of human anatomy and physiology. Through a comprehensive exploration of the structure and functions of the human body systems, students will develop a foundational understanding of how organs work together to maintain homeostasis. |
| BIO | 112 | Anatomy and Physiology II with Lab |
| Th | 4 | This course continues the introduction to the fundamental principles of human anatomy and physiology, building upon the foundation established in Basic Anatomy and Physiology I. Through a comprehensive exploration of the structure and functions of the human body systems, students will develop a foundational understanding of how organs work together to maintain homeostasis. |
| BIO | 201 | Basic Anatomy and Physiology I |
| | 4 | A study of the anatomy, physiology and medical terminology of the skeletal, muscular, respiratory, cardiovascular, lymphatic, immune, hematological, digestive, and reproductive systems. This course covers human development, birth and genetics. |
| BIO | 202 | Basic Anatomy and Physiology II |
| | 4 | Students taking this course will study the anatomy, physiology and medical terminology of the cell, tissues, membranes, and structures of the nervous system, the sensory system, the integumentary system, the digestive, the urinary system, and the endocrine system. This course will discuss the basic chemistry, water acids, bases, carbohydrates, lipids, proteins, nucleic acids and classes of macromolecules in cells.<br>Pre-Req: BIO201 |
| BIO | 206 | Diseases of the Human Body |
| | 4 | This course examines diseases affecting the various tissues, organs and body systems. Topics include genetics, mental health disorders, and diseases affecting children and the older adult. |
| BIO | 261 | Anatomy and Physiology I with Lab |
| | 6 | This course will present the interrelationship of structures and functions of the human body including the study of the integumentary, skeletal, muscular, endocrine, and nervous systems. The study of basic chemistry, cell structure, cell physiology, metabolism, and tissues will be included. |
| BIO | 262 | Anatomy and Physiology II with Lab |
| | 6 | This course will expand on the anatomy and function of the body systems. An exploration of how hormones, genetics, stress, acid-base balance, fluids and electrolytes affect each body system will be studied.<br>Pre-Req: BIO261 |

## Business Courses

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| BUS | 125 | Principles of Management |
| | 4 | This course focuses on decision-making, strategic planning, organizing, and job organizational design aspects that are essential to the field of management. |
| BUS | 225 | Business Communications |
| | 4 | A comprehensive course in business communication, that includes the study and practice of concepts and skills as they apply to business and professional settings including written communication, business and professional presentations, interpersonal and group dynamics. |

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| | | Special attention is given to learning to communicate effectively in multiple formats as professional in today's digital, social, and mobile world. |
| BUS | 420 | Project Management |
| | 4 | This course helps students create project plans, assemble and lead problem-solving teams, eliminate or manage potential stumbling blocks, and complete projects on time and within budget.<br>Pre-Req: Can only be taken during the last two terms of a program. |
| MB | 505 | Business and Society |
| | 4 | This course focuses on interrelationships among business, government, and society. Students taking this course will learn how to function in a complex and dynamic environment and how to apply frameworks for moral reasoning to complex business issues. Students will also gain an appreciation of the role of ethics and society in business decision-making. |
| MB | 511 | Management Communications |
| | 4 | This course is designed to help students to develop oral and written communication skills that can be used in a variety of organizational settings. Course work includes communications networks, oral presentations of technical material, and decision-making, problem-solving, and agenda-setting in small groups. |
| MB | 517 | Dynamics of Organizational Behavior |
| | 4 | This course in management involves theories and models aimed at helping students to develop the managerial competencies needed to analyze, predict, and guide individual, group and organizational behavior. |
| MB | 518 | Developing Human Resources |
| | 4 | Students taking this course will examine aspects of strategic management, workforce planning and employment, employee training and development, and risk management. Emphasis will be placed on the creation of practical development plans, and workforce need analysis. |
| MB | 520 | Organizational Sustainability |
| | 4 | Students will explore how organizations seek to implement strategies and commitment to providing economic and cultural sustainability. Students will analyze the concept of "360-organizational sustainability" through an examination of four critical areas: the organization itself, Human Resources both inside and outside the organization, the community/society, and the environment. |
| MB | 523 | Legal Environment of Business |
| | 4 | Students taking this course will examine the legal environment of business in view of statutory provisions and administrative regulations that affect various forms of business organizations. This course also includes an in-depth discussion of business ethics. |
| MB | 524 | 21st Century Leadership |
| | 4 | Students taking this course will examine how leadership theories, individual and organizational factors, and ethical practices shape performance across business environments. Students will explore the distinct roles of leaders, managers, and followers; evaluate power, influence, and motivation; and learn to guide change and foster diversity. Through applied projects, students will design leadership development models and develop personal philosophies to lead effectively in diverse business environments. |
| MB | 528 | Marketing Management |
| | 4 | Students will examine and discuss the role of marketing from a micro and macro environmental perspective. Topics include the development and implementation of the marketing mix and the control and analysis of the total marketing effort. Behavioral, financial, and quantitative analysis are used to explore such topics as buyer behavior, market segmentation, brand strategy, distribution channels, pricing, and advertising. Case studies and group projects will focus on market strategies. |
| MB | 554 | Business Research |
| | 4 | Students taking this course will examine how leadership theories, individual and organizational factors, and ethical practices shape performance across business environments. Students will explore the distinct roles of leaders, managers, and followers; evaluate power, influence, and |

motivation; and learn to guide change and foster diversity. Through applied projects, students will design leadership development models and develop personal philosophies to lead effectively in diverse business environments.

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| MB | 565 | International Finance |
| | 4 | This course deals with monetary interactions between two or more countries, concerning itself with topics such as financial flow, currency exchange rates, international monetary systems, foreign direct investment, balance of payment considerations and issues of international financial management including political risk. |
| MB | 570 | Business Information Systems |
| | 4 | Students taking this course will learn how managers can apply Information Technology to integrate data in business activities to solve management problems, increase productivity, facilitate decision-making, and find new opportunities for their organizations. |
| MB | 582 | Managing Global Diversity |
| | 4 | This course examines benefits and challenges of managing diversity in the international workplace, as well as methods for using diversity to create a competitive advantage. Students will examine differences between countries, as well as the internal diversity of each country. The course will examine a country's customers, employers, employees and suppliers. Students will also focus attention on what constitutes a successful global diversity management program and successful global diverse teams. |
| MB | 583 | Global Virtual Teams |
| | 4 | Students in this course will study best practices for managing global virtual teams. Concepts covered will include asynchronous communication in teams, collaboration among team members, time zone differences, cultural differences, coaching for performance, and business applications for global virtual teams.<br>Pre-Req: MB630 |
| MB | 584 | Managing International Human Relations |
| | 4 | This course is concerned with identifying and understanding how the Multinational organizations manage their geographically dispersed worked force to leverage their Human Resources for obtaining local, as well as global competitive advantage. Students will examine how the global Human Resources functions differ from those of domestic Human Resources. Emphasis is placed on staffing, compensation, training, performance management, labor relations, communication and regulatory compliance within the global business environment. |
| MB | 588 | Managing Quality |
| | 4 | In this course, students focus attention on how quality is created, implemented and maintained in both the manufacturing and services industries for both parent organizations and supplier relationships. Students gain an understanding of quality planning and assurance, as well as quality control and quality improvement. In the course, students examine many different theories and practices of quality management, including Six Sigma, The International Organization for Standardization (ISO), and Total Quality Management. |
| MB | 611 | Project Management |
| | 4 | Students taking this course will examine the practices, processes, and concepts of project management. Students will review the project life cycle areas including Initiating, Planning, Executing, Controlling, and Closing projects. |
| MB | 621 | Managerial Economics |
| | 4 | This course introduces students to the analytical skills used in the study of microeconomics. Topics include efficient resource allocation; demand and supply estimation; competitive industry adjustment; pricing techniques, and labor market dynamics. |
| MB | 625 | International Management |
| | 4 | Students taking this course will examine special aspects of operating in the global environment by using the cross functional approach. Topics covered include global issues in politics, ethics, finance, marketing, organizational behavior, law, and strategy. |

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| MB | 630 | Operations Management |
| | 4 | This course teaches students how operations management contributes to the overall success of an organization. The emphasis will be on the operations management tools and concepts developed within the operations functions, which assist in all other functional areas within an organization. |
| MB | 695 | Business Leadership Policy and Strategy |
| | 4 | Students taking this course will examine and discuss business strategy using Michael Porter's classic five force model of strategic management. Comprehensive case studies will serve as a basis for strategic analysis.<br>Pre-Req: Can only be taken during the last three terms of a program. |
| MB | 699 | Practitioner Projects in Business Administration |
| | 4 | In this course students will identify, analyze, evaluate, and document their practical experience using deliverables that may include short paper on work-related topic, brief analysis of specific system/ business processes, contextual workflow management description, unique learning experience report, narrative related to practitioner's methodologies, contextual decision-making process analysis, review of leadership style, and the analysis of skills inventory applicable to your field of study.<br>Pre-Req: Should be taken during the final term of a program. |

## Career Exploration Courses

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| REX | 4XX | Career Exploration |
| | 4 | This is an elective, credit-bearing course intended for undergraduate students seeking to demonstrate and articulate college-level learning acquired through professional practice. Credits are allocated to the elective credit areas of their programs. Students may be awarded up to twelve (12) semester credit hours per verified year of full-time employment, up to the maximum institutional limit. |
| REX | 7XX | Career Exploration |
| | 4 | This is an advanced elective, credit-bearing course intended for graduate students to demonstrate and articulate high-level learning and professional expertise derived from full-time employment. The course requires students to provide and submit detailed verification of a minimum of one year of full-time professional employment. Credits earned are allocated to the elective credit areas of their programs. Students may be awarded up to three (3) semester credit hours per verified year of full-time employment, up to the maximum institutional limit. |

## Chemistry Course

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| CHM | 101 | General, Organic, and Biochemistry |
| | 4 | This course covers an introduction to general principles of chemistry providing an integrated approach to aspects of general, organic, and biochemistry. The course is designed to provide a background for students in nursing and other related allied health areas. |

## Computer Literacy Courses

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| COM | 151 | The Microsoft Office |
| | 4 | This is an introductory course that provides a comprehensive study of The Microsoft® Office. This course is a combination of lectures and hands-on training. |
| COM | 234 | Desktop Applications |
| | 4 | Students taking this course will learn how to use Microsoft® Word and Microsoft® PowerPoint to prepare documents and presentations. |
| COM | 235 | Spreadsheet Applications |
| | 4 | Students taking this course will learn how to use Microsoft® Access and Microsoft® Excel to prepare databases and spreadsheet applications. |

## Computer Science Courses

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| CS | 650 | Computer Networking and Communication |
| | 4 | This course is designed to help students with an understanding of various methods of networking and telecommunications. The course starts with a foundation of networking. Topics covered include signal generation and analysis at the physical layer, Ethernet and WLAN performance, IP addressing and management, IP router generation, TCP connection control, and packet filtering. While the focus of this course covers various methods of networking and telecommunications, software tools and techniques will also be examined.<br>Pre-Req: RM525 |
| CS | 660 | Distributed Systems |
| | 4 | This course is designed to help students to understand distributed system application in today's business environment. Topics covered include peer-to-peer sharing, collaborative computing, interactive services, and distributed computing. Students will also learn the underlying principles associated with distributed systems. These principles include processes, communication, security, fault tolerance, synchronization and naming conventions. By the end of this course, students will have a fundamental understanding of distributed computing and will have the understanding necessary to develop distributed systems and applications.<br>Pre-Req: RM525 |
| CS | 670 | Cloud Computing |
| | 4 | This course is designed to provide students with an understanding of the concepts of Cloud computing and its capabilities. The capabilities covered include Cloud service model infrastructures such as Infrastructure as a Service (Iaas), Platform as a Service (PaaS), Software as a Service (SaaS), and Business Process as a Service (BPaaS). This course will also include the security aspects of Cloud computing and the associated challenges. Configuration and implementation of IaaS services will also be discussed in this course.<br>Pre-Req: RM525 |
| CS | 680 | Big Data Analytics |
| | 4 | Big Data Analytics introduces business intelligence and analytics. Big Data Analytics include the use of data, statistical and quantitative analysis and evidence-based methods to inform business decisions. This course is designed to help students gain an understanding of Big Data Analytics. Students will learn how to deploy Big Data applications in both a desktop and business setting. Some of the concepts discussed include Big Data Storage, processing, analysis, visualization, and applications. Students will also explore social and security issues associated with Big Data.<br>Pre-Req: RM525 |
| CS | 690 | Capstone in Computer Science Engineering |
| | 4 | This course teaches students how proper application of Information technology enhances the overall operations of an organization and contributes to the overall success of the organization. The emphasis will be on the deployment of tools, applications, functions, and theories associated within the computer science discipline for the purpose of enhanced organization effectiveness.<br>Pre-Req: RM525 |

## Cybersecurity and Information Assurance Courses

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| CBC | 575 | Business Continuity Planning |
| | 4 | In this course, students will explore how contingency planning is an important element of information security. This course will provide insight into an overall strategic plan for information security, including risk management processes to guide the appropriate managerial and technical controls. |
| CFE | 565 | Forensic Evaluation and Analysis |
| | 4 | This course uses the 9 domains of the CCFE as the foundation to educate students in the field of Computer Forensics and to provide the necessary skills for the student so they can be an effective Computer Forensics Investigator. The skills learned in the course will include practical skills for hands-on computer forensics investigations as well as preparation skills for legal examination |

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| | | and chain-of-custody delivery under the Federal Rules of Civil Procedure. Additionally, the student will learn detailed techniques for examining digital evidence from computer equipment to mobile phones and any device that deals with a microprocessor. |
| CHP | 555 | Ethical Hacking and Penetration Testing |
| | 4 | This course analyzes the principles and techniques associated with the cybersecurity practice known as penetration testing. The course covers planning, reconnaissance, scanning, exploitation, post-exploitation, and result reporting and prepares students for the Licensed Penetration Tester (LPT) and Certified Ethical Hacker (CEH) certifications.<br>Pre-Req: MSC640 |
| CIS | 525 | Legal and Ethical Practices in Information Security |
| | 4 | In this course, students will explore how laws, ethics, and technology interact within an organization. Students will develop an understanding and awareness of issues that arise from privacy, silence, access control, and policy development and enforcement, as well as other legal and ethical dilemmas that reside within organizations.<br>Pre-Req: MSC650 |
| CSM | 535 | Information Security Management |
| | 4 | The purpose of this course is to help prepare students for a successful career in public practice, industry or government by understanding how to manage, use and participate in the design of information systems. The course will also help students learn how to assess and consider the impact of IT governance, risk and compliance on accounting functions, focusing on how IT affects business processes and controls. This course serves as a preparation course for the Certified Information Systems Manager (CISM) exam certification.<br>Pre-Req: MSC620 |
| CSP | 545 | Secure Software Development |
| | 4 | In this course, students will be introduced to the eight domains of the $(ISC)^2$ Common Body of Knowledge (CBK) in secure software development. These domains will be used as a framework to critically analyze information security and assurance awareness issues in software development and to evaluate best practices in implementing security and assurance concepts systems in the Software Development Lifecycle. |
| CY | 501 | Information Assurance and Security Management |
| | 4 | This course provides the student with the basis and tools necessary to develop a business case for information assurance governance, and the development and implementation of a strategy to increasingly integrate assurance functions to improve security, lower costs, and ensure the preservation of the organization and its ability to operate. |
| IA | 500 | Security in the Digital Age |
| | 4 | In this course, students explore the eight domains of the $(ISC)^2$ Certified Information Systems Security Professional (CISSP) Common Body of Knowledge (CBK) in information security as a framework to critically analyze security awareness issues and to evaluate best practices in implementing security systems within the enterprise.<br>Pre-Req: RM525 |
| IA | 570 | Design and Development of Security Architectures |
| | 4 | In this course, students evaluate the principles, attributes and processes used in designing and deploying comprehensive and resilient layered security architecture that supports the business and technical objectives of the enterprise.<br>Pre-Req: RM525 |
| MSC | 510 | Information Security Systems and Organizational Awareness |
| | 4 | In this course, students will be introduced to the eight domains of the $(ISC)^2$ Common Body of Knowledge (CBK) in information security. These domains will be used as a framework to analyze critically security awareness issues and to evaluate best practices in implementing security systems within the enterprise. |

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| MSC | 520 | Intrusion Detection Attack and Countermeasures |
| | 4 | In this course, students examine common attack methods, technologies, and countermeasures. Students also gain skills needed to recognize various stages and methods of attack on the enterprise. |
| MSC | 530 | Information Security and Organizational Change |
| | 4 | In this course, students analyze the principles of change management as they apply to the requirements and regulations of information security. Students evaluate the factors that affect corporate decision-making when implementing security programs and the ability of the manager to translate corporate needs into information security projects. |
| MSC | 540 | Business and Security Risk Analysis |
| | 4 | This course provides students with an overview of risk management principles. Methods to identify, quantify, and qualify internal and external risks to the organization are examined. Students apply these principles and methods to the current business and risk environment. |
| MSC | 550 | Information Security Project Management |
| | 4 | In this course, students utilize PMI's Project Management Body of Knowledge (PMBOK) as a framework to apply project management concepts in the information security arena. Each student develops a project plan for a security assessment, which incorporates the technical and behavioral characteristics of high-performance teams. |
| MSC | 560 | Strategic Analysis in Information Security |
| | 4 | In this integrative course, students assess the information security risk associated with an identified management problem. Students then develop a risk mitigation strategy which integrates principles and techniques of risk analysis, project planning and change management. |
| MSC | 610 | Design, Development, and Evaluation of Security Controls |
| | 4 | In this course, students transform high-level policies and procedures into quantifiable and measurable controls and mechanisms that enforce data and process integrity, availability and confidentiality. |
| MSC | 620 | Security Policies, Standards, and Procedures |
| | 4 | In this course, students examine the role of security policies, standards, and procedures in addressing business and technical risks and develop a security governance report to evaluate compliance across the enterprise. |
| MSC | 630 | Information Security and Assurance Policy, Planning, and Analysis |
| | 4 | This course provides students with expertise and skills in development of information assurance policies and deployment plans as part of the comprehensive strategic plan and operational objectives of the enterprise. |
| MSC | 640 | Risk Management and Compliance |
| | 4 | In this course, students evaluate the procedures and results of risk analysis, as well as the compliance processes that address the regulatory requirements, which drive the need for risk analysis within the enterprise. Security-related regulations such as SOX, GLBA, FISMA, and HIPAA are examined. |
| MSC | 650 | Certification and Accreditation |
| | 4 | In this course, students analyze an enterprise-wide view of information systems and the establishment of appropriate, cost-effective information protection programs. Within this context, students examine a set of standard policies, procedures, activities and a management structure to certify and accredit information systems for the protection of data as well as the systems. |
| PM | 510 | Information Security Project Management |
| | 4 | In this course, students utilize PMI's Project Management Body of Knowledge (PMBOK) as a framework, to apply project management concepts in the information security arena. Each student develops a project plan for a security assessment, which incorporates the technical and behavioral characteristics of high-performance teams.<br>Pre-Req: RM525 |

## English Courses

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| ENG | 101 | Composition |
| | 4 | Students taking this course will study and discuss rhetoric, style, and composition, with special emphasis on written communication skills. |
| ENG | 301 | Oral Communication |
| | 4 | Students taking this course will develop the ability to express themselves effectively in public and private settings. |

## Environmental Science Course

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| ENV | 101 | Environmental Science |
| | 4 | Environmental Science is a general course for non-biology majors in which students will explore environmental problems, such as risks associated with pollution, health of humans and ecosystems, deforestation and climate change, overpopulation, and environmental law and ethics. |

## Ethics Courses

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| ETH | 201 | Ethics |
| | 4 | Students taking this course will study ethical thought and ideals, with emphasis on the central assumptions of personal and social morality. Students will also investigate ethics and related problems in industry, civil society, and the typical American community. |
| ETH | 206 | Ethical and Legal Issues for Healthcare |
| | 4 | This course is designed to explore the ethical and legal concepts necessary for the provision of safe quality clinical practice. The content will focus on relevant ethical theories and principles, professional standards, compliance, morality, values, established laws and regulations, the responsibility and accountability of health care professionals, and many ethical and legal issues in health care organizations. |

## Government, History, and Political Science Courses

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| GEN | 301 | Cultural Appreciation |
| | 4 | The need for cultural awareness doesn't just apply to one's relationship with others; conflicting cultural perspectives often exist within the individual. Students will learn to appreciate their own heritage and understand how their heritage influences their perspectives while gaining an appreciation for the cultural heritage of those around them. Students will be challenged to think and discuss their beliefs and opinions considering cultural influence and understand how those values affect their work ethic and working relationships. Course content will incorporate experiences like those that will occur in the vocations students have chosen to study. |
| GOV | 301 | American Government |
| | 4 | Students taking this course will study constitutional principles, institutions, functions, and processes as they relate to government in the United States. |
| GOV | 401 | Parliamentary Procedures/Group Dynamics |
| | 4 | Students taking this course will study the rules that govern the proceedings of many businesses and civic organizations. Emphasis is placed on effective group interaction and communication skills to include group dynamics, group structure, and group roles. |
| HIS | 301 | American History 1945-Present |
| | 4 | This course documents the exciting political, social, and corporate events that forged the United States' industrial and technological power from 1945 to the present. |
| HIS | 401 | American Economic History |
| | 4 | Students taking this survey course will examine the complete range of economic ideas from ancient times to the present. |

| POL | 301 | Political Science |
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| | 4 | This course provides the student with the means and opportunity to engage their government as a concerned individual. Global political systems and principal theories will be examined and compared to events and decisions affecting each student at the local level. Throughout the course, students will be encouraged to become participants in their local government and to recognize and understand the various challenges that influence local decisions. The information and skills students learn in this course may be applied to many professional fields. |

## Health Information Course

| EHR | 100 | Electronic Health Records |
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| | 4 | This course introduces the basic concepts of medical charting which are applied to an Electronic Health Record (EHR). Topics include concepts of implementation, skill development for basic navigation of an electronic health record, components of the electronic record, technology that is used for input into the record, and privacy and security issues affecting access to the patient information. Other topics introduced are ethical and legal aspects of the patient's medical record in a hospital or clinic setting. |

## Health Course

| PER | 301 | Personal Health |
|---|---|---|
| | 4 | This course provides students with an introduction to contemporary health concerns and issues. Students will discuss mental health, prescription and over-the-counter drugs, physical fitness, nutrition, and disease. |

## Healthcare Courses

| HSM | 301 | Introduction to Healthcare Management and Human Resources |
|---|---|---|
| | 4 | This course is intended to provide a systematic understanding of organizational principles, practices, and insights pertinent to the management of health service organizations. Topics include organizational design as it relates to healthcare organizations, managing professionals, and diversity in the workplace. Topics include the essential role of human resources management within health care organizations with a comprehensive foundation for all aspects of human resources planning, development, and administration and are vital to human resources professional in the healthcare organization. |
| HSM | 302 | Accounting and Billing Procedures for HSM |
| | 4 | An overview of medical insurance, coding, documentation guidelines, and billing procedures for health care facilities. Students also learn methods for establishing sound accounts receivable and collection policies and maintaining compliance with HIPAA and privacy regulations. |
| HSM | 315 | Management in a Medical Practice Setting |
| | 4 | This course focuses upon the daily operations and management of medical practice settings, including, but not limited to physician practices, outpatient surgery centers, and urgent care centers. This course will also focus upon financial management and regulatory compliance with the reimbursement and operations regulations applicable to the different types of medical practice organizations.<br>Pre-Reqs: HSM301 |
| HSM | 323 | Advanced Healthcare Law and Bioethics |
| | 4 | This course expands upon health care law and broadens the scope of traditional bioethics by investigating the social, economic, public policy, and the legal issues affecting healthcare delivery. Students examine the rudimentary basics of the law as it pertains to healthcare management, healthcare laws, and bioethics. |

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| HSM | 324 | Healthcare Economics |
| | 4 | This course provides a systematic study of economic issues pertaining to the health care field. Coursework focuses on basic economic tools, supply and demand, information and insurance markets, key players in the healthcare sector, social insurance, and distinct health care topics. |
| HSM | 390 | Quality Improvement in Healthcare |
| | 4 | This course is an introduction of the methods used to define, describe, recognize and apply total quality management in health care. The principles of the quality assessment process will be emphasized. The course will provide an opportunity for the student to gain skills in collecting and analyzing data through a team approach. |
| HSM | 400 | Inter-Professional Healthcare Collaboration |
| | 4 | This course is designed for health science students in multiple disciplines. Students will learn principles of inter-professional collaboration by developing inter-professional competency skills. Inter-professional collaborative practice is essential to the provision of safe, high-quality patient-centered care. This course will introduce learners to the concept of inter-professional collaborative practice and the evidence base that supports its effectiveness. Topics will focus on the roles of various healthcare professionals, their scope of practice, and settings in which they work, communication strategies, tools for effective inter-professional collaborative practice, conflict management, negotiation, the concepts and strategies of leadership and membership to promote effective inter-professional teamwork. |
| HSM | 410 | Revenue Management and Compliance |
| | 4 | This course covers concepts of healthcare classification systems and terminologies, charge master management, revenue cycle and audit processes. Additional topics include utilization and resource management, and application and analysis of the relationship between clinical code assignment and reimbursement. |
| HSM | 425 | Healthcare Data Analytics |
| | 4 | This course addresses the analysis of data to make decisions, which includes healthcare statistics, data analysis, mining, and exploration. Collection, evaluation and interpretation of health care data will be covered. Software to analyze data and information related to clinical systems in healthcare will be utilized.<br>Pre-Reqs: MAT401 |
| HSM | 430 | Healthcare Policy |
| | 4 | This course is structured to provide students with an overview of healthcare policy, finance, and regulatory issues at the local, state, national, and global level. Concepts will be examined related to the regulatory agencies effect on patient care and scope of nursing; implications of policy and legislative processes on healthcare delivery and vulnerable populations; and the financial implications for healthcare services. Social, ethical, and political issues and policy decisions affecting healthcare and nursing practice will be analyzed. A letter grade of a “C” is required for successful completion of this course. |
| HSM | 440 | Healthcare Evidence-Based Practice and Research |
| | 4 | This course introduces students to the fundamentals and principles of the research process and how it applies to healthcare. The importance of searching relevant literature, understanding research methods, reviewing research, understanding, and evaluating research findings is emphasized in this course. The utilization of research for evidence-based practice is a primary focus of this course.<br>Pre-Reqs: MAT401 |
| HSM | 490 | Leadership in Healthcare |
| | 4 | This capstone course focuses on leadership development in healthcare. Concepts of change management and leadership styles are included. Students will focus on leadership competencies and skills.<br>Pre-Req: HSM301; Can only be taken during the last two terms of the program. |
| HM | 501 | Understanding the U.S. Healthcare System |
| | 4 | This course is designed to equip students with a comprehensive understanding of the complex U.S. healthcare system and the essential principles of healthcare management. This course |

explores the critical topics necessary for success in healthcare leadership roles, emphasizing policy, quality, economics, technology, ethics, and strategic leadership. The course prepares students to address real-world challenges in healthcare management through readings, discussions, case studies, and practical applications.

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| HM | 502 | Quality and Safety for the Healthcare Professional |
| | 4 | This course is designed to equip healthcare professionals and administrators with the knowledge and skills necessary to navigate the complex landscape of healthcare management, with a specific focus on ensuring and enhancing quality and safety within healthcare organizations. Specific focus will cover strategic intersection of management principles, quality improvement methodologies, and patient safety initiatives. |
| HM | 503 | Information Systems for Healthcare Management Professionals |
| | 4 | This course is designed to equip healthcare professionals with the knowledge and skills necessary to effectively manage and utilize information systems within the healthcare industry. This course focuses on the practical application of information technology to improve patient care, streamline healthcare operations, and enhance decision-making processes. |

## Information Literacy Course

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| AI | 101 | Introduction to Generative AI |
| | 4 | This course introduces students to the foundations, capabilities, and ethical implications of generative artificial intelligence. Through hands-on exploration of generative AI tools, students will learn how generative AI creates text, images, and other media, and how to critically evaluate and ethically apply AI-generated content. Emphasis is placed on responsible use, bias awareness, and the societal impact of emerging technologies. |

## Information Technology Courses

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| IT | 523 | Advanced Database Systems |
| | 4 | This course covers the advanced fundamentals of database application development using C++, C, or Java by accessing a transaction-oriented database server. A commercial database environment such as Oracle is used. Optional topics may include enabling access to databases via the web and administering large databases. |
| IT | 531 | Networking Advanced Management |
| | 4 | This course surveys the various levels of a packet-switched computer network, using the TCP/IP protocol suite as the primary model. Other network protocol stacks (e.g., Novell) may also be considered as time permits. At the Physical and Data Link Layers, various protocols are compared, and their implications for network topology are considered. At the Network Layer, a wide variety of routing protocols and name resolution protocols are studied. At the Transport Layer, students are introduced to the various methods for building end-to-end reliability on top of lower layers. Finally, at the Application Layer a variety of standard protocols such as telnet, ftp, and electronic mail are examined, together with the related issues of security and authentication. Some programming in the C language is required. |
| IT | 540 | Marketing Innovation and Technology Products and Services |
| | 4 | This course provides students with a strong understanding of the unique marketing challenges that surround innovation and high-tech products and services. Students will learn how traditional marketing strategies and programs must be modified and adapted for today's global high-tech environment and how to bring together marketing with other business disciplines such as research and development, legal and management and strategy to achieve effective cross-functional interactions. |
| IT | 550 | Network Security |
| | 4 | This course will involve a discussion of the methods and tactics used to keep attackers at bay as well as the mechanisms by which organizations can identify and potentially stop potential "bad guys." The course will involve the following topics as they all relate to the overall security posture: |

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|---|---|---|
| | | Encryption, authentication, firewalls, NAT/PAT, restricted access policies, intrusion detection and other security frameworks. |
| IT | 572 | Web Application Development-Mobile Applications |
| | 4 | Analysis of mobile history, architecture and applications. Students will examine design principles for creating usable and accessible mobile applications. Students will develop technical skills and apply industry standards. |
| IT | 582 | Systems Analysis |
| | 4 | Examination of the systems-approach to the design and development of information systems. Methods and tools for the analysis and modeling of system functionality (e.g., structured analysis) and data represented in the system (e.g., object-oriented analysis) are studied. |
| IT | 590 | Enterprise Architecture and IT Governance |
| | 4 | Students will learn to develop a complete, comprehensive methodology and framework for adopting and managing a successful service-oriented architecture environment and how to set up an SOA Architecture practice defining the policies, procedures and standards that apply to IT developers and the enterprise for business applications. |
| IT | 610 | Global IT Products and Services Outsourcing |
| | 4 | In this course, students will examine both historical and current perspectives on IT products and services outsourcing, the continuously evolving outsourcing marketplace, and the incentives and opportunities that drive management decisions on IT products and services outsourcing. Contributing factors to IT products and services outsourcing and offshoring market evolution such as globalization, technological advancement, politics, changing global economies, and changing vendor characteristics will be examined. Within this context, students will review different IT products and services outsourcing framework, models, vendor selection strategies, and outsourcing lifecycle from both client and vendor viewpoints. |
| IT | 620 | Decision Models for Technology Management |
| | 4 | This course is an introduction to the application of various statistical concepts and methods as decision support tools to support decision making in technology management. The emphasis is on business application rather than mathematical concepts or problem solving. Students will learn to use statistical tools and quantitative analysis for forecasting, process, and quality management. |
| IT | 623 | Pattern Discovery in Data Mining |
| | 4 | The goal of the course is to examine the current theories, practices, tools and techniques in data mining. Many topics and concepts in data mining are learned most efficiently through hands-on work with datasets; students will spend time with software analyzing and mining data. |
| IT | 630 | Data Warehousing-Cloud Based |
| | 4 | In the Data Warehousing course, students will examine how data warehouses are used to help managers successfully gather, analyze, understand and act on information stored in data warehouses. The components and design issues related to Cloud Based data warehouses and business intelligence techniques for extracting meaningful information from data warehouses are emphasized. Oracle tools will be used to demonstrate design, implementation, and utilization issues. |
| IT | 660 | Social Media and Society: Theoretical and Empirical |
| | 4 | Examines the evolution, implications and complications of social media in multiple spheres of life including sociality, community, politics, power and inequality, education, and information from theoretical and empirical perspectives. |
| IT | 672 | Advanced Web Development |
| | 4 | Study of design and implementation of dynamic Web pages and applications using both client and server-side configuration and programming. Example topics include PHP, Ruby on Rails, and JavaScript. |
| IT | 699 | Practitioner Projects in Information Technology |
| | 4 | In this course students will identify, analyze, evaluate, and document their practical experience using deliverables that may include short paper on work-related topic, brief analysis of specific system/ business processes, contextual workflow management description, unique learning |

experience report, narrative related to practitioner's methodologies, contextual decision-making process analysis, review of leadership style, and the analysis of skills inventory applicable to your field of study.
Pre-Reqs: Should be taken during the final term of a program.

## Logic Courses

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| LOG | 301 | Thinking Critically |
| | 4 | This course introduces students to the process of critical thinking and offers knowledge and experience that can be applied to academic, professional, and personal growth. Students will learn to examine and evaluate the information they are exposed to, confidently select appropriate evidence from conflicting data, and craft that evidence into viable answers, arguments or solutions. |
| LOG | 401 | Logic and Critical Thinking |
| | 4 | This practical course provides students with an introduction to the art of thinking based on examining and discussing different types of reasoning and the requirements of logical consistency. |

## Mathematics Courses

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| MAT | 101 | Understanding Mathematics |
| | 4 | Students taking this course will examine the fundamental principles of mathematical theory and grow to understand the logic and inter-relationship of various mathematical functions. |
| MAT | 201 | Algebra and Applied Data Analysis |
| | 4 | This course introduces algebra topics and basic elements of exploratory data analysis. This course will cover constructing, evaluating and analyzing mathematical models, specifically linear and exponential functions, to represent relationships in quantitative data. |
| MAT | 301 | Algebra |
| | 4 | Students will learn algebraic problem solving, radicals, quadratic equations, polynomials, inequalities, and applied problem solving. |
| MAT | 401 | Introduction to Statistics |
| | 4 | Students will be introduced to common statistical methods. The focus of the course is to increase each student's statistical literacy. Upon completion of the course students should be able to identify and perform appropriate statistical procedures and properly interpret the results.<br>Pre-Req: MAT301 |

## Medical Assisting Courses

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| MED | 107 | Medical Terminology |
| | 4 | Medical terminology is the language of medicine. Students will be taught using a systematic approach to word building and term comprehension based on the concepts of word roots, prefixes and suffixes. This course will provide the student with the primary skills to use terminology to accurately describe the body and associate components, conditions, processes, and procedures. Students will learn terms pertaining to all the body systems and terms pertaining to pharmaceutical treatment. A minimum letter grade of "C" is required for successful completion of this course. |
| MED | 110 | Dosage and Calculation of Medications |
| | 4 | The core of the course involves the basis for proper calculation for medication dosages. Topics include dosage calculation, how to properly interpret medication labels and identification of equipment used for dosage measurement. A minimum letter grade of "C" is required for successful completion of this course. |

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| MED | 160 | Healthcare Law and Ethics |
| | 4 | Introduction to law and ethics pertinent to medical careers. Topics include legal issues that are important to health care professionals, including the foundations of law and ethics as well as professional, social, and interpersonal health care issues. |
| MED | 175 | Pharmacology I for the Medical Assistant |
| | 4 | This course examines the basic principles of pharmacology, including drug nomenclature, dosage forms, administration routes, drug actions, and body responses. Topics include Federal Regulations such as the Controlled Substance Act, Pure Food and Drug Act, and Federal Food, Drug, and Cosmetic Act and Amendments. Other topics introduced in the course are dietary nutrients and their functions, sources, and signs of deficiencies. A minimum letter grade of "C" is required for successful completion of this course.<br>Pre-Req: MED110 |
| MED | 200 | Medical Office Management |
| | 4 | This course introduces a systems approach to medical office management and the vocabulary used in a medical office management setting. Topics include the importance of monthly planning meetings, the value of time management skills, emergency preparedness procedures for a medical office setting, and the difference between an office procedure manual and a personnel policy manual. |
| MED | 202 | Clinical Medical Assisting |
| | 4 | The focus of this course is to introduce the students to entry-level clinical skills including integrated clinical procedures, assisting with specialty examinations, and assisting with minor surgery. Information on patient education for health maintenance and disease prevention will be reinforced throughout the course. Blood borne pathogen and standard precaution training will be required in this course. A minimum letter grade of "C" is required for successful completion of this course and a score of 70% on all skill-based competencies.<br>Pre-Reqs: BIO202 or BIO262 |
| MED | 208 | Medical Office Procedures |
| | 4 | Course includes skills needed to handle administrative duties in a busy medical office including reception, telephone procedures, computer skills, and scheduling and office equipment usage. Topics include the electronic healthcare record, patient navigator, written and oral communications skills. A minimum letter grade of "C" is required for successful completion of this course and a score of 70% on all skill-based competencies. |
| MED | 218 | Communication for the Healthcare Professional |
| | 4 | Effective communication is a critical skill for healthcare professionals. This course provides the basic skills to communicate orally and in writing within an interdisciplinary, multicultural, and multigenerational healthcare environment. The essential of communication and the "soft skills" needed for entry level healthcare jobs and career success are taught. A minimum letter grade of "C" is required for successful completion of this course. |
| MED | 225 | Pharmacology II for the Medical Assistant |
| | 4 | This course examines the major drug classifications in relation to the treatment of diseases and disorders, including the effects of selected medications on pathophysiology. Topics include an analysis of the classes of medically approved drugs, their action, indications, side-effects, and interactions for the body systems including cardiovascular, urinary, respiratory, endocrine, gastrointestinal, musculoskeletal, reproductive, nervous, integumentary, and ophthalmology. A minimum letter grade of "C" is required for successful completion of this course.<br>Pre-Req: MED175 |
| MED | 247 | Health Insurance Billing and Coding |
| | 4 | This course provides information about major insurance programs and federal health care legislation. Topics included in this course are diagnosis and procedure coding systems, reimbursement methodologies, and the roles to accurately process medical insurance claims.<br>Pre-Req: BIO202 |

| MED | 273 | Invasive Clinical Procedures |
|---|---|---|
| | 4 | This course introduces the tools and skills used in the physician's office laboratory by the Medical Assistant. Examples of skills taught are blood specimen collections including venipuncture and capillary puncture; injection procedures; basic hematological procedures; clinical chemistry, and immunologic testing in the CLIA-waived laboratory. Instructions are given in medication administration and diagnostic testing. A minimum letter grade of "C" is required for successful completion of this course. Each student must demonstrate each skill identified in the course to the minimum stated level of competency for successful completion of the course or score a 70% on all skill-based competencies.<br>Pre-Req: BIO201 or BIO261 |
| MED | 275 | Non-Invasive Clinical Procedures |
| | 4 | Instruction will be provided regarding OSHA compliance with blood-borne (and airborne) pathogen; urinalysis procedures; basic microbiological principles and procedures; diagnostic imaging; nutrition for health and disease; spirometry testing, and electrocardiography. The basic elements of nutrition and dietary management will be reviewed. Principles of body mechanics and ergonomics will be taught and practiced. A minimum letter grade of "C" is required for successful completion of this course. Each student must demonstrate each skill identified in the course to the minimum stated level of competency for successful completion of the course or score a 70% on all skill-based competencies.<br>Pre-Req: BIO202 or BIO262 |
| MED | 285 | Medical Office Finances |
| | 4 | This specialized course is designed to teach basic medical office skills. Instruction will be provided in the preparation of various medical forms and reports, and medical office financial procedures such as recording payments, reconciling bank statements, and general bookkeeping procedures. This course also provides detailed instruction in processing insurance claims including ICD and CPT coding, completion of CMS1500 and other specialized insurance forms, and third-party billing and reimbursements. A minimum letter grade of "C" is required for successful completion of this course and a score of 70% on all skill-based competencies.<br>Pre-Req: MED208 |
| MED | 295 | Medical Assisting Exam Success Class and Fellowship |
| | 8 | This course is designed to prepare the student for success on the certification exam using a structured classroom review and testing to reinforce the student's recall and knowledge of materials presented throughout the program. This is a capstone course culminating with the student taking the certification exam as the final examination. This course will provide a on-site experience in an ambulatory care setting performing the skills and processes students have acquired during the core program courses. This externship consists of 160 clock hours of on-site practical experience. A minimum letter grade of "C" is required for successful completion of this course. Students must pass the certification exam to pass the course.<br>Pre-Req: Should be taken during the final term of a program. |

## Medical Laboratory Technology Courses

| MLT | 110 | Introduction to Medical Laboratory Practices |
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| | 4 | This course provides an overview of the concepts, procedures, and clinical applications necessary for working in a clinical laboratory and performing routine clinical lab tests involving urine and other body fluids. The course will cover basic laboratory techniques and key topics for urinalysis and body fluids such as safety, specimen collection, specimen preservation, testing, microscopy, and disease conditions. A minimum letter grade of "C" is required for successful completion of this course. |
| MLT | 115 | Clinical Chemistry |
| | 4 | Students in this course will gain an understanding of chemical reactions, both organic and inorganic. They will gain exposure to clinical methodologies and will be able to perform |

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| | | calculations of clinical results. A minimum letter grade of "C" is required for successful completion of this course.<br>Pre-Req: CHM101 |
| MLT | 120 | Hematology and Hemostasis |
| | 6 | Students in this course will learn to perform basic hematology and coagulation procedures. This course will also introduce the Levey Jennings charts and Westgard Rules. A minimum letter grade of "C" is required for successful completion of this course. |
| MLT | 205 | Advanced Microbiology |
| | 5 | A study of specimen processing and identification. This course will teach students how to properly select culture media, distinguish between normal and pathogenic growth, and identify bacteria and other samples they have isolated. A minimum letter grade of "C" is required for successful completion of this course.<br>Pre-Req: BIO105 |
| MLT | 210 | Immunology and Serology |
| | 5 | This course delivers instruction on the principles and procedures in immunology and serology as they pertain to the clinical laboratory. It covers immune responses, autoimmunity, immune disorders, and immune responses to disease. There will be a major emphasis on serum and serological testing. A minimum letter grade of "C" is required for successful completion of this course.<br>Pre-Req: MLT110 |
| MLT | 215 | Advanced Clinical Chemistry |
| | 5 | This course expands on MLT115 – Chemistry and teaches students to perform requisition and specimen processing of various analytes using patient samples. Students will develop an understanding of chemical analysis and metabolic panels/profiles for use with diagnostic testing in a medical laboratory. A minimum letter grade of "C" is required for successful completion of this course.<br>Pre-Req: MLT115 |
| MLT | 225 | Immunohematology |
| | 4 | This course provides an overview of the principles and practices related to human blood group systems, antibody screening and identification, compatibility testing, donor selection and processing, and component and processing. A minimum letter grade of "C" is required for successful completion of this course.<br>Pre-Req: MLT110 |
| MLT | 297 | MLT Externship I |
| | 8 | Students in this course will perform competencies in a supervised, clinical setting. (This course must be completed in Pikeville, KY unless the institution has a valid affiliation agreement with a medical facility at the student's chosen location.)<br>Pre-Req: Should be taken during the next-to-final term of a program. |
| MLT | 298 | Career Development and Certification Preparation |
| | 4 | Students in this course will learn the importance of certification, membership in a professional organization, and continuing education in the Medical Laboratory Technology field. They will develop career readiness skills and prepare for a national certification exam. A minimum letter grade of "C" is required for successful completion of this course.<br>Co-Req: MLT299 |
| MLT | 299 | MLT Externships II |
| | 8 | Students in this course will perform competencies in a supervised, clinical setting. (this course must be completed in Pikeville, KY unless the institution has a valid affiliation agreement with a medical facility at the student's chosen location.)<br>Pre-Req: Should be taken during the final term of a program. |

## Nursing Courses

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| HSC | 100 | Pharmacology for Nurses I |
| | 4 | Students will analyze the classes of medically approved drugs, their actions, indications, side effects, and interactions. A letter grade of "C" is required for successful completion of this course. Pre-Req: BIO261 |
| HSC | 200 | Pharmacology for Nurses II |
| | 4 | Students will analyze the classes of medically approved drugs, their actions, indications, side effects, and interactions. A letter grade of "C" is required for successful completion of this course. Pre-Req: HSC100 |
| NUR | 102 | Fundamentals of Nursing |
| | 11 | Introduction to nursing and the nursing process are studied and integrated to reflect the hierarchy of basic human needs. Gordon's functional health patterns throughout the life span are introduced. Areas of study include foundation knowledge, development theory, nursing process, therapeutic nursing interventions, concepts, skills and physical assessment including an emphasis on the communication process as it relates to health assessment, promotion, and therapeutic nursing interventions to promote and maintain optimum health. The nursing process and critical thinking skills are applied in the delivery of care. Pharmacological concepts are introduced as they relate to healthy individuals across the life cycle. Pre-Req: HSC200 |
| NUR | 103 | Nutrition |
| | 4 | This course is designed to provide a detailed outline of nutrition and diet therapy. The course will use a wellness approach based on health promotion and primary prevention, the basics of nutrition, and nutritional needs across the lifespan. The course will also offer the most current guidelines and evidence-based information on key nutritional topics throughout the lifespan. The course will provide information concerning the role of inflammation in common diseases and medical nutrition therapy for a variety of systems disorders and conditions. Computerized case studies, assignments, and simulations will be utilized to build student competency toward successfully passing the nutritional content on the NCLEX-RN examination. Pre-Req: BIO262 |
| NUR | 104 | Critical Thinking in Nursing |
| | 4 | This course introduces the new student to the art and science aspects of the nursing profession. The principles of critical thinking necessary to make sound professional judgments to solve clinical problems are introduced. The topics that are studied include learning strategies, study skills, readiness for clinical practice, NCLEX exam, systems thinking, interprofessional practice, and nursing skills for the 21st century. The focus is also on the utilization of the nursing process as a framework to solve patient problems. Assessment in this course will focus on the evaluation of the student's ability to analyze, evaluate, make reasoned judgments, and apply information to solve patient problems. The types of assessments may include case studies, reflection papers, discussions, essay questions, and group projects. |
| NUR | 105 | Introduction to Pharmacology |
| | 4 | This course introduces the principles of pharmacology and medication therapy. The topics that are studied include generic versus trade names, drug classification, actions, contraindications, therapeutic use, adverse effects, the roles of the nurse, cultural, legal, and ethical considerations. The focus is also on the utilization of the nursing process as a framework to assure safe drug therapy for patients across the life span. |
| NUR | 108 | Drug Dosage Calculation |
| | 4 | This course is designed to provide students with a comprehensive understanding of the principles and techniques involved in calculating safe and accurate drug dosages. This course begins with an introduction to the basic concepts and units of measurement used in drug dosage calculations. Students will learn about different systems of measurement, including the metric system, as well as conversions between units. Emphasis will be placed on understanding the importance of accurate calculations in ensuring patient safety. Students will learn how to |

perform calculations for both oral and parenteral medications, as well as for different dosage forms, such as tablets, capsules, and liquid medications. They will also explore dosage adjustments for specific patient populations, such as pediatric and geriatric patients. They will also learn how to interpret medication orders written based on patient specific health care needs. Attention will also be given to common sources of medication errors and strategies for preventing them.
Pre-Req: MAT301

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| NUR | 112 | Fundamentals of Nursing with Pharmacology |
| | 9 | Introduction to nursing and the nursing process are studied and integrated to reflect the hierarchy of basic human needs. Gordon's model of functional health patterns throughout the life span are introduced. Areas of study include foundation knowledge, development theory, nursing process, therapeutic nursing interventions, concepts, skills, and physical assessment including an emphasis on the communication process as it relates to health assessment, promotion, and therapeutic nursing interventions to promote and maintain optimum health. The nursing process and critical thinking skills are applied in the delivery of care. Pharmacological concepts are introduced as they relate to health and illness management across the life cycle. The anti-infective and anti-inflammatory drugs, and drugs affecting the gastrointestinal system and nutrition will be studied. This course has a laboratory component where students learn fundamental nursing skills, and clinical and simulation opportunities for students to practice their learned nursing skills. Clinical rotations are scheduled in health care facilities.<br>Pre-Reqs: NUR105, NUR108; Co-Req: NUR104 |
| NUR | 201 | Medical/Surgical Nursing I |
| | 12 | The course will provide an introduction of medical/surgical nursing concepts with a focus on the application of the nursing process as it relates to health promotion and care of adult clients having trouble with the ability to meet selected basic human needs. Areas of emphasis include the nurse as provider and manager of care, therapeutic nursing interventions, as well as health promotion with integration of Gordon's 11 functional health patterns. The nursing process and critical thinking skills are applied in the delivery of care. Pharmacological concepts are discussed as they relate to chronic and acute illness.<br>Pre-Reqs: NUR102, NUR103 |
| NUR | 202 | Medical/Surgical Nursing II |
| | 12 | The course will provide an expansion of previous medical/surgical nursing concepts with a more in-depth focus on the application of the nursing process as it relates to health promotion and care of adult clients having trouble with the ability to meet selected basic human needs. Areas of emphasis include the nurse as provider and care manager, therapeutic nursing interventions, as well as health promotion. Classroom theory and clinical practice integrate all eleven of Gordon's Functional Health Patterns. The nursing process and critical thinking skills are applied to increase the student's autonomy in the delivery of patient care. Pharmacological concepts are discussed as they relate to chronic and acute illness.<br>Pre-Req: NUR201 |
| NUR | 206 | Medical Surgical Nursing I with Pharmacology |
| | 8 | This course will provide an introduction of medical/surgical nursing concepts with a focus on the application of the nursing process as it relates to health promotion, disease prevention and management, and care of the adult clients experiencing acute and chronic medical disorders. The emphasis is on the disease processes of the body systems, assessment, interventions, patient education, the nurse as provider and manager of care, therapeutic communication, the importance of patient-centered care, patient advocacy, interdisciplinary collaboration, as well as the use of evidence-based in clinical practice. Other topics include critical thinking, decision making, coordination of care, legal and ethical considerations in patient care delivery, and the cultural and psychosocial factors that can impact patient care. This course has a laboratory component where students learn medical-surgical nursing skills, and a clinical component in an acute health care facility where students practice their learned nursing skills. Pharmacological concepts are reinforced as they relate to health and illness management across the life cycle. |

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| | | The drugs that will be studied include the respiratory system, dermatologic, ophthalmic, otic drugs, chemotherapeutic drugs, biologic, and immune modifiers.<br>Pre-Reqs: NUR104, NUR112 |
| NUR | 207 | Medical Surgical Nursing II with Pharmacology |
| | 8 | This course is a continuation of the medical/surgical nursing concepts with a focus on the application of the nursing process as it relates to health promotion, disease prevention and management, and care of the adult clients experiencing complex acute and chronic medical disorders. The emphasis is on the disease processes of the body systems, assessment, interventions, patient education, the nurse as provider and manager of care, therapeutic communication, the importance of patient-centered care, patient advocacy, interdisciplinary collaboration, as well as the use of evidence-based in clinical practice. Other topics include critical thinking, decision making, coordination of care, legal and ethical considerations in patient care delivery, and the cultural and psychosocial factors that can impact patient care. The drugs that will be studied as they relate to chronic and acute illnesses include the autonomic nervous system, cardiovascular and renal systems, endocrine system, central nervous system depressants and stimulants, muscle relaxants, antiepileptic, and antiparkinson. This course has a laboratory component where students learn medical-surgical nursing skills, and a clinical component in an acute health care facility where students practice their learned nursing skills.<br>Pre-Req: NUR206 |
| NUR | 208 | Maternal Newborn Nursing |
| | 7 | Areas of study include the application of the nursing process, developmental theory, and therapeutic interventions to promote optimal health of newborns and women while incorporating the entire childbearing family. Specific emphasis is placed on health promotion and application of Gordon's functional framework to the care of the family. The focus is on the nursing care of persons who have actual/potential health problems related to health patterns of: Nutritional/Metabolic, Elimination, Sexuality/Reproduction, Coping/Stress, Activity and Exercise. The nursing process and critical thinking skills are applied in the delivery of care. Pharmacological concepts are discussed as they relate to Maternal /Newborn areas.<br>Pre-Reqs: NUR102, NUR103, NUR202 |
| NUR | 209 | Pediatric Nursing |
| | 6 | Areas of study for this course include the application of the nursing process, developmental theory, and therapeutic interventions to promote optimal health of children, beginning at birth and their families. This course focuses on the theory and clinical application of concepts related to the nursing care of children and their families by emphasizing the holistic care of the child that includes the developmental, physiological, psychosocial, cultural, and spiritual care of the child within the family unit. Health care concepts discussed in this course will include family dynamic development and functional abilities related to care for the child. Professional nursing concepts including clinical judgement, pharmacological concepts, communication, ethical, legal, evidenced-based practice, health promotion, informatics, patient education, professionalism, safety, and collaboration will also be presented.<br>Pre-Reqs: NUR102, NUR103, NUR202 |
| NUR | 210 | Pathophysiology |
| | 6 | This course will cover complex mechanisms of human disease processes. This course will include application of the nursing process as it relates to the client in a variety of settings. This pathophysiology course will emphasize mechanisms of diseases, including cell injury, fluid and electrolyte imbalances, acid-base imbalances, and genetic defects that cause aberrations resulting in inflammation and dysfunction of the immune, endocrine and cardiovascular systems. Classroom theory and clinical practice integrate all 11 of Gordon's Functional Health Patterns.<br>Pre-Reqs: NUR208, NUR209 |
| NUR | 211 | Mental Health Nursing |
| | 6 | This course will cover mental health and care of the adult client experiencing difficulties meeting selected basic human needs. The emphasis is on empowering the nurse to provide therapeutic interventions to promote optimal mental health by utilizing Gordon's functional health patterns |

(i.e. Roles/Relationships, Values and Beliefs, Cognitive/Perceptual, Coping/Stress, Activity/Exercise, Sleep/Rest and Nutrition). The nursing process and critical thinking skills will be applied in the delivery of care. Pharmacological concepts will be discussed as they relate to psychiatric conditions.
Pre-Reqs: NUR208, NUR209

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| NUR | 212 | Mental Health Nursing with Pharmacology |
| | 5 | This course will cover mental health and care of the adult client experiencing difficulties meeting basic human needs. The emphasis is on empowering the nurse to provide therapeutic interventions to promote optimal mental health by utilizing Gordon's functional health patterns (i.e., Roles/Relationships, Values and Beliefs, Cognitive/Perceptual, Coping/Stress, Activity/Exercise, Sleep/Rest and Nutrition). The clinical component will focus on therapeutic communication and safety interventions. Pharmacological concepts will be discussed as they relate to psychiatric conditions. The content will also include application of the nursing process as it relates to the client and community relationships. Emphasis will be on facilitating and empowering the client to seek and utilize community resources. The impact of culture, ethnicity, and spirituality on health seeking behaviors will be incorporated. Classroom theory and clinical practice integrate all 11 of Gordon's Functional Health Patterns. This course has a clinical component in a mental health care facility where students will strengthen knowledge acquired in didactic about the provision of holistic psychiatric nursing care to individuals and families. Psychotherapeutic drugs, substance use disorder, and men's health drugs will be studied in this course.<br>Pre-Reqs: NUR100, NUR101, NUR208, NUR209 |
| NUR | 214 | Maternal Child Nursing Care with Pharmacology |
| | 8 | This course is designed to provide nursing students with the knowledge and skills necessary for the provision of competent, compassionate, and culturally appropriate nursing care to women during pregnancy, childbirth, and the postpartum period. The course focuses on the nursing care of both low-risk and high-risk pregnant women and their newborns. The nursing process and critical thinking skills are applied in the delivery of care. Medications may be used during pregnancy, labor and delivery, and the postpartum period to manage various conditions, treat symptoms, prevent complications, and promote maternal and fetal well-being. Here are some common medications used in maternity nursing that this course will cover: analgesics, general and local anesthetics, prenatal vitamins, tocolytics, oxytocics, corticosteroids, antiemetics, antihypertensives, and nonsteroidal anti-inflammatory drugs. This course has a laboratory component where students maternal/newborn nursing skills, and clinical and simulation opportunities for students to practice their learned nursing skills. Clinical rotations are scheduled in health care facilities.<br>Pre-Reqs: NUR105, NUR108, NUR207 |
| NUR | 215 | Pediatric Nursing with Pharmacology |
| | 7 | This is a specialized nursing course that focuses on the healthcare needs of children from infancy to adolescence. The course is designed to provide students with the knowledge and skills necessary to assess, diagnose, plan, implement, and evaluate nursing care for children with acute and chronic illnesses. The course typically covers topics such as growth and development, pediatric pharmacology, common pediatric illnesses, pediatric emergencies, family-centered care, and ethical considerations in pediatric nursing. Students will also learn how to work collaboratively with other healthcare professionals, communicate effectively with children and their families, and provide culturally sensitive care for appropriate health care promotion and disease management. This course includes a lab component which provides students with the opportunities to learn their nursing skills, clinical experiences in various pediatric settings, and virtual simulations that mimic clinical settings.<br>Pre-Reqs: NUR105, NUR108, NUR207 |
| NUR | 217 | Comprehensive Review |
| | 8 | This course is designed to help students evaluate and remediate as needed knowledge of the content that they acquire from liberal arts and nursing courses. In addition to a comprehensive |

review of the core nursing courses, such as fundamentals, medical/surgical, maternity/newborn, pediatric, geriatric, mental health, dosage calculation, and pharmacology, the students will explore the licensure process and the NCLEX-RN test plan.
Pre-Reqs: All general education and nursing core courses.

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| NUR | 226 | Roles Transition/Leadership |
| | 6 | This course is designed to assist the nursing student in transitioning from the role of student nurse to professional nurse. The course covers material to help students delegate and prioritize nursing care. Professional considerations in leadership, working within an organization, dealing with professional issues such as stress in the workplace, and the code of ethics for nurses are topics covered in this course.<br>Pre-Reqs: Can only be taken during the last two terms of a program.; Co-Req: NUR229B |
| NUR | 227 | Nursing Leadership and Management |
| | 4 | This course is designed to assist the nursing student in transitioning from the role of student nurse to a professional nurse. The course covers material to help students delegate and prioritize nursing care. Professional considerations in leadership, working within an organization, dealing with professional issues such as stress in the workplace, and the code of ethics for nurses are topics covered in this course. A thirty-hour preceptorship practicum is required to be completed in a health care facility.<br>Pre-Reqs: Can only be taken during the last two terms of a program.; Co-Req: NUR217 |
| NUR | 299B | Medical/Surgical Nursing IV: Integrated Practicum |
| | 4 | Integrates previous knowledge and utilizes basic human needs, developmental theory, the nursing process, therapeutic nursing interventions, and critical thinking skills to provide the delivery of care for clients in selected populations. This course includes a 120-hour practicum. With increasing autonomy, students assume the role of the associate degree nurse by providing direct bedside care under the supervision of an assigned preceptor.<br>Pre-Reqs: NUR210, NUR211; Co-Req: NUR226 |

## Nutrition Course

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| HNU | 103 | Principles of Nutrition |
| | 4 | This course is designed to focus on the basic characteristics of human nutrition for energy, growth, and maintenance. Students will learn the functions of water, and the various micronutrients, such as carbohydrates, protein, fat, vitamins, and minerals. Emphasis is placed on the types of foods that contain these micronutrients, their physiological functions, metabolism, and storage. Discussion will also be on the effects of nutrition on health promotion and disease management. Students will develop an understanding of the concepts of the Body Mass Index (BMI) in relation to weight management, techniques for measuring BMI, and the role of nutrition in growth and development. |

## Psychology Courses

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| PSY | 101 | Psychology |
| | 4 | This course provides students with an overview of the fundamental principles and methods of psychology. Topics for discussion include biological basis of behavior, sensory and perceptual processes, learning, motivation, developmental changes, personality, social behavior, and behavioral disorders. |
| PSY | 102 | Growth and Development |
| | 4 | This course is tailored to provide essential knowledge and skills necessary for understanding and caring for individuals across the lifespan. The fundamental principles related to growth and development from infancy to old age will be explored. |
| PSY | 201 | Human Growth and Development |
| | | This course is designed to study human growth and development across the life span with emphasis upon normal growth and milestones achieved in the physical, cognitive, social, and emotional systems. Professional consideration is given to understanding changes that occur at |

different stages of development, and how care and interaction with individuals needs to be appropriate for their stage of development.

## Radiologic Technology Courses

**RTA 101 Introduction to Medical Imaging and Radiologic Sciences and Healthcare**

4

This course will introduce students to the imaging sciences and provide a comprehensive overview of the profession while also focusing on professionalism.

**RTA 103 Ethics and Law in Medical Imaging and Radiologic Sciences**

4

This course is an overview of ethics, ethical issues and dilemmas, and medical law within medical imaging radiologic sciences. Ethical professional conduct and adherence to the Code of Ethics set forth by the American Society of Radiologic Technologists is expected of every member. By the end of the course, students will be able to describe the basis of ethics and characteristics of ethical behavior, list ethical dilemmas and ethically complex areas of health care and medical imaging, discuss the basis of law and major legal concerns in health care and explain the types of consent, as well as the conditions and documentation of consent. A minimum letter grade of "C" is required for successful completion of this course and a score of 70% on all skills-based competencies, if required.

**RTA 105 Safety and Protective Practices**

4

This course prepares students to apply current safety techniques to promote personal and patient safety. Students will also learn how to recognize traumatic injuries and respond to other medical emergencies and monitor patient health.

**RTA 111 Radiographic Procedures I**

4

The Radiographic Procedures I course provides students with comprehensive foundational knowledge and practical skills necessary to perform a variety of radiographic procedures with accuracy, efficiency, and patient-centered care. This course introduces the fundamentals of radiographic positioning and procedures for the chest, abdomen, and upper extremities. Emphasis is placed on proper patient care, precise positioning techniques, anatomical alignment, and the production and evaluation of high-quality diagnostic images.

Students will develop an understanding of radiographic principles, projection selection, and image critique while learning to correlate radiographic anatomy with positioning accuracy. Radiographic pathology is introduced within each anatomical region to support clinical reasoning and to help students recognize how disease processes influence projection choice and technical factor adjustments. This course establishes the foundational positioning and analytical skills essential for safe, competent practice as a radiologic technologist in clinical settings.

Prereqs: RTA101, RTA105

**RTA 113 Radiographic Procedures II**

4

The Radiographic Procedures II course builds upon foundational positioning principles and provides students with expanded knowledge and practical skills necessary to perform radiographic procedures with accuracy, efficiency, and patient-centered care. This course focuses on radiographic positioning, anatomical alignment, and image evaluation of the lower extremities and vertebral column.

Students will study and perform procedures related to the lower extremities, including the hip and femur, as well as the cervical, thoracic, and lumbar spine, sacrum, coccyx, and scoliosis studies. Emphasis is placed on proper patient positioning, central ray alignment, projection selection, technical factor considerations, and systematic image critique to ensure diagnostic image quality.

Radiographic pathology is examined within each anatomical region to strengthen clinical reasoning and analytical skills. Students will identify abnormal conditions and understand how

disease processes influence positioning modifications, projection selection, and exposure adjustments. This course further develops the technical competence and critical thinking skills required for safe and effective clinical practice as a radiologic technologist. PreReq: RTA111

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| RTA | 121 | Pharmacology and Venipuncture for Radiologists |
| | 4 | This course introduces students to pharmacological nomenclature, drug classifications, pharmacokinetics, and drugs used in imaging. It also reviews diagnostic contrast agents, along with drug administration procedures, emergency responses to drug reactions, and legal and ethical aspects of medication administration. |
| RTA | 123 | Radiographic Procedures |
| | 4 | The Radiographic Procedures course provides students with comprehensive knowledge and practical skills necessary to perform a variety of radiographic procedures with accuracy, efficiency, and patient centered care. This course focuses on understanding the principles, techniques, and positioning required for obtaining high-quality diagnostic images in various anatomical regions. Students will develop the foundational skills essential for success as radiologic technologists in clinical settings. |
| RTA | 125 | Radiographic Pathology |
| | 4 | This course is designed to provide students with a comprehensive understanding of the pathological conditions and diseases that can be visualized through radiographic imaging. This course focuses on the correlation between radiographic findings and various pathological processes occurring within the human body. Students will develop the knowledge and skills necessary to recognize and interpret radiographic images, identify pathological conditions, and understand the implications for patient care and treatment planning. |
| RTA | 201 | Radiation Physics and Instrumentation |
| | 4 | This course will help students develop the radiography skills needed to produce high-quality images. The course will cover imaging principles, describe exposure techniques, and how to acquire, process, and display digital images.<br>Pre-Req: RTA101 |
| RTA | 203 | Image Production and Analysis |
| | 6 | This course is designed to help students master the critical thinking needed to produce quality radiographs. Students will learn the steps of how to carefully evaluate an image, how to identify the improper positioning or technique that caused a poor image, and how to correct the problem.<br>Pre-Req: RTA101 |
| RTA | 204 | Image Production and Analysis |
| | 4 | This course is designed to help students master the critical thinking needed to produce quality radiographs. Students will learn the steps of how to carefully evaluate an image, how to identify the improper positioning or technique that caused a poor image, and how to correct the problem.<br>Pre-Req: RTA101 |
| RTA | 205 | Radiation Biology and Health Physics |
| | 4 | This course is an overview of radiation biology and health physics within medical imaging radiologic sciences. As medical imaging professionals, protection of self and patients is a priority when using ionizing radiation. By the end of the course, students will be able to recognize the various health effects of radiation exposure and explain the variations in cell radiosensitivity and response. Students will be able to describe basic cellular biology and the molecular effects of ionizing radiation. Students will be able to list the units and measures used to evaluate radiation exposure and discuss the agencies and regulations involved in radiation safety. Students will be able to outline the elements of a personnel monitoring program, identify radiation protection tools and methods, and apply personnel and patient radiation protection techniques when using ionizing radiation. A minimum letter grade of “C” is required for successful completion of this course and a score of 70% on all skills-based competencies, if required.<br>Pre-Req: RTA201 |

| RTA | 211 | Radiographic Procedures III |
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| | 4 | The Radiographic Procedures III course advances students' knowledge and technical skills in performing specialized radiographic procedures with accuracy, efficiency, and patient-centered care. Building upon previously learned positioning principles, this course emphasizes advanced radiographic positioning, anatomical alignment, and image evaluation of the skull, facial bones, paranasal sinuses, and related cranial structures.<br><br>Students will study and perform procedures associated with cranial anatomy, including standard and supplemental projections used to evaluate trauma, pathology, and congenital abnormalities. Emphasis is placed on precise positioning, central ray angulation, projection selection, technical factor considerations, radiation protection, and systematic image critique to ensure diagnostic image quality.<br><br>Radiographic pathology is examined in conjunction with each examination to strengthen clinical reasoning and analytical skills. Students will identify abnormal conditions and understand how disease processes influence positioning modifications, projection selection, and exposure adjustments. This course further refines critical thinking, technical precision, and image evaluation competencies essential for safe and effective clinical performance as a radiologic technologist.<br>Pre-Req: RTA113 |
| RTA | 213 | Radiographic Procedures IV |
| | 4 | The Radiographic Procedures IV course serves as the capstone course in the radiographic procedures sequence, advancing students' technical proficiency, clinical judgment, and patient-centered care skills in complex diagnostic imaging examinations. This course emphasizes contrast-enhanced studies of the gastrointestinal, urinary, and vascular systems, integrating advanced positioning principles, procedural sequencing, and systematic image evaluation.<br><br>Students will develop competency in patient preparation, sterile technique, pharmacologic considerations, and venipuncture procedures used in diagnostic imaging. Emphasis is placed on the safe handling, administration, and documentation of contrast agents, as well as the recognition and appropriate management of adverse reactions. Students will evaluate contrast-enhanced images for anatomical visualization, pathology identification, and procedural adequacy.<br><br>Radiographic pathology is integrated throughout the course to strengthen clinical reasoning and decision-making. Students will correlate disease processes with imaging appearances and determine appropriate procedural modifications based on patient condition, clinical indication, and diagnostic findings. This course prepares students for independent clinical performance and entry-level practice as competent radiologic technologists.<br>Pre-Req: RTA211 |
| RTA | 221 | Clinical Practice |
| | 4 | This course will help students to develop a better understanding of diagnostic imaging of soft tissue and the human skeleton.<br>Pre-Req: RTA113 |
| RTA | 223 | Imaging Concentrations |
| | 4 | This course will help students compare various concentrations in radiology. Students will be introduced to equipment and technology used outside of standard imaging.<br>Pre-Req: RTA201 |
| RTA | 298 | Radiological Technology Certification Exam Review |
| | 4 | The Radiological Technology Certification Exam Review course is designed to equip students pursuing a career in radiologic technology with the essential knowledge, skills, and resources needed to excel in their professional journey. This course focuses on providing comprehensive |

guidance and preparation for national certification examinations, as well as fostering career development and success in the field of radiological technology.
Pre-Req: All core classes; Co-Req: RTA299(A)

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| RTA | 299 | Radiological Technology Externship |
| | 4 | Students in this course will perform competencies in a supervised, clinical setting.<br>Pre-Req: All core classes; Must be taken in the final term of a program; Co-Req: RTA298 |
| RTA | 299A | Radiological Technology Externship I |
| | 4 | Students in this course will perform competencies in a supervised, clinical setting. This course provides students with an introductory supervised clinical externship experience designed to reinforce foundational radiologic technology competencies. Students apply didactic knowledge and basic technical skills in a clinical setting under the supervision of qualified radiologic professionals. Emphasis is placed on patient care, radiation safety, professional behavior, communication, and orientation to clinical workflow.<br>Pre-Req: RTA105, RTA111 |
| RTA | 299B | Radiological Technology Externship II |
| | 4 | Students in this course will perform competencies in a supervised, clinical setting. This course provides students with an intermediate supervised clinical externship experience focused on strengthening procedural skills and clinical decision-making. Students perform a broader range of radiographic procedures with increased responsibility while continuing to develop professional communication, patient care, and radiation safety competencies.<br>Pre-Req: RTA299A |
| RTA | 299C | Radiological Technology Externship III |
| | 4 | Students in this course will perform competencies in a supervised, clinical setting. This course provides students with an advanced supervised clinical externship experience designed to prepare them for entry-level employment as radiologic technologists. Students demonstrate comprehensive clinical competence, professional judgment, and independent performance of radiographic procedures within the scope of supervised practice.<br>Pre-Req: RTA299A; Co-Req: RTA299B; (can be taken in conjunction with RTA299B but not required). |

## Religion Course

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| REL | 401 | World Religion |
| | 4 | A concise examination of the historical and philosophical foundations of the major living religions of the world. Students taking this course will also explore the lives and teachings of the founders of these major religions and the cultural factors that produced them. |

## Research Methods Course

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| RM | 525 | Web-Based Research Methods |
| | 5 | In this course, students acquire information retrieval skills and research competencies to identify and evaluate industry-relevant sources of information for the purposes of analysis and research information security. Students compare the utility of publicly available and subscription-based information sources for the purposes of meeting academic and professional requirements. |

## Sociology Courses

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| SOC | 201 | General Sociology |
| | 4 | This course is a combination of applied sociology, communications and interpersonal relations designed to acquaint the student with the tools for self-examination and understanding of business and social relationships. |
| SOC | 401 | Social Problems |
| | 4 | This course explores a variety of contemporary social problems utilizing a sociological framework and a variety of theoretical perspectives. Both structural and cultural aspects of social problems |

will be examined and analyzed with specific focus on their origin, development, and proposed solutions. Students will evaluate current data and research and will have an opportunity to propose solutions to various social problems.

## Software Design Courses

**SD 600 Database Design and Management**

4

In this course, students will explore database design, development, data warehousing, and the usage of data specification. Students will explore how to generate, patch, and reverse engineer databases utilizing the Entity Relationship Diagram (ERD). This course also includes Best Practices in database design and management as well as usage of data specifications.

Pre-Req: RM525

**SD 610 Operating Systems**

4

In this course, students will explore computer architecture and various operating systems. Students will explore processing, storage, networking, monitoring, and the inner workings of how operating systems are configured and communicate with other computers and server-based systems.

Pre-Req: RM525

**SD 620 Software Design**

4

In this course, students will learn how to apply the methods and techniques for creating software systems using the best practices in modeling, architecture, process analysis, design, and object-orientated design patterns. This course will provide students with the principles and concepts involved in the analysis and design of large software systems.

Pre-Req: RM525

**SD 630 Software Engineering**

4

In this course, students will learn how to apply the best practices for large-scale software system engineering, including information security, user interface, architectural design, system models, verification, and validation. Students will strengthen their technique and deepen their understanding of high-level languages and system programming.

Pre-Req: RM525

**SD 640 Software Architecture**

4

In this course, students will learn how to apply the best practices in software architectural design, including object orientated design techniques, design reviewing, software design patterns, UML, OCL, and applying various architectural styles, methods, and techniques. This course will provide students with the skills required to face the increasingly complex future in architecting systems, systems of systems and software-intensive systems.

Pre-Req: RM525

**SD 650 Java Programming**

4

In this course, students will be introduced to various aspects of Java programming logic. This will include logical form areas such object-oriented, transaction, linear, and other such programming concepts and procedural program writing using variables, arrays, control statements, loops, recursion, data abstraction, and objects.

Pre-Req: RM525

**SD 660 NoSQL Programming**

4

In this course, students will be introduced to various aspects of NoSQL programming logic and what distinguishes it from traditional database systems. We will explore the relationship between data's big data storage needs and the development and growth of NoSQL as an example of a non-relational database.

Pre-Req: RM525

**SD 670 C-Programming**

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This course is designed to introduce students to the C programming language. Students will learn concepts such as functional abstraction, the object-oriented programming paradigm and

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| | | application programming Interfaces (APIs). Students will learn how to write procedural programs using variables, arrays, control statements, loops, recursion, data abstraction, and objects in an integrated development environment.<br>Pre-Req: RM525 |
| SD | 680 | Python Programming |
| | 4 | In this course, students will be introduced to various aspects of Python programming logic. This will include logical form areas such object-oriented, transaction, linear, and other such programming concepts and procedural program writing using variables, arrays, control statements, loops, recursion, data abstraction, and objects.<br>Pre-Req: RM525 |
| SD | 690 | Capstone in Software Development |
| | 4 | In this course, students will develop a comprehensive, synthesizing project that applies the knowledge and skill set that has been learned in previous course work that comprises the software development program. Projects must have an academic and an applied component.<br>Pre-Req: RM525 |

## FACULTY

The University provides high quality, practitioner-oriented online and blended programs utilizing expert faculty who are senior practitioners in their respective fields. These professionals help students remain current with accelerating trends and ensure that they may rapidly apply what they learn on the job.

| | | |
|---|---|---|
| **Akers, Paula (Health Sciences)** | | |
| MS | Exercise Physiology | West Virginia University |
| BS | Exercise Physiology | West Virginia University |
| **Alexander, Shanna (Health Sciences)** | | |
| BA | Complementary and Alternative Health | University of Arizona |
| AS | Medical Assistant | Virginia College |
| **Al-Tahan, Lorie (Radiologic Technology)** | | |
| BS | Medical Imaging | Mercy College of Ohio |
| AS | Radiologic Technology | Mercy College of Ohio |
| RT | Registered Radiography Technologist (ARRT) | |
| **Amole, Kimberly (Externship Coordinator)** | | |
| BS | Allied Healthcare Management | Miller-Motte College |
| AOS | Healthcare Technology | Miller-Motte College |
| **Ashy, Elizabeth (General Education Program Chair)** | | |
| MEd | Leadership | American InterContinental University |
| BA | Sociology | Warren Wilson College |
| **Avella, Edward (Business Administration)** | | |
| EdD | Organizational Leadership | Grand Canyon University |
| MS | Technology Management | University of Maryland University College |
| MBA | General | University of Maryland University College |
| BS | Management Studies and Computing | University of Maryland University College |
| **Ayala, Linda (Health Sciences)** | | |
| BS | Healthcare Administration | Ashworth College |
| AS | Healthcare Administration | Ashworth College |
| Certs | CCMA, CPT | |
| **Ayed, Ahmed (Ben) (Information Technology)** | | |
| DCS | Computer Science | Colorado Technical University |
| MS | Cybersecurity and Information Assurance | National University |
| BS | Computer Information Systems Business | Bellevue University |
| **Baker, Shana (Radiologic Technology)** | | |
| BS | Radiologic Sciences | Midwestern State University |
| AAS` | Radiologic Technology | Tarrant County College |
| RT | Registered Radiography Technologist (ARRT) | |
| **Bennett, Jayme (Health Sciences)** | | |
| MS | Leadership | Trine University |
| BAM | Applied Management | Trine University |
| AAS | Medical Assisting | Ivy Tech Community College |
| **Bernhardt, Lynda (General Education)** | | |
| MPA | Public Administration | Valdosta State University |
| BS | Biology | Valdosta State University |
| **Blackmon, Tonya (Business Administration)** | | |
| DBA | International Business | Argosy University |
| MBA | General | National University |
| BS | Educational Development | Southeastern Illinois University |
| AA | Social Science | College of Alameda |
| **Blocker, Angela (Health Sciences)** | | |
| MA | Counseling | Liberty University |

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|---|---|---|
| BS | Counseling | Liberty University |
| AS | Medical Assisting | Daymar College |
| **Bolton, Robin (Health Sciences)** | | |
| MBA | Healthcare Management | American InterContinental University |
| BS | Management | Indiana Wesleyan University |
| AA | Business Science | |
| CST | Certified Surgical Technician | |
| **Bowling, Phyllis (Nursing)** | | |
| BSN | Nursing | Morehead State University |
| ASN | Nursing | Pikeville College |
| **Brewer, Rhonda (Health Sciences)** | | |
| MBA | Health Services Administration | Strayer University |
| BBA | Health Services Administration | Strayer University |
| AS | Medical Assisting | South College |
| RMA | Registered Medical Assistant | |
| **Britton, Kelly (Radiologic Technology)** | | |
| MS | Health Science | University of Texas at Rio Grande Valley |
| BS | Radiologic Sciences | Midwestern State University |
| AAS | Radiologic Technology | Tarrant County College |
| RT/CT | Registered Radiography Technologist/CT (ARRT) | |
| **Broman, Noel (Information Technology)** | | |
| PhD | Information Technology Management | Capella University |
| MS | Management Information Systems | Nova Southeastern University |
| BSIT | Network and Telecommunications | University of Phoenix |
| **Brown, Cami (Radiologic Technology)** | | |
| BS | Healthcare Leadership | University of St. Francis |
| RT | Registered Radiography Technologist (ARRT) | |
| **Brown, Shelly D (Nursing)** | | |
| MSN | Nursing | Walden University |
| BSN | Nursing | Morehead State University |
| **Cabe, Patri (General Education)** | | |
| JD | Law | University of Mississippi |
| BA | Political Science | Western North Carolina University |
| **Chelstowski, Abigail (Health Sciences)** | | |
| MBA | Healthcare Management | Herzing University |
| BS | Healthcare Administration | Mercy College |
| AA | Human Services | Washtenaw Community College |
| Cert | Medical Assisting | Ross Medical Education Center |
| **Chisum, Misty (General Education)** | | |
| EdD | Educational Leadership | University of Missouri |
| MA | English | Southeast Missouri State University |
| BS | English | Drury University |
| **Clark, Johanna (Health Sciences)** | | |
| BS | Health Sciences | University of West Florida |
| AS | General Studies | Piedmont Virginia Community College |
| Cert | Medical Assistant | Pima Medical Institute |
| **Clark, Kelly (General Education)** | | |
| MS | Biological Sciences | Eastern Illinois University |
| BS | Biological Sciences | Eastern Illinois University |
| **Clay, Yolanda (Business Administration)** | | |
| DHA | Healthcare Administration | University of Phoenix |
| MBA | General | Brenau University |
| BA | Biology, Chemistry | Alabama State University |

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|---|---|---|
| **Cochran, Brad (Accounting)** | | |
| MS | Accounting | Strayer University |
| BS | Accounting | Virginia Commonwealth University |
| **Cole, Sandra (Business Administration)** | | |
| PhD | Organizational Leadership | Columbia International University |
| MBA | General | National University |
| BA | Speech and Theater | Lehman College |
| **Cook, Carma (General Education)** | | |
| PhD | Chemistry | Auburn University |
| BS | Chemical Engineering | Auburn University |
| **Cooper-Sweat, Rodney (Business Administration)** | | |
| PhD | Leadership and Business | University of the Cumberlands |
| MBA | Project Management | Keller Graduate School of Management |
| BS | Science Education | Florida Institute of Technology |
| **DaSilva, Carlos (General Education)** | | |
| PhD | Applied Science (Neuroscience) | William and Mary University |
| MS | Physiological Science | Federal University of San Carlos |
| BS | Biological Science | Sao Paulo State University |
| **Dekle, Merrie (General Education)** | | |
| MA | Communications | Austin Peay State University |
| MS | Psychology | Capella University |
| BS | Mass Communication | Middle Tennessee State University |
| BS | Psychology | Middle Tennessee State University |
| **Dennis, Quincita (Radiological Technology Dean)** | | |
| PhD | Educational Leadership | Trident University |
| MS | Health Administration | Trident University |
| MS | Health Sciences-Public Health | Trident University |
| BS | Health Sciences-Radiologic Technology | Trident University |
| BS | Computer Science, Cybersecurity | Trident University |
| RT | Registered Radiography Technologist (ARRT) | |
| **Denton, Stephanie (Health Sciences)** | | |
| DC | Chiropractic | Logan University |
| MS | Nutrition and Human Performance | Logan University |
| BS | Human Biology | Logan University |
| AAS | Mortuary Science and Funeral Service | Southern Illinois University |
| **DeVore, Paula (Health Sciences/General Education)** | | |
| MSN | Nursing | Western Kentucky University |
| BSN | Nursing | Western Kentucky University |
| BA | Public Relations and Psychology | Western Kentucky University |
| ASN | Nursing | Western Kentucky University |
| **Diaz, Steven (General Education)** | | |
| MS | Mathematics Education | University of Phoenix |
| BS | Mathematics | University of Puerto Rico |
| **Dibia, Nkem (Business Administration)** | | |
| DM | Organizational Development and Change | Colorado Technical University |
| MBA | Strategic International Business | University of Houston, Victoria |
| MILD | International Law and Diplomacy | University of Lagos |
| MAEd | English Literature | University of Benin |
| **Diggle, Laura (Health Sciences Program Chair)** | | |
| MS | Instructional Design, Learning Techniques | Franklin University |
| BS | Allied Healthcare Management | Franklin University |
| AAS | Medical Assisting | Ivy Tech Community College |
| CCMA | Certified Clinical Medical Assistant (NHA) | |

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|---|---|---|
| **Dingle, Traci (General Education)** | | |
| PhD | Criminal Justice | Capella University |
| JD | Law | Charleston School of Law |
| MS | International Administration | Central Michigan University |
| BA | Political Science | Columbia College |
| **Edwards, LaCher (Health Sciences)** | | |
| MPH | Public Health | Liberty University |
| GC | Epidemiology | Capella University |
| BS | Allied Health Management | Florida Technical College |
| AAS | Medical Assistant | Hamilton College |
| **El Gbouri, Abdessamad (Information Technology)** | | |
| DIA | Information Assurance | University of Fairfax |
| MS | Cybersecurity | Excelsior University |
| BBA | Computer Information Management | Northwood University |
| AA | Management Information Systems | Northwood University |
| **Erickson, Ashley (Health Sciences)** | | |
| MS | Nursing Education | Indiana Wesleyan University |
| BSN | Nursing | Indiana Wesleyan University |
| AAS | Nursing | Cincinnati State Technical and Community College |
| **Falsey, Dominika (Business Administration)** | | |
| DM | Management | Colorado Technical University |
| MBA | Executive | Colorado Technical University |
| BS | Marketing, International Business | St. Mary's University |
| **Foley, Patricia (Information Technology)** | | |
| DIA | Information Assurance | University of Fairfax |
| MPS | Human Relations | New York Institute of Technology |
| BEng | Engineering | Stevens Institute of Technology |
| **Frenzel, Ervin (Information Technology)** | | |
| DIA | Information Assurance | University of Fairfax |
| MPS | Human Relations | New York Institute of Technology |
| MIS | Management | University of Phoenix |
| BA | Liberal Arts | Excelsior University |
| AAS | Networking and Cybersecurity | Amarillo College |
| **Gancea, Uliana (General Education)** | | |
| PhD | French Language and Literature | University of Paris |
| MBA | General | Miami Regional University |
| MEd | Educational Administration | Miami Regional University |
| BA | English and French Literature | University of Paris |
| **Garcia, Paola (General Education)** | | |
| PhD | Clinical Psychology | Ponce Health Science University |
| MS | Psychology | Ponce Health Science University |
| BS | General Education | University of Puerto Rico |
| **Gilbaugh, Terry (Nursing)** | | |
| MSN | Nursing | Drexel University |
| BS | English Education | Bob Jones University |
| Dip | Nursing | Brandywine Hospital School of Nursing |
| CERT | Registered Nurse | |
| **Ginn, Michelle (General Education)** | | |
| MA | Sociology | University of Alabama at Birmingham |
| MS | Psychology | University of Phoenix |
| BS | Computer Information Systems | Saint Leo University |
| AA | General | North Florida Community College |

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|---|---|---|
| **Godlove, Timothy (Information Technology)** | | |
| DIA | Information Assurance | University of Fairfax |
| MS | Information Resource Management | Central Michigan University |
| BA | Social Science | Chapman University |
| AS | Liberal Arts | Northern Virginia Community College |
| **Guriel, Jennifer (Medical Laboratory Technology)** | | |
| MS | Higher Education/College Administration and Leadership | Purdue University-Global |
| BS | Business Administration | Manchester College |
| AAS | Medical Laboratory Technology | Ivy Tech Community College |
| AS | Liberal Studies | Ancilla College |
| **Gutierrez, Johanna (Health Sciences)** | | |
| BS | Health Science | Southern New Hampshire University |
| Dip | Medical Assistant | Lincoln Technical Institute |
| **Halverson, Andrew (General Education)** | | |
| JD | Law | Louisiana State University |
| MS | Mathematics | University of Louisiana |
| BCL | Civil Law | Louisiana State University |
| BS | Mathematics | University of Louisiana |
| **Hampton, Glenda (Radiologic Technology)** | | |
| MAT | Teaching | University of the Cumberlands |
| MAEd | Education | University of the Cumberlands |
| BUS | University Studies | Morehead State University |
| AAS | Radiologic Technology | Morehead State University |
| RT | Registered Radiography Technologist (ARRT) | |
| **Hendon, Michalina (Business Administration)** | | |
| PhD | Information Technology Management | Capella University |
| MBA | Information Technology Management | American Public University |
| BS | Business Administration | Alvernia University |
| AA | Computer Science | McCann School of Business and Technology |
| **Henriksen, David (General Education)** | | |
| MA | Military History | Austin Peay State University |
| BA | History | Austin Peay State University |
| BS | Business Management | University of Maryland |
| AAS | Criminal Justice | Colorado Technical University |
| **Hess, James (Health Science)** | | |
| BA | Secondary Education (Social Studies) | Alice Lloyd College |
| EMT_P | Nationally Recognized EMT-Paramedic | |
| CCMA | Certified Clinical Medical Assistant | |
| **Hinrichsen, Colleen (Medical Laboratory Technology)** | | |
| MS | Clinical Laboratory | Rush University |
| BS | Medical Technology | Rutgers University |
| **Hollis, Eric (Software Development)** | | |
| PhD | Information Technology Management | Capella University |
| MBA | General | Saint Leo University |
| BA | Criminology | Saint Leo University |
| AA | Liberal Arts | Saint Leo University |
| **Hooper, Lindsey (Medical Laboratory Technology Program Chair)** | | |
| BS | Medical Technology | Wichita State University |
| BS | Microbiology | Kansas State University |
| BS | Agriculture | Kansas State University |
| CERT | MLS Certification (ASCP) | |

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|---|---|---|
| **Hossler, Chuck (Nursing Assistant Dean)** | | |
| PhD | Nursing Research/Science | Medical University of South Carolina |
| MSN | Family Nurse Practitioner/Psychiatric-Mental Health | Medical University of South Carolina |
| BSN | Nursing | Medical University of South Carolina |
| **Hopkins, Terrie (Health Sciences)** | | |
| BHS | Health Science and Public Health | South University |
| Cert | Medical Assistant | EHOVE Career Center |
| **Jasso, Emilia (Health Sciences)** | | |
| MEd | Adult Education and Training | American Intercontinental University |
| BHM | Healthcare Management | American Intercontinental University |
| **Jenkins, Courtney (General Education)** | | |
| DBA | General | South University |
| MFA | Creative Writing | Chatham University |
| MA | English Education | Virginia State University |
| BS | English, Mass Communications | Virginia State University |
| **Johnston, Nick (Business Administration)** | | |
| PhD | Leadership | University of the Cumberlands |
| MBA | Healthcare Administration | Indiana Wesleyan University |
| BS | Respiratory Care | Boise State University |
| AS | Respiratory Care | Kettering College |
| **Johnson, Darryl (General Education)** | | |
| MA | Sociology | Prairie View A&M University |
| BA | Political Science | American Public University |
| **Kavlie, Lucas (Provost)** | | |
| EdD | Higher Education | University of North Texas |
| MBA | General | Western Governors University |
| MS | Marketing Analytics | Western Governors University |
| MS | HR Management | Western Governors University |
| MA | Christian Education | Dallas Theological Seminary |
| BA | History and Bible | University of Northwestern-St. Paul |
| **Keevers, Douglas (General Education Assistant Dean)** | | |
| EdD | eLearning & Instructional Technology | Northcentral University |
| MS | Information Technology Management | Webster University |
| BS | Cognitive & Behavioral Psychology | Slippery Rock University |
| **Keith, Rebeca (Radiological Technology)** | | |
| MS | Radiologic and Imaging Sciences | Thomas Jefferson University |
| BS | Clinical Radiation Sciences | Virginia Commonwealth University |
| RT | Registered Radiography Technologist/CT (ARRT) | |
| **King, Lisa (Health Sciences)** | | |
| BS | Healthcare Management | American National University |
| AS | Medical Assisting | American National University |
| **King-Hutchinson, Tracyon (Radiologic Technology)** | | |
| MS | Adult Education and Training | Saint Joseph's College of Maine |
| BS | Radiologic Science | Saint Joseph's College of Maine |
| AAS | Radiography | County College of Morris |
| RT | Registered Radiography Technologist (R, MRI, M) | ARRT |
| **Leslie, Keisha (Radiologic Technology)** | | |
| MBA | General | Southern New Hampshire University |
| BS | Animal & Poultry Science | Tuskegee University |
| Cert | Registered Radiography Technologist (ARRT) | |
| **Libell, James (Accounting/Business Management)** | | |
| MS | Management | Colorado Technical University |
| BSBA | Accounting | Robert Morris University |

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|---|---|---|
| AA | Business Administration | Robert Morris University |
| **Lightcap, Richard (Information Technology Dean)** | | |
| PhD | Cybersecurity Leadership | Capitol Technology University |
| EdD | Leadership | American College of Education |
| MS | Computer Science | University of the Potomac |
| MS | Cybersecurity and Information Assurance | Western Governors University |
| MS | Computer Information Systems | University of Phoenix |
| BS | Information Technology | University of Phoenix |
| **Lizano, Marcela (Health Sciences)** | | |
| MS | Health Informatics and Analytics | University of North Carolina at Charlotte |
| BS | Psychology & Public Health | University of North Carolina at Charlotte |
| AA | General | Central Piedmont Community College |
| Dip | Medical Assisting | Brightwood College |
| **Machado, Maria (Health Sciences)** | | |
| Dip | Medical Assisting | South Florida Institute of Technology |
| Cert | Registered Medical Assistant | |
| **Martinez, Jennifer (Nursing)** | | |
| MSN | Nursing | University of Phoenix |
| MHA | Health Administration | University of Phoenix |
| BS | Nursing | ECPI University |
| **Mason, Ebony (Business Administration)** | | |
| DBA | General | Walden University |
| MS | Interdisciplinary Studies | Texas A&M University |
| MS | Instructional Design and Technology | Texas A&M University |
| BBA | General | Texas A&M University |
| **Mathew, David (Business Administration)** | | |
| JD | Law | Appalachian School of Law |
| MS | Business Administration | Strayer University |
| BS | Accounting | William Paterson University |
| BA | Biology | New Jersey City University |
| **McCormick, Matthew (Information Technology)** | | |
| PhD | Cybersecurity Leadership | Capitol Technology University |
| MS | Telecommunication Systems | DePaul University |
| MBA | General | Lake Forest Graduate School of Management |
| BS | Systems Engineering | University of Virginia |
| **McGowan Mako, Donna (Health Sciences)** | | |
| BS | Liberal Science | Neumann University |
| NRCMA | Nationally Registered Certified Medical Assistant | |
| **Mendiola, Tisha (General Education)** | | |
| MS | Chemistry | University of Colorado, Colorado Springs |
| MA | Teaching | Colorado College |
| BA | Chemistry and Biology | University of Colorado, Colorado Springs |
| **Merritt, Jennifer (Information Technology)** | | |
| PhD | Computing Technology in Education | Nova Southeastern University |
| MEd | Adult Education | Park University |
| MS | Computer Information Systems | University of Phoenix |
| BS | Business Information Systems | University of Phoenix |
| **Miller, Carol-Ann (Health Sciences)** | | |
| MA | Organizational Leadership | Malone University |
| BGS | General Studies | Youngstown State University |
| AAS | General Studies | Youngstown State University |
| **Mora, Yanela (Health Sciences)** | | |
| MB | Medicine | Pedro Henriquez Urena National University |

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|---|---|---|
| Certs | CMAC, PTC, ETC | |
| **Mosley, Kanika (Radiologic Technology)** | | |
| BMS | Medical Imaging (CT Minor) | Emory University |
| RT | Registered Radiography Technologist (ARRT) | |
| **Nazarko, Eralda (Information Technology)** | | |
| PhD | Computer Science & Informatics | Oakland University |
| MBA | General | Regent University |
| **Obringer, Lyndsey (Business Administration and Accounting Dean)** | | |
| DSL | Strategic Leadership | Liberty University |
| MA | Leadership and Organizational Transformation | Chatham University |
| BBA | General | Wilkes University |
| **Oliva, Estephania (Health Sciences)** | | |
| BA | Spanish | Arkansas Tech University |
| AAS | Medical Assistant | Arkansas Tech University |
| Cert | Medical Coding and Billing | Purdue University Global |
| **O'Reilly, Kathleen (General Education)** | | |
| MA | Sociology | University of Connecticut |
| BA | General Studies | University of Connecticut |
| **Ostrowski, David (Information Technology)** | | |
| PhD | Computer Science | Wayne State University |
| MS | Computer Science | Wayne State University |
| BBA | Management Information Systems | University of Michigan |
| **Ousley, Tina (General Education)** | | |
| MS | Biology | Morehead State University |
| BS | Biology | Morehead State University |
| **Pandya, Shardul (Information Technology)** | | |
| PhD | Engineering Management | Old Dominion University |
| MS | Mechanical Engineering | Colorado State University |
| BEng | Industrial and Production Engineering | BMS College of Engineering |
| **Perez, Leonardo (General Education)** | | |
| MS | Psychology | Capella University |
| MBA | Business Administration | Western Governor's University |
| MHA | Healthcare Administration | Western Governor's University |
| MEd. | Education Technology & Instructional Design | Western Governor's University |
| BSBA | Business Management | Western Governor's University |
| **Person, Candice (General Education)** | | |
| MFA | Creative Writing Fiction | Spalding University |
| MS | Elementary Education | Mercy College |
| BA | English | Howard University |
| **Phoenix, Courtney (General Education)** | | |
| MA | Christian Studies | Grand Canyon University |
| BS | Entrepreneurial Studies | Grand Canyon University |
| **Reyes-Fournier, Paul (Business Administration)** | | |
| PhD | Industrial and Organizational Psychology | Keiser University |
| MBA | Finance | DeVry University |
| BS | Physics | California State University, Northridge |
| AA | Engineering | El Camino College |
| **Reynolds, Betty Sue (Nursing Administrator)** | | |
| DNP | Nursing Practice | Walden University |
| MSN | Family Nurse Practitioner | Chamberlain University |
| **Reynolds, Jeanette (Medical Laboratory Technology)** | | |
| MS | Biology | University of Saint Joseph |
| BA | Bible | Columbia International University |

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|---|---|---|
| Cert | ASCP Microbiology Technologist | |
| **Ricard, Alethea (Radiologic Technology)** | | |
| BMS | Medical Imaging | Emory University |
| RT | Registered Radiography Technologist (ARRT) | |
| **Rios, Angel (Business Administration)** | | |
| DBA | Public Administration | Northcentral University |
| MBA | General | American InterContinental University |
| BBA | Accounting | University of the Sacred Heart |
| **Rodriguez, Carrie (Health Sciences)** | | |
| MS | Organizational Leadership | Brenau University |
| BS | Organizational Leadership | Valdosta State University |
| AAS | Medical Assistant | North Georgia Technical College |
| **Rosas, Alejandra (Health Sciences)** | | |
| MS | Human Anatomy and Physiology | Northeast College of Health Sciences |
| **Ross, Allison (Radiologic Technology)** | | |
| BS | Health and Human Services | Western Governors University |
| AAS | Radiology | Bowling Green Technical College |
| RT | Registered Radiography Technologist (ARRT) | |
| **Sabo, Gail (General Education)** | | |
| MA | Psychology | National Louis University |
| BA | Sociology, Psychology | Bowling Green State University |
| **Saucedo, Jessica (Radiologic Technology)** | | |
| BS | Radiology Management | Southwest University |
| AAS | Radiological Sciences | Southwest University |
| **Sawyerr, Cherry (General Education)** | | |
| PhD | Clinical Psychology | Argosy University |
| MA | Clinical Psychology | Argosy University |
| BS | Biology, Psychology | Houston Baptist University |
| **Scott, Carolyn (Chief Academic Officer)** | | |
| DBA | International Business | Argosy University |
| MBA | International Business | South University |
| BS | International Business | Argosy University |
| AA | Business | Western International University |
| **Sedlack, Derek (Software Development)** | | |
| PhD | Information Systems | Nova Southeastern University |
| MS | Management Information Systems | Nova Southeastern University |
| **Sendar, Lisa (Health Sciences)** | | |
| MHA | Healthcare Administration Education | University of Phoenix |
| MBA | Human Resources | Strayer University |
| BS | Liberal Studies | North Carolina A&T State University |
| AAS | Medical Assistant | University of Alaska |
| **Sharma, Swati (Information Technology)** | | |
| DIA | Information Assurance | University of Fairfax |
| MBA | General | American National University |
| MBA | Information Technology | American National University |
| BEd | Education | University of Jammu |
| **Shaver, Don (General Education)** | | |
| MA | Political Science, Public Administration | Bowling Green State University |
| BA | Political Science | Otterbein College |
| **Shin, Keith (Information Technology)** | | |
| PhD | Electrical Engineering | University of Tennessee |
| MS | Electrical Engineering | University of Tennessee |
| BEng | Mechanical Engineering | Handong Global University |

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|---|---|---|
| **Shinabery, Brittainy (Health Science)** | | |
| MHA | Health Administration | Ohio University |
| BS | Health Services Administration | Ohio University |
| AAS | Medical Assisting | Ohio University |
| CPhT | Certified Pharmacy Technician | |
| CMA | Certified Medical Assistant | |
| **Sloan-Rose, Kenetha (Nursing)** | | |
| MSN | Nursing | Indiana Wesleyan University |
| BSN | Nursing | Indiana Wesleyan University |
| AS | Nursing | Pikeville College |
| **Smith, Amy (Health Sciences)** | | |
| MSN | Nursing | University of Phoenix |
| BSN | Nursing | East Carolina University |
| **Sovak, Lisa (Business Administration)** | | |
| DBA | Marketing | Argosy University |
| MS | Communication and Information Systems | Robert Morris University |
| BA | Communication—Advertising | Robert Morris University |
| **Spector, Allen (Information Technology)** | | |
| DSc | Information Technology | Middle Georgia State University |
| MS | Computer Information Systems | University of Phoenix |
| BA | Psychology | University of Kansas |
| **Stoddard, Steven (Business Administration)** | | |
| DSL | Strategic Leadership | Liberty University |
| MS | Criminal Justice | Troy University |
| AAS | Applied Technology | Central Texas College |
| **Sullivan, Nathan (Information Technology)** | | |
| DIA | Information Assurance | University of Fairfax |
| MS | Cybersecurity and Information Assurance | Western Governors University |
| BA | Criminal Justice | Grantham University |
| AAS | Computer Information Systems | JF Drake State Community and Technical College |
| **Sullivan-Kitchen, Kristina (Nursing)** | | |
| MSN | Nursing | Liberty University |
| BSN | Nursing | Liberty University |
| AAS | Nursing | J Sergeant Reynolds Community College |
| **Talbot, Justice (Radiologic Technology)** | | |
| MBA | Healthcare Management | Western Governors University |
| BS | Business Administration | Western Governors University |
| AS | Radiologic Technology | New Hampshire Technical Institute |
| RT | Registered Radiography Technologist (ARRT) | |
| **Thacker, Laverne (Nursing)** | | |
| MSN | Nursing Education | Galen College of Nursing |
| BSN | Nursing | Galen College of Nursing |
| ASN | Nursing | University of Pikeville |
| **Thompson-Best, Racquel (Business Administration)** | | |
| DBA | Finance | Walden University |
| MBA | General | Nova Southeastern University |
| BA | Business Administration | Saint Leo University |
| AA | Liberal Arts | Saint Leo University |
| **Torres, Bertha (Health Sciences)** | | |
| MHA | Health Administration | University of the Incarnate Word |
| BS | Community Health | Texas A&M University |

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|---|---|---|
| AS | General Education | Lone Star College |
| **Ukpere, Oscar (Information Technology)** | | |
| PhD | Information Technology | Capella University |
| MS | Computer Information and Net Security | DePaul University |
| **Villanueva, Noah (Business Administration)** | | |
| PhD | Organization and Management | Capella University |
| MA | Strategic Leadership | St. Bonaventure University |
| MBA | General | American Public University |
| BS | Biology | Campbell University |
| **Walker, Misty (Computer Science)** | | |
| MBA | Business Administration | Colorado Technical University |
| BS | Accounting | Colorado Technical University |
| **Waymack, Matthew (General Education)** | | |
| PhD | Educational Leadership | University of Georgia |
| MEd | Mathematics Education | University of Georgia |
| BS | Mathematics | University of Georgia |
| **Webb, Angela (Nursing)** | | |
| MSN | Nursing | Walden University |
| BSN | Nursing | Chamberlain University |
| AS | Nursing | University of Pikeville |
| CERTS | CNP, RN | |
| **Webb, James (Information Technology)** | | |
| PhD | Information Technology | Capella University |
| MS | Computer Information Systems | Boston University |
| BS | Information Systems Management | University of Maryland |
| **Weinrich, Stephanie (Health Sciences)** | | |
| BS | Health Administration | Herzing University |
| RMA | Registered Medical Assistant | |
| **Wheeler, Nicole (Radiologic Technology)** | | |
| Ed.D. | Teaching Strand Program | University of Findlay |
| MS | Health Informatics | University of Findlay |
| BS | Healthcare Administration | Columbia Southern University |
| AAS | Radiographic Imaging | James A. Rhodes State College |
| **White, Elena (General Education)** | | |
| PhD | Psychology | Liberty University |
| MEd. | Counseling | Stephens College |
| BS | Christian Counseling | Central Bible University |
| **William, Molea (Health Sciences)** | | |
| MBA | General | Northcentral University |
| BA | Applied Mathematics | Southern New Hampshire University |
| Cert | Medical Assistant | Sanford Brown Institute |
| **Williams, Curtis (Business Administration)** | | |
| DBA | Marketing | Walden University |
| MBA | Aviation | Embry-Riddle Aeronautical University |
| BS | Aviation Management | Southern Illinois University |
| **Williams, Teatrice (Health Sciences)** | | |
| MBA | General | Bethel University |
| BS | Organizational Leadership | Bethel University |
| **Williams, Teatrice (Health Sciences)** | | |
| MS | Nursing Education | Indiana Wesleyan University |
| BS | Nursing | Indiana Wesleyan University |
| AAS | Nursing | Cincinnati State Technical and Community College |

| Ziegler, Ashley (Health Science) | | |
|---|---|---|
| MS | Nursing Education | Indiana Wesleyan University |
| BS | Nursing | Indiana Wesleyan University |
| AAS | Nursing | Cincinnati State Technical and Community College |

# ADVISORY BOARD MEMBERS

Advisory Boards provide guidance and feedback to the University from community members and employers to ensure that the programs continue to reflect industry trends. The Boards meet a minimum of two times a year to review outcomes assessment, discuss curriculum and relevance to the current career field, and review the field's job outlook.

## BUSINESS MANAGEMENT ADVISORY BOARD

| Name | Title (Present Occupation) | Company |
|---|---|---|
| Lyndsey Obringer | Dean of Business and Accounting | American National University |
| Dominika Falsey | Full Time Faculty | American National University |
| Jeffrey Alderman | President/CEO Special Advisor | ACBSP |
| Gregory Shields | Director of Operations | Hobart Institute of Welding Technology |
| Jennifer Torres | Director of Customer Success Ops | Provar |
| Alicia Kirk | Director of Institutional Partnership | FlatWorld |
| Craig Eisenbrown | Supervisor | United Airlines |
| Dawna Clephas | IT Program Manager, Healthcare Analytics | Carilion Clinic |
| Dr. Frisner Pierre | Program Specialist | UNFPA |
| Dr. Fujii Noritsugu | President/CEO | AdHoc Inc. |
| Dr. Andrew Anamagreth | Area Sales Manager | Anton Paar Southern Africa LTD |

## HEALTH SCIENCE ADVISORY BOARD

| Name | Title (Present Occupation) | Company |
|---|---|---|
| Laura Diggle | Allied Health Program Chair | American National University |
| Dr. Paula Boley | Online Adjunct Faculty | Nashville State Community College |
| Katie Glenn | PA-C | Newburgh Dermatology Associates |
| Carol Nassef | Registered Medical Assistant | Community Access Network |
| Angela Pickral | Certified Medical Assistant | Family Services of the Piedmont |
| Starrae Holloman | Practice Manager | Univ. of Louisville |
| Jennifer Torres | Education Manager | Provar |
| Jessica Woods | Student | American National University |
| Elizabeth Snay | Customer Service – Public Member | Penske Honda |

## INFORMATION TECHNOLOGY BOARD

| Name | Title (Present Occupation) | Company |
|---|---|---|
| Richard Lightcap | Dean of Information Technology | American National University |
| Alicia Kirk | Publishing Sales Representative | Flatworld |
| Jamila Salankey | Social Engineering/OSINT Trainee | AntiguaRecon |
| Kelly Hughes | Computer Scientist | US Dept. of Defense |
| Michael Thibodeaux | Sr. OT Security Operations Expert | European Energy Jobs |
| Robert Rodriguez | Director of Commercial CRM Strategy & Execution | PCNA (Polyconcept North America) |

## MEDICAL LABORATORY TECHNOLOGY ADVISORY BOARD

| Name | Title (Present Occupation) | Company |
|---|---|---|
| Lindsey Hooper, MLS | Medical Laboratory Technology Program Chair | American National University of Kentucky |
| James Glass | Employer | Pikeville Hospital |
| Leann Hubbard, MLT | Preceptor | Pikeville Hospital |
| Kandi Justice, MLT | Preceptor | Pikeville Hospital |
| Lance Stamper, MLT | Practitioner | Pikeville Hospital |
| Anjum Malik, MLT | Specialist | Houston Community College |
| Amy Elliott | Employer | Amberwell Hiawatha |

## Nursing Advisory Board

| Name | Title (Present Occupation) | Company |
|---|---|---|
| Marie Bernard-Lazare | Dean of Nursing | American National University |
| Jaime L. Carroll | Chief Nursing Officer | Sentara Norfolk General Hospital |
| Nicole Kennedy | Education Specialist | Sentara Clinical Education |
| Dale Morton | ER Manager | Pikeville Medical Center |
| Tracy Rhodes | Human Resources Manager | Vistar Eye Center |
| Denise Hamrick | Director of Education | Southern TN Regional Health System |
| Tracey Harrell | Division Clinical Ed Ops Supervisor | HCA Capital Division |
| Mary Kate Bowser | Public Health Nurse Manager | Roanoke City & Alleghany Health |

## Radiological Technologist Advisory Board

| Name | Title (Present Occupation) | Company |
|---|---|---|
| Quincita Dennis, PhD, RT | Dean of Radiologic Technology | American National University of Kentucky |
| Keisha Leslie | Radiation Therapy QA Manager | Northside Hospital |
| Travis Thompson | Therapist, RT | Atrium Health |
| Kyle Wetzel | Therapist, RT | Atrium Health |
| Blake Stone | Therapist, RT | Atrium Health |
| Josh Wimer | Therapist, RT | Atrium Health |
| Tatiyana Register | Therapist, RT | Atrium Health |
| Kanika Mosley | Clinical Coordinator/CT Technologist | Practitioner |
| Alison Ross | Instructor, RT | American National University of Kentucky |
| Rebecca Keith | Instructor, RT | American National University of Kentucky |

# UNIVERSITY DETAILS

American National University of Kentucky is owned and controlled by American National University of Kentucky, Inc., a Kentucky Corporation. This corporation is supported by National University Services, Inc., a Virginia Corporation, through a services agreement. Each of these corporations is family-owned and operated by President Longaker.

Regular office hours are Monday through Friday, 8:00 a.m. to 5:00 p.m. Eastern Time.

## CORPORATE OFFICERS

The Officers of American National University of Kentucky, Inc. are:

- Frank E. Longaker, PhD, Chairman, Treasurer, Director
- Steven Cotton, JD, Director
- Joel Musgrove, DBA, Director
- Ms. Stephanie Damanti, Secretary

## BOARD OF DIRECTORS

Board members for the University are:

- Dr. Tami Erickson, Chair
- Richard (Rick) Beason
- Dr. David Braswell
- Tammy M. Riley
- Phillip F. Sparks
- Bruce Wilkerson
- Steve Cotton, JD
- Joel Musgrove, DBA
- Frank E. Longaker, PhD (Ex Officio)

## ADMINISTRATION CONTACTS

Students may utilize the following departmental contacts for assistance:
Academic Affairs: academicaffairs@an.edu
Admissions: admissions1@an.edu
Registrar: registrar@an.edu
Student Services: studentservices@an.edu
Help Desk: helpdesk@an.edu or 833-741-0035

## TEAM MEMBERS (ALPHABETICAL BY FIRST NAME)

| | |
|---|---|
| Andrea DiTonno | Vice President of Marketing |
| April Howard | Chief Financial Officer |
| Beth Overbey | Vice President of Financial Services |
| Carl Robertson | Comptroller |
| Carolyn Scott | Chief Academic Officer |
| Crystal Hanley | Learning Management System Manager |
| David Yeaman | Director of Compliance and Accreditation |
| Elisa Landgraf | Director of CRM |
| Felix Baez | Director of IT |
| Fitnet Zeqiri Osmani | International Student Advisor/DSO |
| Flora O'Neil | Learning Management System Technical Specialist |

| | |
|---|---|
| Frank E. Longaker | President |
| James Cyrus Hess | Site Supervisor (Pikeville) |
| Jessica Williams | Vice President of Student Services |
| Joel Musgrove | Senior Executive Vice President Operations |
| Karen Williams | Re-Entry Coordinator |
| Kim Walsh | Executive Director of Compliance and Accreditation |
| Lucas Kavlie | Provost |
| Maria Diaz | Medical Assisting Spanish Academic Advisor |
| Michael Sutton | Site Supervisor (Louisville) |
| Mike Sutton | International Academic Advisor/DSO |
| Mohammad Khan | Cloud Systems Administrator |
| Rebekah Custer | Director of International Student Affairs/PDSO |
| Ryan Farrell | Managing Associate of International Student Affairs/DSO |
| Shawn Hershey | Vice President of Academic Affairs |
| Steven Cotton | Executive Vice President of Legal and Regulatory Affairs |
| Trent Ramey | Director of Admissions |
| Tuul Spencer | International Director of Admissions |
| Wendolyn Larkins | Director of Career Services |

## Academic Department Leaders (Alphabetical by First Name)

| | |
|---|---|
| Dr. Betty Sue Reynolds | Nursing Administrator |
| Dr. Douglas Keevers | Assistant Dean of General Education |
| Elizabeth Ashy | Program Chair of General Education |
| Laura Diggle | Program Chair of Health Sciences |
| Lindsey Hooper | Program Chair of Medical Laboratory Technology |
| Dr. Lyndsey Obringer | Dean of Business and Accounting |
| Dr. Quincita Dennis | Dean of Radiological Technology |
| Dr. Richard Lightcap | Dean of Information Technology |

## Locations

American National University of Kentucky is located at 10509 Timberwood Circle, Suite 200; Louisville, KY 40223; and 30 South Mayo Trail, Suite 101; Pikeville, KY 41501. These spaces are equipped with Wi-Fi and classrooms in addition to administrative space used for residencies. You may contact either campus by calling 833.388.1100,

## Louisville Campus (Main Location)

American National University of Kentucky has helped students in Louisville and surrounding areas achieve their education goals since 1991 and continues to build on its reputation among local employers for its skilled graduates. The Louisville campus is located in the Plainview Point II Office Building at 10509 Timberwood Circle, Suite 200 just 0.1 mile from Hurstbourne Lane near I-64. There is also an easily accessible stop on the TARC bus route for this campus. Through its career programs, ANU helps educate students to capitalize on the many opportunities the local economy affords. This campus location houses lecture rooms and Medical Labs to facilitate the delivery of the institutions' medical programs.



Louisville, KY Campus

**Master's Degrees**
Master of Business Administration
Master of Science (MS) in Cybersecurity
MS in Information Technology
MS in Software Development
MS in Computer Science and Engineering

**Bachelor of Science Degree**
Medical and Health Services Management

**Associate of Science Degree**
Medical Assisting

## Pikeville (Non-main Location)

American National University of Kentucky brought its educational programs to Eastern Kentucky in 1975. Pikeville boasts one of the leading medical centers in the tri-state area. Located just off US Highway 23, the location is in one of the fastest-growing regions in Eastern Kentucky. With 1,400 businesses contributing to its thriving economy, the location enables graduates to explore potential career opportunities in a diverse range of industries. This location houses lecture rooms and medical labs to facilitate the delivery of the institution's medical programs.



Pikeville, KY Campus

**Associate of Science Degrees**
Nursing
Medical Laboratory Technology
Radiological Technology

## Holidays

University offices are closed in observance of the following holidays:

| | | |
|---|---|---|
| New Year's Day | Memorial Day | Independence Day |
| Labor Day | Thanksgiving | Christmas Day |

# ACADEMIC CALENDARS

## 2026

| Term | Class Start | Drop/Add | Class End | Incomplete Due |
|---|---|---|---|---|
| 260 | Feb 22 | Mar 2 | May 2 | May 12 |
| 260 Mid | Mar 29 | Apr 2 | May 2 | May 12 |
| 262 | May 10 | May 18 | Jul 18 | Jul 28 |
| 262 Mid | Jun 14 | Jun 18 | Jul 18 | Jul 28 |
| 264 | Jul 26 | Aug 3 | Oct 3 | Oct 13 |
| 264 Mid | Aug 30 | Sep 3 | Oct 3 | Oct 13 |
| 266 | Oct 11 | Oct 19 | Dec 19 | Dec 29 |
| 266 Mid | Nov 15 | Nov 19 | Dec 19 | Dec 29 |

## 2027

| Term | Class Start | Drop/Add | Class End | Incomplete Due |
|---|---|---|---|---|
| 270 | Jan 3 | Jan 11 | Mar 13 | Mar 23 |
| 270 Mid | Feb 7 | Feb 11 | Mar 13 | Mar 23 |
| 272 | Mar 21 | Mar 29 | May 29 | Jun 8 |
| 272 Mid | Apr 25 | Apr 29 | May 29 | Jun 8 |
| 274 | Jun 6 | Jun 14 | Aug 14 | Aug 24 |
| 274 Mid | Jul 11 | Jul 15 | Aug 14 | Aug 24 |
| 276 | Aug 22 | Aug 30 | Oct 30 | Nov 9 |
| 276 Mid | Sep 26 | Sep 30 | Oct 30 | Nov 9 |
| 278 | Nov 7 | Nov 15 | Jan 15, 2028 | Jan 25, 2028 |
| 278 Mid | Dec 12 | Dec 16 | Jan 15, 2028 | Jan 25, 2028 |

## 2028

| Term | Class Start | Drop/Add | Class End | Incomplete Due |
|---|---|---|---|---|
| 280 | Jan 23 | Jan 31 | Apr 1 | Apr 11 |
| 280 Mid | Feb 27 | Mar 2 | Apr 1 | Apr 11 |
| 282 | Apr 9 | Apr 17 | June 17 | June 27 |
| 282 Mid | May 14 | May 18 | June 17 | June 27 |
| 284 | June 25 | July 3 | Sept 2 | Sept 12 |
| 284 Mid | July 30 | Aug 3 | Sept 2 | Sept 12 |
| 286 | Sept 10 | Sept 18 | Nov 18 | Nov 28 |
| 286 Mid | Oct 15 | Oct 19 | Nov 18 | Nov 28 |
| 288 | Nov 26 | Dec 4 | Feb 3, 2029 | Nov 13 |
| 288 Mid | Dec 31 | Jan 4, 2029 | Feb 3, 2029 | Nov 13 |

## 2029

| Term | Class Start | Drop/Add | Class End | Incomplete Due |
|---|---|---|---|---|
| 290 | Feb 11 | Feb 19 | Apr 21 | May 1 |
| 290 Mid | Mar 18 | Mar 22 | Apr 21 | May 1 |
| 292 | Apr 29 | May 7 | July 7 | July 17 |
| 292 Mid | June 3 | June 7 | July 7 | July 17 |
| 294 | July 15 | July 23 | Sept 22 | Oct 2 |
| 294 Mid | Aug 19 | Aug 23 | Sept 22 | Oct 2 |
| 296 | Sept 30 | Oct 8 | Dec 8 | Dec 18 |
| 296 Mid | Nov 4 | Nov 8 | Dec 8 | Dec 18 |
| 298 | Dec 16 | Dec 26 | Feb 23, 2030 | Mar 5, 2030 |
| 298 Mid | Jan 20, 2030 | Jan 24, 2030 | Feb 23, 2030 | Mar 5, 2030 |

## 2030

| Term | Class Start | Drop/Add | Class End | Incomplete Due |
|---|---|---|---|---|
| 300 | Mar 3 | Mar 11 | May 11 | May 21 |
| 300 Mid | Apr 7 | Apr 11 | May 11 | May 21 |
| 302 | May 19 | May 27 | July 27 | Aug 6 |
| 302 Mid | June 23 | June 27 | July 27 | Aug 6 |
| 304 | Aug 4 | Aug 12 | Oct 12 | Oct 22 |
| 304 Mid | Sept 8 | Sept 12 | Oct 12 | Oct 22 |
| 306 | Oct 20 | Oct 28 | Dec 28 | Jan. 7, 2031 |
| 306 Mid | Nov 24 | Nov 29 | Dec 28 | Jan 7, 2031 |