



starts here



KAPLAN UNIVERSITY CATALOG

▶ Calendar Year 2007–2008

Effective October 30, 2007



Kaplan University

Contact Information

ONLINE

ONLINE REGISTRAR'S OFFICE

550 West Van Buren Street, 7th Floor
Chicago, IL 60607
Tel: 866.522.7747 (Toll Free)
Fax: 800.588.4127 (Toll Free)

ONLINE PROGRAMS/ADMISSIONS

6301 Kaplan University Avenue
Fort Lauderdale, FL 33309
Tel: 866.527.5268 (Toll Free)

Office for Returning Students
Tel: 888.252.7895, ext. 4911 (Toll Free)

4646 East Van Buren Street
Phoenix, AZ 85008
Tel: 866.527.5268 (Toll Free)

ONLINE SUPPORT CENTERS

6301 Kaplan University Avenue
Fort Lauderdale, FL 33309

550 West Van Buren Street, 7th Floor
Chicago, IL 60607

Tel: 866.522.7747 (Toll Free)
Email: techsupport@kaplan.edu

PRIOR LEARNING ASSESSMENT CENTER

550 West Van Buren Street, 7th Floor
Chicago, IL 60607
Fax: 800.582.9261 (Toll Free)

CAMPUSES

MAIN CAMPUS

Davenport

1801 East Kimberly Road, Suite 1
Davenport, IA 52807
Tel: 563.355.3500
Tel: 800.747.1035 (Toll Free)
Fax: 563.355.1320

IOWA

Cedar Falls*

7009 Nordic Drive
Cedar Falls, IA 50613
Tel: 319.277.0220

Cedar Rapids*

3165 Edgewood Parkway, SW
Cedar Rapids, IA 52404
Tel: 319.363.0481

Council Bluffs*

1751 Madison Avenue, Suite 750
Council Bluffs, IA 51503
Tel: 712.328.4212

Des Moines*

4655 121st Street
Des Moines, IA 50323
Tel: 515.727.2100

Mason City*

Plaza West
2570 4th Street, SW
Mason City, IA 50401
Tel: 641.423.2530

NEBRASKA

Lincoln*

1821 K Street
Lincoln, NE 68508
Tel: 402.474.5315

Omaha*

3350 North 90th Street
Omaha, NE 68134
Tel: 402.572.8500

When confirming accreditation, please note that Kaplan University's main campus is located in Iowa.
*This catalog becomes effective for the Des Moines, Cedar Rapids, Cedar Falls, and Mason City campuses on January 2, 2008.
†This catalog becomes effective for the Council Bluffs, Lincoln, and Omaha campuses on June 4, 2008.

Business Offices

	FORT LAUDERDALE, FL (ONLINE)	CHICAGO, IL (ONLINE)	DAVENPORT, IA (ONSITE)	PHOENIX, AZ (ONLINE)
Academic Advising	X	X	X	X
Admissions	X	X	X	X
Financial Aid	X	X	X	X
Online Registrar's Office		X		
Support Services	X		X	

Kaplan University Program Offerings

PROGRAM	Online	Davenport	Cedar Falls*	Cedar Rapids*	Council Bluffs†	Des Moines*	Lincoln†	Mason City*	Omaha†
PROFESSIONAL LAW DEGREES									
Juris Doctor (JD)	X								
Executive Juris Doctor (EJD)	X								
MASTER'S DEGREES									
Master of Arts in Teaching and Learning	X								
Master of Business Administration	X								
Master of Education	X								
Master of Science in Criminal Justice	X								
Master of Science in Higher Education	X								
Master of Science in Management	X								
Master of Science in Nursing	X								
<i>Newsweek</i> Master of Business Administration	X								
BACHELOR'S DEGREES									
Advanced Start									
Advanced Start Bachelor of Science in Business	X	X							
Advanced Start Bachelor of Science in Communication	X	X							
Advanced Start Bachelor of Science in Criminal Justice	X	X							
Advanced Start Bachelor of Science in Health and Wellness	X								
Advanced Start Bachelor of Science in Health Science	X								
Advanced Start Bachelor of Science in Information Technology	X	X							
Advanced Start Bachelor of Science in Legal Studies	X	X							
Advanced Start Bachelor of Science in Management	X	X	X	X	X	X	X	X	X
Advanced Start Bachelor of Science in Paralegal Studies	X	X							
Advanced Start Bachelor of Science in Networking Technology	X								
Advanced Start Bachelor of Science in Nutrition Science	X								
Advanced Start Bachelor of Science in Psychology	X								
Advanced Start Bachelor of Science in Software Development	X								
Bachelor of Science									
Bachelor of Science in Accounting	X								
Bachelor of Science in Business	X	X							
Bachelor of Science in Communication	X	X							
Bachelor of Science in Criminal Justice	X	X							
Bachelor of Science in Health and Wellness	X								
Bachelor of Science in Health Science	X								
Bachelor of Science in Information Technology	X	X							
Bachelor of Science in Legal Studies	X	X							
Bachelor of Science in Management	X	X	X	X	X	X	X	X	X
Bachelor of Science in Networking Technology	X								

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PROGRAM	Online	Davenport	Cedar Falls*	Cedar Rapids*	Council Bluffs†	Des Moines*	Lincoln†	Mason City*	Omaha†
Bachelor of Science (continued)									
Bachelor of Science in Nursing	X								
Bachelor of Science in Nutrition Science	X								
Bachelor of Science in Paralegal Studies	X	X							
Bachelor of Science in Psychology	X								
Bachelor of Science in Software Development	X								
ASSOCIATE'S DEGREES									
Associate of Science in Interdisciplinary Studies	X	X	X	X	X	X	X	X	X
Associate of Science in Nursing	X								
Associate of Applied Science in Accounting	X	X	X	X		X	X	X	X
Associate of Applied Science in Business Administration/Management	X	X	X	X	X	X	X	X	X
Associate of Applied Science in Computer Information Systems	X	X	X	X		X	X	X	X
Associate of Applied Science in Criminal Justice	X	X	X	X	X	X	X	X	X
Associate of Applied Science in Global Travel and Hospitality Management	X	X					X		
Associate of Applied Science in Medical Assisting	X	X	X	X	X	X	X	X	X
Associate of Applied Science in Medical Office Management	X	X							
Associate of Applied Science in Medical Transcription	X	X							
Associate of Applied Science in Paralegal Studies	X	X	X			X	X	X	X
DIPLOMA PROGRAMS									
Dental Assistant Diploma									X
Massage Therapy Diploma									X
Practical Nursing Diploma			X	X		X	X	X	X
CERTIFICATE PROGRAMS									
Computer Systems Technician Certificate		X	X	X		X	X	X	X
Corrections Certificate	X								
Crime Scene Technician Certificate	X								
Global Travel and Hospitality Management Certificate		X							
Information Assurance Certificate	X								
Information Technology Pathway Certificate	X	X							
Internet and Website Development Certificate	X	X							
Introduction to Computer Programming Language Certificate	X	X							
Legal Secretary Certificate	X								
Medical Transcription Certificate				X		X			
Office Management Certificate		X	X	X	X	X	X	X	X
Pathway to Paralegal Postbaccalaureate Certificate	X	X							
Private Security Certificate	X								
Private Security Management Certificate	X								
Professional Development for Teachers	X								
Teacher Intern Certificate	X								

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University Information

University Mission

Kaplan University is an institution of higher learning dedicated to providing innovative undergraduate, graduate, and continuing professional education. Our programs foster student learning with opportunities to launch, enhance, or change careers in a diverse global society. The University is committed to general education, a student-centered service and support approach, and applied scholarship in a practical environment.

University Purposes

To accomplish its mission, Kaplan University has established the following purposes:

1. Provide academic programs that have been developed and assessed by faculty, staff, and members of educational, professional, and business communities.
2. Provide intensive and comprehensive instruction using both onsite and online modes of delivery that strengthens student academic achievement.
3. Instill in its students the value of lifelong learning by stimulating intellectual curiosity, creative and critical thinking, and awareness of culture and diversity.
4. Plan and provide facilities and resources that respond to the needs of students, faculty, and staff.
5. Assist students in developing professional attitudes, values, skills, and strategies that foster success in their careers and in life.
6. Prepare students to meet the ever-changing needs of their communities now and in the future.

University Philosophy

Kaplan University recognizes the worth and dignity of all people and is sensitive to the diversity of cultural and ethnic backgrounds represented in its student population. All students are encouraged to reach their potential within the framework of their individual needs, interests, and capabilities.

The University employs instructional methods based on adult learning theory and is committed to the development of each student's intellectual, analytical, and critical thinking abilities. Teaching techniques encourage active student participation and may include group discussions and projects, laboratory work, simulations, demonstrations, field trips, guest speakers, and lectures. A strong emphasis is placed on ethics, accountability, professionalism, and the individual's commitment to pursuing lifelong personal and professional development.

Kaplan University helps students reach their educational goals by providing them with the communication skills necessary to work successfully with clients and other professionals, offering courses that prepare them to successfully participate in society, equipping them with the business knowledge necessary to succeed in the "real world," and encouraging them to become involved in professional organizations that will promote their learning and professional skills.

University History

Kaplan University, formerly Kaplan College, Quest College, and American Institute of Commerce (AIC), was founded in 1937.

AIC along with another school, Hamilton College, were purchased by Quest Education Corp. in November 1998 and in April 2000 AIC changed its name to Quest College. Quest Education Corp. was purchased in July 2000 by Kaplan, Inc. In November 2000, the name Quest College was changed to Kaplan College. In 2004, Kaplan College expanded its academic offerings to include master's-level programs and became Kaplan University.

Hamilton College was originally established in Mason City, Iowa, in 1900 as a proprietary career college and has the distinction of being the oldest continuously operating career college in the state of Iowa specializing in business education.

In 1980, Hamilton opened a campus in Cedar Rapids, Iowa, to allow more students to be part of the Hamilton educational experience. In 1988, the Des Moines, Iowa, campus of Hamilton College was established to create a triad of campuses to better accommodate the entire state.

Hamilton College designated the Cedar Falls, Iowa, campus as its fourth branch campus in 2000. Lincoln and Omaha, Nebraska, were added as branch campuses in early 2004. The Council Bluffs, Iowa, campus was added as the seventh branch campus of Hamilton College in 2004. Each residential campus has close ties within its community and surrounding communities, resulting in graduates employed throughout the state. In 2007, the seven Hamilton College campuses became branch campuses of Kaplan University.

Concord Law School was founded in 1998 as the nation's first wholly online law school and one of Kaplan's first efforts in the area of higher education. Concord was accredited by the Distance Education and Training Council (DETC, www.detc.org) before it formally merged with Kaplan University. Concord is a member of the International Association of Law Schools (www.ialsnet.org), and is an institutional member of the Council for Higher Education Accreditation (CHEA, www.chea.org). Concord is registered as a distance learning law school with the California Committee of Bar Examiners (www.calbar.ca.gov). Concord's Juris Doctor (JD) graduates meet the legal education requirements of the Committee of Bar Examiners, State Bar of California, and, if other regulatory requirements are satisfied, may sit for the California Bar Examination. Concord also awards an Executive Juris DoctorSM (EJD)SM degree, a professional law degree that offers individuals interested in an education in law the chance to take courses without becoming a licensed lawyer. The EJD is designed to offer students more flexibility in their studies, as the degree is not aligned with the requirements to sit for the California Bar Exam. Concord also has authority to award the Master of Law (LLM) degree.

The University offers professional law degrees, master of arts, master of education, master of business administration, master of science, bachelor of science, associate of science, and associate of applied science degrees, and diplomas and certificate programs through online instruction and onsite at its main campus in Davenport, Iowa, and additional campuses in Iowa and Nebraska. Please note not all programs are offered at all sites. Graduates receive comprehensive education through disciplined, professional programs of instruction. The University was founded to provide professional

business training and has achieved this objective for over 70 years by keeping abreast of employment demands, employer needs, teaching methods, and the use of various educational resources and industry-standard technology and equipment.

Accrediting Agencies, Approvals, and Memberships

- Kaplan University is accredited by The Higher Learning Commission (HLC) and a member of the North Central Association of Colleges and Schools (NCA):
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
Tel: 800.621.7440 (Toll Free)
- Concord Law School received initial affirmation of accreditation by the Accrediting Commission of the Distance Education and Training Council (DETC) in 2000 and reaffirmation of accreditation in 2005. The Accrediting Commission of the DETC is listed by the U.S. Department of Education as a nationally recognized accrediting agency for distance learning. The DETC can be contacted at:
1601 18th Street, NW
Washington, DC 20009
Tel: 202.234.5100
Website: www.detc.org
- Concord Law School is authorized to operate as a degree-granting institution in the state of California and is registered with the California Committee of Bar Examiners:
180 Howard Street
San Francisco, CA 94105
Tel: 415.538.2000
Website: www.calbar.ca.gov

Concord's unique method of delivering its program—utilizing the Internet without a fixed classroom facility—places it in the “distance learning” category under California law. The California Committee of Bar Examiners registers distance learning schools, and if study is completed in conformance with Rules Regulating Admission to Practice Law in California and all other requirements are met, graduates are eligible to sit for the California Bar Examination.
- The Master of Education program is approved by the Iowa State Board of Education for the secondary teaching concentration area:
Grimes State Office Building
400 East 14th Street
Des Moines, IA 50319-0146
Tel: 515.281.5296
- The Bachelor of Science in Nursing program is nationally accredited by the Commission on Collegiate Nursing Education (CCNE):
One DuPont Circle, NW, Suite 530
Washington, DC 20036
Tel: 202.887.6791
- The Bachelor of Science in Nursing program offered online and the Practical Nursing Diploma programs offered onsite in Cedar Rapids, Cedar Falls, Des Moines, and Mason City are approved by the Iowa Board of Nursing:
400 SW 8th Street, Suite B
Des Moines, IA 50309-4685
Tel: 515.281.3255

- The Practical Nursing Diploma programs offered onsite in Lincoln and Omaha are approved by the Nebraska Board of Nursing and the Nebraska Department of Health and Human Services:
Nebraska Department of Health and Human Services
Regulation and Licensure
PO Box 95007
Lincoln, NE 68509-5007
- The Massage Therapy Diploma program offered onsite in Omaha is approved by the Nebraska Department of Health and Human Services:
Nebraska State Office Building
Department of Health and Human Services Regulation and Licensure
Credentialing Division
301 Centennial Mall South, Third Floor
PO Box 94986
Lincoln, NE 68509-4986
Tel: 402.471.2117
- The Associate of Science in Nursing program has received provisional approval from the Florida Board of Nursing:
4062 Bald Cypress Way
Tallahassee, FL 32399-3257
- The Associate of Applied Science in Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (CRB-AAMAE):
1361 Park Street
Clearwater, FL 33756
Tel: 727.210.2350
- The Dental Assistant Diploma program offered onsite in Omaha is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of “initial accreditation.” The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at:
211 East Chicago Avenue
Chicago, IL 60611
Tel: 312.440.4653
- The Kaplan University School of Business has been validated by the Committee on National Security Systems (CNSS) as meeting their standards for the Information Systems Security (INFOSEC) Professionals, NSTISSI-4011 and Senior Systems Managers, CNSSI-4012 certificates. See the School of Business section of this Catalog for further details. The CNSS can be contacted at:
Committee on National Security Systems
CNSS Secretariat
National Security Agency
9800 Savage Road, Suite 6716
Fort George G. Meade, MD 20755-6716
Tel: 888.678.4772 (Toll Free)
Tel: 410.854.6805
- Kaplan University is recognized by the Iowa Department of Education. Qualified students of Kaplan University are eligible to receive Iowa state tuition grants. Kaplan University is approved by the Iowa and Illinois Divisions of Vocational Rehabilitation and the Iowa Private Industry Area Council.

- Kaplan University has operating authority granted by the Illinois Board of Higher Education. Additional information regarding this institution may be obtained by contacting the Board:
431 East Adams, 2nd Floor
Springfield, IL 62701
Tel: 217.782.2551
- Kaplan University is licensed by the Florida Commission for Independent Education, license number 3296. Additional information regarding this institution may be obtained by contacting the Commission:
325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Tel: 888.224.6684 (Toll Free)
- Kaplan University is licensed by the Arizona State Board for Private Postsecondary Education. Additional information regarding this institution may be obtained by contacting the Board:
1400 West Washington, Room 260
Phoenix, AZ 85007
Tel: 602.542.5709
- Kaplan University is authorized by Nebraska's Coordinating Commission for Postsecondary Education. Additional information regarding this institution may be obtained by contacting the Commission:
140 North 8th Street, Suite 300
Lincoln, NE 68509-5005
Tel: 402.471.2847
- Kaplan University is a licensed testing center for the Institute of Certified Travel Agents (ICTA).
- Kaplan University is approved under the provisions of Title 38, United States Code, to train eligible persons and veterans.
- Kaplan University is approved to train eligible students by the Workforce Development Center.
- Kaplan University is authorized under federal law to enroll nonimmigrant, alien students.
- Kaplan University is a member of the Career College Association:
1101 Connecticut Avenue NW, Suite 900
Washington, DC 20036
Tel: 202.336.6700
- Kaplan University programs are recognized by the following agencies and federal laws:
 - Dislocated Workers Center
 - Iowa Workforce Development Center
 - Job Training Partnership Act
 - Vocational Rehabilitation Services
 - Work Incentive Act

Administration, Staff, and Faculty

The University is proud of its carefully selected staff and faculty members who bring varied educational and work experiences from their fields. Many are involved on a day-to-day basis in their profession and contribute knowledge and skills that reflect current trends and requirements of their respective fields. A list of the University's faculty and staff is provided as a supplement to this Catalog.

Campus Facilities

The Davenport, Iowa, campus is located at 1801 East Kimberly Road, Suite 1. This building encompasses 35,100 square feet.

The Des Moines, Iowa, campus is located at 4655 121st Street. This campus consists of 38,000 square feet in suburban Des Moines.

The Cedar Rapids, Iowa, campus is located at 3165 Edgewood Parkway SW. The campus is located on four acres and consists of a 20,000 square-foot building.

The Mason City, Iowa, campus is located at 2570 Fourth Street, SW. The building is a 30,000 square-foot space on the city's west side.

The Cedar Falls, Iowa, campus is located on the south side of the city at 7009 Nordic Drive and encompasses 30,000 square feet.

The Lincoln, Nebraska, campus is located at 1821 K Street. This 20,000 square-foot building is located close to both business and cultural activities.

The Omaha, Nebraska, campus is located at 3350 North 90th Street and occupies three buildings totaling almost 35,000 square feet.

The Council Bluffs, Iowa, campus is located at 1751 Madison Avenue, Suite 750. The campus consists of 16,500 square feet in a newly customized facility at the Mall of the Bluffs.

Each Kaplan University onsite program is taught in specially built classrooms, including computer and medical labs. Facilities are partially accessible to persons with physical impairments. Lounge facilities are available for student use.

Online Platform

Kaplan University's online platform is located on the Internet at www.kucampus.kaplan.edu. It is supported by a large farm of Web servers configured redundantly to generally assure uninterrupted, around-the-clock operation. Degree program and certificate courses are taught by qualified professors and administered by the Kaplan University Advanced Classroom Environment (KU•ACE), a unique high-performance, multiuser database management system. The attractively designed class pages encourage student involvement and interaction, and the system facilitates text-based class discussions based on professor commentaries, readings, Web field trips, and other assignments.

A Kaplan University online course is actually a specialized Internet-based application presented to both the students and the professor using KU•ACE. Unlike traditional classroom instruction, which often relies on improvisation driven by a desire to cover the material, Kaplan University online courses are fully developed and realized before the first lesson ever takes place. Every assignment and activity in a course has been planned, selected, and evaluated in light of the course's specific learning outcomes.

Library

Each onsite University location maintains and develops information resources and services that support the education goals of students, faculty, and staff, and also shares these resources with the community. These resources include a collection of books, professional journals and periodicals, audiovisuals and other digital information formats, computer workstations, and other materials. In addition, students, faculty, and staff are able to utilize area libraries through the State Open Access Program and interlibrary loan services.

Because library skills are an integral part of a student's academic achievement, students receive instruction in library skills and procedures. The development of library skills is strengthened by research components built into the University's curriculum. A professional librarian and trained support personnel are available to assist students and faculty through the Academic Resource Center and virtual library.

Students enrolled in any of the University's educational delivery systems are assured access to educational resources and services through a variety of communication media.

Kaplan University also offers students a full complement of library services through its relationship with the UAH Salmon Library at the University of Alabama in Huntsville, Alabama. The UAH Salmon Library is a fully appointed university library with a collection of over 325,000 volumes along with collections of U.S. government documents, materials in microform and microfiche, and manuscript collections. In addition, the library has over 58,000 e-books and receives over 66,000 online periodicals and 900 hard-copy journals. The library's catalog is available online, and students can easily access a description of any item in the collection. Library books can then be delivered physically to borrowers; articles and excerpts can be scanned and delivered electronically. Availability of journals and texts is subject to change.

Kaplan University students have access to the UAH Salmon Library comparable in almost every way to the access of in-person users, including access to specialized databases, such as ERIC, LexisNexis Academic Universe, Medline/PubMed, Academic Search Elite, TOPICsearch, and CINAHL, as well as discipline-specific databases

in the areas of business, information technology, education, health and medicine, nursing, criminal justice, pharmacology, current events, and professional development.

Tutoring

Students who need extra assistance because of academic difficulties may inquire about available tutoring services through their Academic Advisor (online) or the Academic Success Center (onsite). Tutorial sessions help students clarify points from lectures, labs, discussion sessions, or assigned readings. Any tutorial sessions are intended to supplement, not replace, class attendance or personal study time. The availability of tutoring resources may be limited to certain courses and/or subject areas.

Statement of Assessment

Assessment of student achievement is a primary directive of Kaplan University. This is accomplished through a capstone experience for all University academic degree programs and continuous evaluation of the curriculum to ensure that Kaplan University articulates the knowledge and the skills it wants its students to demonstrate as they advance through programs, and through life. This set of knowledge and skills includes the ability to: communicate effectively; critically reflect on cultural and societal issues; problem solve utilizing quantitative and scientific information; and pursue ethical decisions and actions.



Admissions Information

General Policies

Listed below are general requirements and procedures that Kaplan University has established for all students seeking admission. Some programs have additional admissions and other requirements, which can be found in the individual school sections of this Catalog.

1. All applicants to the University must complete an Enrollment Agreement, Student Information Form, and any other required documents and submit monies as outlined on the Tuition and Fees Schedule. The Enrollment Agreement must be signed by a parent or legal guardian if the applicant is under 18 years of age or under 19 years of age in the state of Nebraska.
2. All applicants must complete an informational interview. For campus interviews, parents or spouses are encouraged to be present.
3. All applicants are encouraged to tour the campus and/or online learning environment prior to starting classes.
4. All courses are conducted in English. Students must be able to speak, read, and write English fluently. English abilities will be determined through the University's admissions test or placement exam (if applicable), an interview, and the completion of any necessary documents.
5. Kaplan University is authorized under federal law to enroll non-immigrant alien students. International students who wish to be admitted to any Kaplan University for-credit program must be 18 years or older, complete admissions requirements, and provide evidence of adequate financial resources. To ensure that international students are prepared to complete college-level coursework, they must demonstrate a command of oral and written English skills. Minimum required TOEFL scores are as follows:

	PAPER-BASED	COMPUTER-BASED	INTERNET-BASED
Undergraduate	525	195	71
Graduate	550	213	80

6. All applicants must complete financial arrangements prior to starting class. If applicable, financial aid applications must be completed.
7. Certain undergraduate programs require that students complete entrance exams and/or assessments before starting courses. Students should review their individual program requirements for further information and explanation.
8. All applicants must complete any programmatic admissions requirements, if applicable.
9. Students enrolled in an advanced start program must furnish an official transcript indicating receipt of a comparable associate's degree or bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education by the end of their first term. If this document is not submitted by the end of the first term, the student will be blocked from future classes until such documentation is provided. If, for any reason, the transcript submitted is

found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.

10. Prior to enrollment, students enrolled in a graduate program, unless otherwise noted, must submit an unofficial transcript indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the first term (end of the second term for graduate business students), students must provide the University with an official copy of the transcript. If an official transcript is not submitted by the end of the first term (end of the second term for graduate business students), the student will be blocked from future classes, and the student's academic credentials will be withheld until such documentation is provided. If, for any reason, the student does not furnish a transcript or the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.
11. An applicant to the University's undergraduate programs must:
 - a. Be a high school graduate, or
 - b. Possess a General Education Development (GED) certificate, or
 - c. Possess a Home Study certificate or transcript from a Home Study program that is equivalent to high school level and recognized by the student's home state, and be beyond the age of compulsory attendance in that state, or
 - d. Be a high school senior eligible to apply and submit proof of high school graduation, or
 - e. Be beyond the age of compulsory school attendance and demonstrate the ability to benefit (ATB). Ability to benefit does not apply to any candidates for admission to any associate's or bachelor's degree program, or the Massage Therapy Diploma or Practical Nursing Diploma programs. ATB students may only attend at a residential location and enrollment is at the discretion of the Campus President/Executive Director. Please note that some campuses may not offer this option.

High school students may take individual courses at the University under special local and state programs. These students will be enrolled as non-degree-seeking students until they have graduated high school and are admitted to the University under regular admissions requirements.

Evidence of high school graduation or equivalent must be presented to the University. Acceptable evidence includes a certified copy of an original high school diploma, a copy of a high school transcript indicating the date of high school graduation, a copy of a DD214 military record indicating the applicant is a high school graduate or equivalent, a GED certificate or official notification that a GED has been earned, or a college transcript indicating the date of high school graduation. If applicants who currently reside in the United States but attended school in foreign countries are unable to produce the required documents, evidence may include certification from other official sources.

Online students must attest to high school graduation or equivalent. Acceptable attestation for Kaplan University may be a Kaplan University Proof of Graduation Attestation Form, the Free Application for Federal Student Aid (FAFSA), or any other document deemed acceptable by the University. If, for any reason, this attestation of high school graduation or its equivalent is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions. The statements made in this attestation are verified through a random sampling of students admitted to the University. If a student is selected for this verification, he or she will have 30 days in which to provide the University with such proof of graduation as is described above. If Kaplan University is required to obtain this proof of graduation on the student's behalf, there will be a \$10 fee charged to their account. Title IV financial aid cannot be used to pay this fee. If this fee is charged, it must be paid by the student using his or her own funds. All graduates of foreign high schools must provide actual proof of graduation.

If the attestation and/or documentation is found to be false or untrue, all Title IV financial aid or any state or institutional financial aid that was disbursed on the student's behalf must be refunded to the appropriate source, and the student will be responsible for payment of these funds to the original source or to Kaplan University, if the University is required to and has refunded such funds on the student's behalf.

Fraudulent Diplomas: There are institutions and companies readily available across the country and online that will provide a "high school diploma" or "certificate of completion" for a fee with minimal or no student work required. Certificates and diplomas of this nature ARE NOT valid and students cannot be admitted based on such documentation.

Please note that some programs require documentation that need not be submitted at the time of admission, but that is required for successful completion of the program. See the individual school listings for additional information.

Acceptance to the University

Upon completion of all admissions requirements, the University administration will review the information and inform applicants in writing whether they have been accepted for enrollment.

If an applicant is not accepted, all monies paid are refunded. Questions regarding the admissions decision should be addressed to the Dean of the school to which the student applied or the Campus President/Executive Director.

International Applicants

The University is authorized under federal law to enroll nonimmigrant, alien students. In addition to the general requirements listed above, additional requirements apply to all international students. International students who wish to be admitted to any Kaplan University for-credit program must:

1. Be 18 years or older;
2. If applying to an onsite program, submit bank statement(s), with balance(s) converted into U.S. dollars, indicating that the student or parent/guardian has sufficient funds to cover the costs of tuition, fees, and/or living expenses for the entire program of study, or a certified government sponsor letter indicating that tuition, fees, and/or living expenses will be paid in advance of each term. If enrolled in English language course(s) at another institution, bank statement(s) or a certified government sponsor

letter proving sufficient funds for the entire University program can be submitted along with the Enrollment Agreement;

3. Demonstrate a command of oral and written English skills to ensure they are prepared to complete college-level coursework. Minimum required TOEFL scores are as follows:

	PAPER-BASED	COMPUTER-BASED	INTERNET-BASED
Undergraduate	525	195	71
Graduate	550	213	80

4. If applying to an onsite program, submit an enrollment fee of \$100.00 U.S. with the Enrollment Agreement, which will exempt the student from paying administrative, application, and registration fees stated on the Tuition and Fees Schedule, if applicable. The application fee is fully refundable if the applicant decides not to complete the enrollment process or is not accepted by the University;
5. If applying to an onsite program, submit a registration fee of \$100.00 U.S. Upon receipt of the Enrollment Agreement, the University will issue the appropriate paperwork to students attending a residential campus in order to apply for a student visa. If enrolled in English language course(s) at another institution, final acceptance will be contingent upon the above-referenced TOEFL score and sufficient funds to cover the costs of tuition, fees, and/or living expenses for the entire University program; and
6. Submit a high school or official college transcript (as required by the program of application). Transcripts from foreign institutions must meet the same requirements as domestic institutions. Foreign transcripts must be translated into English along with an explanation of the grading scale, and evaluated for equivalency to a United States high school or college diploma by an authorized school official, appropriate outside agency, or approved foreign credential evaluator and submitted prior to enrollment. Evaluation documents must include U.S. equivalency of the degree and/or diploma, and a course-by-course equivalency evaluation if the student desires to receive credit for individual courses. Any costs incurred as a result of this service will be the responsibility of the student, and may range from approximately \$50.00 to \$150.00 U.S.

Returning Students

The reentry process involves coordinating the clearance of the student's account, acceptance of financial aid, when applicable, completion of a new Enrollment Agreement, collection of all required official transcripts and/or any other documentation required at the point of the program into which the student is reentering, and course registration.

Policy of Nondiscrimination

The University does not discriminate on the basis of race, color, religion, ancestry, national origin, age, nondisqualifying disability, gender, sexual orientation, marital status, or veteran status in the recruitment of students or in the implementation of its policies, procedures, and activities. Sexual harassment is a prohibited aspect of sexual discrimination under this policy.

The University's policies and practices are in accordance with all applicable laws and regulations, including:

- Title VI of the Civil Rights Act of 1964, as amended, and the implementing regulations 34 CFR Parts 100 and 101 (barring discrimination on the basis of race, color, or national origin);

- Title IX of the Education Amendments of 1972 and the implementing regulations 34 CFR Part 105 (barring discrimination on the basis of sex);
- The Family Educational Rights and Privacy Act of 1974 and the implementing regulations 34 CFR Part 99;
- Section 504 of the Rehabilitation Act of 1973 and the implementing regulations 34 CFR Part 104 (barring discrimination on the basis of physical handicap);
- The Age Discrimination Act of 1975 and the implementing regulations 45 CFR Part 90; and
- The Americans with Disabilities Act of 1990 and the implementing regulations in 29 CFR Part 1630 (1992).

The University is committed to full compliance with these laws and has appointed compliance coordinators to assist those who have questions or concerns with respect to the University's compliance with these laws. The name, address, and telephone number of these staff are available through the University.

Pursuant to the Rehabilitation Act of 1973 (Section 504) and the 1990 Americans with Disabilities Act (ADA), Kaplan University will provide reasonable and individualized academic modifications for students who have provided proper documentation outlining their disabilities and have requested reasonable and appropriate accommodations. Because each student's disabilities may differ in degree and impact, reasonable accommodations will be made on an individual basis. However, it is the responsibility of persons with disabilities to seek available assistance and make their needs known at the time of enrollment or as the need arises due to disability. Documentation to support the disability must be provided to the University at the time of the request. Information pertaining to a student's disability is voluntary and confidential. If this information is supplied, it will be used to seek to overcome the effects of conditions that limit the participation of qualified disabled students.

ONLINE

The Center for Disability Services is the primary office responsible for the coordination of services for students with disabilities. Students seeking reasonable and appropriate accommodations may request, through their Academic Advisor, to be placed in contact with the Center for Disability Services.

ONSITE

The name, address, and telephone number of the Disabilities Coordinator are noted in a supplement to this Catalog, are posted in the Admissions Office, and can be obtained from the Campus President/Executive Director.

Prior Learning Assessment

All students who possess prior learning are encouraged to submit evidence of such and apply for credit evaluations. Those who receive veterans benefits through Kaplan University must submit documentation of previous education for review. The University may award credit for various forms of prior learning, including courses taken at other institutions, experiential learning, military credit, and others. These are described in detail and guidelines for evaluation are given below. All prior learning is reviewed on a case-by-case basis and credit is awarded ultimately at the discretion of the University.

Prior learning credits are not used in calculating the cumulative grade point average. Applicants who are denied credit may present a written appeal for reconsideration to the Academic Dean (online) or the Campus Academic Dean (onsite).

To be considered, all transcripts, exam scores, experiential learning portfolios, and other documentation of learning and/or earned credit should be sent to the Office of the Registrar of the student's campus. Please refer to the address listings at the front of this Catalog. Online students should send their documentation to the following address:

Kaplan University
 Prior Learning Assessment Center
 550 West Van Buren Street, 7th Floor
 Chicago, IL 60607

GENERAL GUIDELINES FOR UNDERGRADUATE PROGRAMS

The following guidelines apply to students enrolled in all undergraduate programs. Certain programs may have additional policies governing the application of prior learning credit, which can be found in the individual school sections of this Catalog:

1. Credits earned in any combination of prior learning credit will not exceed 75 percent of the credits required for degree and diploma programs or 50 percent of the credits required for certificate programs.
2. Combined Credit by Examination (CC) and Experiential Credit (EC) will not exceed 25 percent of total program requirements.
3. Students must complete a minimum of 50 percent of the major requirements for their program, including the capstone course, at Kaplan University.
4. Applications for credit for previous education, training, experiential learning, or CLEP must be completed prior to the first day of the course for which the transfer credit is requested.
5. Transcripts from foreign institutions must meet the same requirements as domestic institutions, and must be translated and/or evaluated by an approved foreign credential evaluator before being reviewed by the Prior Learning Assessment Center.

GENERAL GUIDELINES FOR GRADUATE PROGRAMS

The following guidelines apply to students enrolled in all graduate programs. Certain programs may have additional policies governing the application of prior learning credit, which can be found in the individual school sections of this Catalog:

1. A student may apply as many as three courses earned at another college or university toward the total number of credits required for graduation at Kaplan University.
2. Graduate students may only apply transfer credit into their degree programs and are not eligible for other kinds of prior learning credit.
3. Courses must have been completed prior to matriculation.
4. Courses must be relevant to the degree in which the student is enrolled.
5. Graduate transfer work completed more than five years prior to admission to Kaplan University will be evaluated on a case-by-case basis in order to determine the applicability of the coursework.

TYPES OF CREDIT

Transfer Credit

Transfer credit is defined as any previous post-secondary credit earned at a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. Official Transfer Credit (TC) will be listed on a student's degree plan and official transcript, recorded by the Office of the Registrar, and placed in the student's academic file. Neither grades nor grade points are transferable or calculable as part of the cumulative grade point average (CGPA). All students are encouraged to apply for transfer credit evaluation. Unless specified, all undergraduate and graduate transcript reviews will be subject to individual program requirements and the general guidelines listed below:

1. Official transcripts are required to conduct an official credit evaluation. An official transcript is defined as one that arrives at Kaplan University directly from the awarding institution and is marked "official" or otherwise verified as official by the University.
2. All transcripts for transfer credit evaluation must be received by the end of the first full term of enrollment (second term for graduate business students). Transcripts received after this time may be denied eligibility for official transfer credit evaluation.
3. Transfer credit minimums:
 - Grades in courses submitted for consideration must correspond to a "C" or better for undergraduate programs and a "B" or better for graduate programs.
 - Credit will not be given for a mark of "Credit" on a "Credit/D/Fail" option or for a grade of "Pass" on a "Pass/Fail" option, unless those marks are transcribed as equivalent to a "C" or better for undergraduate courses and a "B" or better for graduate courses.
 - Courses listed as under 100-level, or otherwise designated as remedial, college preparatory, or not at the college level, will not be considered for transfer.
4. Coursework submitted for transfer credit evaluation must be from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education.
5. Coursework must be relevant to the degree in which the student is enrolled and equivalent to the course requirements of the program selected. Course syllabi, objectives, catalog descriptions, or other documentation may be requested to show equivalencies to Kaplan University course outcomes.
6. Conversions from semester credit to quarter credit systems will follow the standard conversion such that 1 semester hour equals 1.5 quarter hours. Course-to-course transfers based on course objectives or outcomes can be made in lieu of the academic credit conversions.
7. Information technology transfer credits must be consistent with the current knowledge and skills taught in an information technology course to be awarded transfer credit.
8. The University does not guarantee the transferability of credits from other educational institutions.
9. Additional requirements may apply to individual programs, which can be found in the individual school sections of this Catalog.

Credit by Examination

Credit by examination may be awarded based on passing scores on standardized tests that have been designed to assess college learning on specific subjects. Official results of standardized tests must be received by the Office of the Registrar/Prior Learning Assessment Center prior to the student's final term.

Challenge Exams

Currently enrolled students may request to "test out" of certain courses by passing a Challenge Exam with a predetermined score. Challenge Exams are tests designed to assess competencies in the learning outcomes of specific Kaplan University courses. Not all courses provide this option, and the Education Department (onsite) or a student's Academic Advisor (online) will have a list of those courses that offer Challenge Exams. For online students, a fee will be charged for taking a Challenge Exam. Students earning credit through Challenge Exams will be awarded the grade of "CC." Challenge Exams from other colleges or universities will not be accepted.

Students will have only one attempt to enroll in and take a particular Challenge Exam. The student cannot take a Challenge Exam if he or she has already begun the Kaplan University course equivalent or has received a failing grade in the Kaplan University course equivalent. Official results of Challenge Exams must be received by the Office of the Registrar/Prior Learning Assessment Center prior to the student's final term.

External Examinations

Externally administered examinations may also be considered for credit. Kaplan University students may be qualified to receive credit by examination through DANTES Subject Standardized Tests (DSSTs), College Level Examination Program (CLEP), Advanced Placement Program (AP), Defense Language Proficiency Tests (DLPTs), or other similar exams. Students earning credit from external examinations will receive the grade of "CC."

Credits may be awarded with minimum scores recommended by Educational Testing Service (ETS) or the American Council on Education (ACE). Credit may be awarded for each test in which the recommended minimum score is earned and based on program guidelines and course outcomes. Official results of standardized tests must be received by the Office of the Registrar/Prior Learning Assessment Center prior to the student's final term.

Reviewed Professional Learning

Reviewed professional learning consists of transcribed coursework from a professional or nonacademic environment that has been reviewed by the American Council on Education (ACE) or Kaplan University staff using ACE guidelines and determined to be college level. Students earning credit through reviewed professional learning will be awarded the grade of "TC."

Such learning will be reviewed for applicability to a student's degree plan and to avoid duplication with other sources of credit, such as experiential learning credit. Credit from Kaplan University-reviewed programs will be awarded for the course to which it has been articulated. All RPL credit will be reviewed and awarded on a case-by-case basis.

Military Training

Kaplan University recognizes the validity of military training as potential college credit. All military training that has been reviewed by the American Council on Education (ACE) and meets the requirements of a student's degree plan may be eligible for transfer credit. Students earning credit through their military training will be awarded the grade of "TC."

Students interested in this option should send an official transcript of their training to the Office of the Registrar/Prior Learning Assessment Center.

Experiential Learning Portfolio

Portfolios demonstrate prior learning from work or other experience. Students interested in this option should submit an Experiential Learning Portfolio. Portfolios will be evaluated to determine equivalency to Kaplan University coursework. Equivalency to related coursework may be determined by submission of supporting documentation such as a job description, a description of equipment used, a description of the work environment, verification of employment by the previous supervisor or employer on the employer's letterhead, and/or various other appropriate forms of documentation verifying previous employment or work learning. Students must document the fulfillment of course objectives based on the chosen Kaplan University syllabus and must follow all portfolio guidelines established by the University. Students may obtain syllabi and Portfolio Guidelines from the University. A key criterion in the evaluation of the portfolio is the student's ability to organize and present verifiable evidence of college-level learning through proper documentation and a course narrative. Based upon faculty review of the portfolio, students may be awarded college credit. Credit earned through Experiential Learning Portfolios will be awarded the grade of "EC."

The portfolio is evaluated by instructors who teach related courses. All Experiential Learning Portfolios must be submitted and evaluated prior to the start of the student's final term. For online students, a review fee will be charged for Experiential Learning Portfolios.

Transfer of Credit Between Kaplan Higher Education Institutions

Course credits may be transferred from any Kaplan Higher Education institution upon a student's acceptance to the receiving Kaplan Higher Education institution. The transfer of credit award will be based on:

1. Courses that have a grade of "C" or better;
2. Course descriptions, objectives, or outcomes;
3. Applicability of core/major courses to the program; and
4. Conversions from quarter to semester credit systems, or vice versa. This will follow common practices for academic credit conversions, as noted above. Course-to-course transfers based on course objectives or outcomes can be made in lieu of the academic credit conversions.

Credit cannot be transferred until an official transcript is submitted to the Kaplan Higher Education institution receiving and evaluating the transfer credit.

Students transferring from any Kaplan Higher Education institution must complete a minimum of 25 percent of the credits required for their degree at the Kaplan Higher Education institution awarding the graduation credential.

TRANSFER OF CREDIT BETWEEN KAPLAN UNIVERSITY CAMPUSES

Students transferring between Kaplan University campuses must fulfill their financial obligations at any previously attended locations prior to enrollment.

In order to graduate from a particular Kaplan University location, a student must have completed at least their final term at that location and met all other graduation and residency requirements.

Student Technology Requirements for Online Courses

As part of the admission process to Kaplan University, students are required to attest to certain competencies in the use of technology. Students must have the following skills:

- Ability to use email to correspond with faculty, staff, and students
- Ability to access, create, and save documents in Microsoft Office formats. At a minimum, students must be familiar with Microsoft Word
- Ability to browse the Web, including downloading and installing common plug-ins (listed below) and configuring common browser options
- Ability to configure and run applications, including an antivirus application, to ensure that the student's system is secure and transmitted files are virus free

To enroll in classes online, all Kaplan University students must have access to a computer with the following minimum requirements:

HARDWARE

- A PC capable of running Windows 2000, XP, or Vista, or Mac OS X
- 256 MB RAM or greater
- 3.0 GB of free hard-drive space
- 1024 x 768 monitor with a 16-bit or greater video card (24-bit preferred)
- DVD-ROM drive or CD-ROM drive
- Minimum of 56.6 Kbps modem (DSL or cable modem preferred)
- Sound card with speakers and microphone (for selected courses)

SOFTWARE

- Microsoft Windows Operating System (2000, XP, or Vista) or Mac OS X
- Microsoft Office 2000 or greater*
- A current antivirus application
- Internet Explorer 6.0 or greater, Firefox 1.5, Netscape Communicator 6.2 or greater, or Safari 1.2 or greater
- Adobe Reader 7.0 or greater (free download)
- Adobe Flash Player 7.0 or greater (free download)
- Sun Java 1.4 or greater (free download)
- AOL Instant Messenger (free download)

* Microsoft Word is required to submit all assignments. In addition, some classes require the use of Excel, PowerPoint, and Access. Students are responsible for ensuring that they have the licensed software required and should not enroll in courses for which they do not have the necessary licensed software.

INTERNET/EMAIL

- An Internet service provider (ISP)
- An email address and account will be issued to all Kaplan University students for use within their courses

To be part of Kaplan University's online program, students will need an Internet service provider (ISP). An ISP supplies access to the Internet for a fee. In many areas, cable television and digital Internet services offer high-speed Internet access. Kaplan University online education does not provide access to the Internet as part of its agreement.

Some courses have additional software and hardware requirements. To enroll in the School of Information Systems and Technology, students are required to have Microsoft Office 2003 and may be required to purchase additional hardware or software for some classes.



Student Information and Services

Academic Freedoms and Student Responsibilities

The student who has been accepted into an academic program of study at the University has certain rights and responsibilities. These rights and the associated responsibilities shall establish a student code of professional conduct. Primary to this code is the access to an environment free from interference in the learning process.

1. Students have the right to an impartial, objective evaluation of their academic performance. Students shall receive in writing, at the beginning of each course, information outlining the method of evaluating student progress toward, and achievement of, course goals and objectives, including the method by which the final grade is determined.
2. Students will be treated in a manner conducive to maintaining their worth and dignity. Students shall be free from acts or threats of intimidation, harassment, mockery, insult, or physical aggression.
3. Students will be free from the imposition of disciplinary sanctions without proper regard for due process. Formal procedures have been instituted to ensure adequate notice and hearing for all students subjected to the disciplinary process.
4. When confronted with perceived injustices, students may seek redress through grievance procedures established in accordance with the University nondiscrimination policy. Such procedures will be available to those students who make their grievances known in a timely manner.
5. Students may take reasonable exception to the data or views offered in any course of study and may form their own judgment, but they are responsible for learning the academic content of any course for which they are enrolled.
6. Students will be given full disclosure and explanation of all fees and financial obligations to the University.
7. Students have the right and responsibility to participate in course and professor evaluations and give constructive criticism of the services provided by the University.
8. Students have the right to quality education. This right includes quality programs; appropriate instructional methodologies and content; professors who have sufficient educational qualifications and practical expertise in the areas of instruction; the availability of adequate materials, resources, and facilities to promote the practice and application of theory; and an environment that stimulates creativity in learning as well as personal and professional growth.
9. Students have the responsibility to conduct themselves in a professional manner within the institutional, clinical, externship, and lab settings, and to abide by the policies of the University.
10. Students are expected to conduct all relationships with the University staff and faculty, their peers, and their clients with honesty and respect.
11. Students are to comply with directions by University faculty and staff members who are acting within the scope of their employment, subject to their rights and responsibilities.

12. Students have the right and responsibility to develop personally through opportunities such as formal education, work and volunteer experiences, extracurricular activities, and involvement with others.
13. Students are encouraged to apply creativity in their own learning processes while striving for academic excellence and to share their knowledge and learning experiences with fellow students in the interest of greater learning and better practice of the profession.
14. The responsibility to respect and protect the learning environment at Kaplan University is shared by all members of the academic community and administration. The freedom and effectiveness of the educational process at Kaplan University depends on maintaining an environment that is supportive of diversity and the uniqueness of ideas, cultures, and student characteristics. This diversity and uniqueness is the essence of academic freedom.

Conduct

Kaplan University requires students to conduct themselves in accordance with the standards of their future professions. The University has also taken precautions to discourage dishonesty and preserve the academic integrity of its programs. Students will be held accountable for, or should report, the following violations:

1. All forms of dishonesty including cheating, plagiarism, forgery, and intent to defraud through falsification, alteration, or misuse of University documents (see also the Honor Code).
2. Theft, deliberate destruction, damage, misuse, or abuse of University property or the property of private individuals associated with the University.
3. Inappropriate or profane behavior that causes a disruption of teaching, research, administration, disciplinary proceedings, or other University activities.
4. Failure to comply with University officials acting within the scope of their employment responsibilities.
5. Failure to comply with all University regulations, whether contained in official University publications or announced as administrative policy by a University official or other person authorized by the Campus President/Executive Director or the President of the University.
6. Violence or threats of violence toward persons or property of students, faculty, staff, or the University.
7. Improper use of email and Internet access. Please see the Electronic Communications Policy for additional information.
8. Failure to comply with federal copyright and criminal laws forbidding the copying or alteration of copyright-protected materials, such as computer programs, music, movies, photographs, or written materials.

ADDITIONAL CODE OF CONDUCT FOR ONSITE ACTIVITIES

In addition to the violations noted above, students participating in onsite activities will be held accountable for, or should report, the following violations while on University, clinical, or externship property:

1. The use of alcoholic beverages or controlled substances on the University or externship property, including the purchase, consumption, possession, being under the influence of, or sale of such items.
2. The use of any tobacco products in the University buildings, and eating or drinking in the classrooms or any location other than designated areas.
3. Bringing animals onto University property. No animals are allowed on the premises unless they are assisting the physically impaired or are being used as classroom subjects.
4. Bringing children into the University teaching areas. The University does not provide childcare services and cannot assume responsibility for their health and safety.
5. Failure to comply with all emergency evacuation procedures, disregarding safety practices, tampering with fire protection equipment, or violation of any other health and safety rules or regulations.
6. Inappropriate use of pagers, cell phones, or other electronic devices. All electronic devices must be in the "off" position while in the classroom.
7. Bringing dangerous items such as explosives, firearms, or other weapons, either concealed or exposed, onto University property.
8. Physical abuse, verbal abuse, intimidation, harassment, coercion, stalking, and/or any conduct that threatens or endangers the physical or psychological health/safety of another person.
9. Rape, including acquaintance rape and/or sexual assault, in any form.
10. Unauthorized presence in, or forcible entry into, a University facility or University-related premises.
11. All forms of gambling.
12. Being in the presence of and/or aiding/abetting any of the aforementioned conduct violations.

A student committing any of the violations listed above may receive a written warning concerning the misconduct and may receive disciplinary action up to and including immediate suspension and/or dismissal.

Electronic Communications Policy

Kaplan University expects all students to use electronic communications in a responsible, ethical, and legal manner. Kaplan University values freedom of expression and encourages diverse viewpoints endemic to an academic institution. When Kaplan University does not provide Internet service for its students, it does not have control and cannot censor electronic communications submitted by students from their personal computers. It may, however, monitor the University site, such as the seminar or class discussion boards, and Kaplan University's internal email system, to use its best efforts to ensure that offensive, harassing, or other communication jeopardizing the integrity of the University has not been made available to other students. If students become aware of any such communication, they should promptly report such communication pursuant to the procedures set forth in the Problem Resolution, Student Complaints, and Grievance Procedures.

Computer equipment, email accounts, facsimile equipment, Internet access, instant messaging, voicemail, and supplies, if provided, are exclusively to assist students in their educational activities.

Students should not expect that computer files, email, voicemail, or Internet bookmarks are confidential or private, and, therefore, should have no expectation of privacy whatsoever related to their usage of these systems. Even when a message or file is erased, it often is still possible to recover the message or file, and, therefore, privacy of messages and computer files cannot be ensured to anyone. Messages sent through these media, and the contents of the hard drives of any computer that is the property of the University, as well as saved voicemail messages, may be considered business records and could be used in administrative, judicial, or other proceedings.

Downloading, distributing, or sending obscene materials is prohibited. Use of school facilities or equipment to download, distribute, or send pornographic materials is also prohibited, including, but not limited to, bookmarking any such websites, or opening or forwarding any such email, fax, or voicemail messages. Any communications by students via email, instant messenger, voicemail, or fax that may constitute verbal abuse, slander, or defamation or may be considered offensive, harassing, vulgar, obscene, or threatening is prohibited. Offensive content includes, but is not limited to, sexual comments or images, racial slurs, gender-specific comments, or any comments that would offend someone on the basis of age, race, sex, color, religion, national origin, handicap, disability, or veteran status. Any individual with a complaint about such communications should refer to the Policy of Nondiscrimination section in this Catalog.

Students may not use the University computer system in a manner that infringes the copyright of others. Copyright law protects the exclusive rights in images, music, text, audiovisual materials, software, and photographs. The distribution, display, performance, or reproduction of any copyright-protected material through the University computer system without the permission of the copyright owner is strictly prohibited. In addition, the University licenses software to support its educational processes. Students are not permitted to copy, remove, alter, or install software.

By using the University's computer equipment, software, and communications devices, all students knowingly and voluntarily consent to their use of these systems being monitored and acknowledge the University's right to conduct such monitoring. These media and equipment are intended to be used for business and educational purposes only, and any other use by students may result in a written warning concerning the misconduct and further disciplinary action up to and including immediate suspension or dismissal.

The Honor Code

Kaplan University functions on a global campus, with a diverse student population and a unique study platform. These and other unique constraints make an Honor Code vital to Kaplan University's educational mission and integrity.

As a vehicle through which standards of personal conduct and self-regulation are established, the Honor Code is more than an aspirational goal. Rather, it represents an integral part of Kaplan University's educational philosophy. With this goal, above all, students are warned to avoid any actions that give even the appearance of impropriety or reflect negatively on Kaplan University, its educational mission, or its students.

The Honor Code applies to any academic matter relating to the attendance, enrollment, and performance of a student at Kaplan University. This includes any activity that may affect a grade, one's status as a student, or another student's satisfaction of the requirements for graduation, such as:

- Any application for admission or supporting documentation;
- Any final or midterm examination;

- Any quiz;
- Any essay, research paper, or other assignment for a course that a student is expected to complete on his or her own;
- Any misrepresentation concerning grade point average, academic honors, class rank, or personal history that is made for the purpose of inducing another person to act or refrain from acting on the basis of that misrepresentation.

PROHIBITED ACTIVITIES

- Plagiarism (see the Plagiarism Policy in this Catalog);
- Altering academic or clinical records;
- Falsifying information for any assignments;
- Partly or wholly completing an assignment(s) by submitting work partially or wholly completed by another student; and
- Copying work or written text from a student, the Internet, or any document without giving due credit to the source of the information.

Disciplinary Actions, Suspensions, and Dismissals

All students are expected to conduct themselves as responsible adults, to comply with all University policies and regulations, to attend classes regularly, to meet their financial obligations to the University, and to maintain a satisfactory level of academic achievement. The University reserves the right to suspend or dismiss any student who:

- Exhibits conduct that is found by the administration to be detrimental to fellow students, other individuals, the community, or the University, as addressed in the Conduct section of this Catalog;
- Fails to maintain satisfactory academic progress;
- Fails to provide required documents (e.g., transcripts) by the stated deadline or provides inadequate or false documentation, as required by certain degree programs;
- Fails to meet attendance standards; and/or
- Fails to meet financial obligations to the University.

Any violation of University policies or regulations may result in one or more of the following disciplinary actions:

- Verbal warning from professor or advisor
- Written warning
- Grade reduction
- Suspension
- Dismissal

The Kaplan University administration will determine the action(s) to be taken based on the severity of the infraction and the student's prior disciplinary record. Days spent on suspension will be counted as absences and cannot exceed the amount of allowable absences stated in the Attendance/Tardiness Policy.

Students may submit a written appeal to the appropriate University Review Committee within 10 business days of receiving notification of the disciplinary action. All grade-related and plagiarism appeals are to be directed to the Academic Appeals Committee. The appeal must include a General Report/Compliance Form (available from the student's Academic Advisor or a compliance coordinator) and sufficient information to permit fact-finding and investigation. The Committee will hold a meeting and the student will be notified of the Committee's decision within five business days after the meeting.

Problem Resolution, Student Complaints, and Grievance Procedures

Many questions or concerns that students may have can be resolved simply through discussion. Students with concerns should observe the following steps in seeking a resolution:

ONLINE

- Step 1: Communicate with the appropriate instructor or staff member or administrative manager.
- Step 2: Communicate with their Academic Advisor.
- Step 3: Communicate with the Dean of the academic program or administrative manager.
- Step 4: Unresolved concerns may be appealed to the Review Committee.
- Step 5: Unresolved concerns may be reviewed by the Appellate Review Board if recommended by a compliance coordinator. The Appellate Review Board's decision is final and binding.

ONSITE

- Step 1: Communicate with the appropriate instructor or staff member.
- Step 2: Communicate with the Program Coordinator.
- Step 3: Communicate with the Campus Academic Dean.
- Step 4: Unresolved complaints may be appealed to the Onsite Review Committee.
- Step 5: Contact the Campus President/Executive Director.

THE REVIEW COMMITTEE

The Review Committee has the responsibility of reaching a decision that is in the best interests of both the student and the University. The Committee is comprised of senior managers from all departments in the University. Students must follow steps one through three of the grievance process before submitting an appeal to the Review Committee. Students wishing to submit a complaint must follow the procedure below:

Submit an email message requesting a General Report/Compliance Form to reviewcommittee@kaplan.edu, addressed to the Kaplan University compliance staff. Complaints are to be filed within 180 days of the most recent incident in question, unless the student can show good cause for a later filing. The complaint must include sufficient information to permit fact-finding and investigation. A compliance coordinator will contact the student if additional background is needed.

Students will be contacted in writing with the Committee's decision within five business days after the meeting.

Students who appeal the Committee decision must do so in writing within 10 business days of the decision, and must submit additional details that have changed or surfaced that would provide additional insight for the Committee. Appeals that do not include additional information will not be heard by the Committee, and the student will be notified.

In the event that the Committee cannot resolve the complaint, a compliance coordinator may recommend that the Appellate Review Board convene to mediate the issue. The Appellate Review Board's decision will be final and binding.

Retaliation against any student using this complaint process is strictly prohibited. A complaint of retaliation will promptly be investigated, will constitute separate charges, and will be handled in the same manner as discrimination and other grievance complaints.

For Arizona residents only: If the student complaint cannot be resolved after exhausting the University's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the Board for further details. Their address is:

1400 West Washington, Room 260
Phoenix, AZ 85007
Tel: 602.542.5709
Website: <http://azppse.state.az.us>

Crime Awareness and Campus Security

ONSITE

In keeping with the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the University makes available to all current and prospective students and employees, upon request, the University policies and procedures for maintaining campus security. This information provides the student with details of measures for preventing crime, instructions for reporting crimes or suspected crimes, and a record of crimes that have occurred on each Kaplan University campus.

Prior to enrolling, prospective students may contact the University's Admissions Office to request a copy of the Crime Awareness and Campus Security Policies and Procedures, including crime statistics.

Directory Information Public Notice

Kaplan University maintains an online directory for the Kaplan University community. Upon the first day of University attendance, students' profile listings, including student names and user names, become available to the Kaplan University community (students, faculty, and administrators). Students have the ability to enter or restrict the listing of personal directory information through an online user interface. Kaplan University does not accept responsibility for information published by users in the directory and reserves the right to delete or modify information posted to the directory that is abusive, inflammatory, defamatory, infringing of intellectual property, or otherwise inappropriate in an academic environment. Students who improperly use the directory or any information it contains may be subject to disciplinary action. Information in the directory may include the following: name, address, telephone number, email address, date of birth, photographs, participation in officially recognized activities, field of study, enrollment status and grade level, degrees and awards (graduate's list, Dean's List, President's List), and dates of attendance. Upon withdrawal from Kaplan University, student directory information will be removed. Upon graduation from Kaplan University, student directory information will become eligible for inclusion in an alumni directory. Enrolled students may choose to have their directory information removed by sending a written request in the form of an email to techsupport@kaplan.edu.

Drug and Alcohol Abuse Awareness and Prevention

ONSITE

In compliance with the Drug-Free Workplace Act of 1988 (Public Law 101-690) and the Drug-Free Schools and Communities Act Amendments (Public Law 101-266), the University provides a

Drug-Free Schools and Workplaces information package to each onsite student during the matriculation process. This package includes descriptions of the legal sanctions under local, state, and federal law for unlawful possession, use, or distribution of illegal drugs and alcohol; a description of health risks associated with the use of illegal drugs and the abuse of alcohol; and a list of any drug and alcohol counseling, treatment, and rehabilitation programs that are available to the students.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords eligible students and their parents certain rights with respect to their education records including:

- Student records are maintained for a minimum of five years from the end of the award year aid was last awarded or award year students last attended, with academic transcripts maintained indefinitely.
- Students have the right to inspect and review their education records during normal school hours with an appointment within 45 days of the day the Campus President/Executive Director receives a written, dated request for access. The University does not permit students to inspect or review confidential student guidance notes maintained by the University, nor financial records, including any information those records contain, of their parents or guardians.
- Students have the right to request the amendment of education records that they believe are inaccurate, misleading, or a violation of privacy. Students requesting amendment of an education record should submit a written, dated request to the Campus President/Executive Director, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or a violation of privacy. If the University decides not to amend the record, the University will notify the student of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- Students have the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without prior consent from the parents or the eligible student, as applicable. The University may neither release nor disclose personally identifiable information contained in the student's education records to outside employers, agencies, or individuals without first securing a written release from the parent or eligible student, as applicable, unless permitted by the Act. One exception to the above student record release policy permits disclosure without consent to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff) or a person or company with whom the University is affiliated or has contracted (such as an attorney, auditor, or collection agent). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility. Upon request, the University discloses educational records without consent to officials of another school in which a student seeks or intends to enroll.
- Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

The rights accorded to, and consent required of, parents under this Act transfer from the parents to the student once the student becomes eligible.

Career Services

The University offers career services to all eligible graduates. An eligible graduate is any student who has successfully completed all graduation requirements as stated in the Graduation Requirements section of this Catalog. Many students desire to obtain employment on their own. The University supports and encourages this effort and will provide techniques on seeking and securing employment. Students are responsible for advising the Career Services Department of their employment information.

The Career Services staff will assist students in their job searches. Career services include assistance with job search planning, developing a resume and cover letter, interview preparation, decision making, job offer negotiations, and other job search issues. Note that career services offered by the University are not an obligation or guarantee of employment. Although the University will assist the student, finding a job is the ultimate responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Career Services staff at Kaplan University uses a software product for which online students need to register. Resumes need to be uploaded by students, enabling them to search all available job leads posted by employers interested in Kaplan University online students.

Although average starting wage information based on data received from employers and graduates may be available to prospective students, no employee of the University is authorized to guarantee that a graduate will earn any specific amount. The student's program of study, employer needs, current economic conditions, and other factors may affect wage levels. Continuous career services are available to all eligible graduates. Graduates who require additional assistance after their initial employment should contact the University to provide updated resume information and are encouraged to use the resources available in the Career Services Department.

PART-TIME EMPLOYMENT

Onsite

Many students work on a part-time basis during their training to help with their education costs. If a student requires assistance in securing part-time employment while attending classes, the Career Services Department will make reasonable efforts to assist them in their search. Note that such efforts offered by the University are not an obligation or guarantee of employment.

Guidance Services

Students may experience educational, personal, or financial problems during their enrollment. The University offers academic advising and other student services to students as necessary to assist them in meeting their educational goals. Students requiring other types of professional assistance will be referred to counselors or agencies they may contact.

Personal Appearance

Students are required to dress in an appropriate manner while on campus and at the assigned internship, externship, or clinical location. The student should show concern for the appropriateness of dress while attending the University and be guided by the principle that what is proper for the workplace is proper for the University.

Professional appearance is as important as the development of professional skills. All students are expected to arrive for class in attire that is prescribed by the University. Students are expected to practice good personal hygiene habits and maintain a clean, neat, and professional appearance at all times. Students failing to meet the dress requirements will not be admitted to class.

Administrators and faculty are responsible for enforcing the dress code. Inappropriately dressed students will be sent home and time missed will be recorded as an absence.

Personal Property

ONSITE

The University assumes no responsibility for loss or damage to a student's personal property or vehicle, including the contents of any vehicle.

Student Activities

Kaplan University offers a wide range of activities and organizations in which students can participate. Clubs and activities reflect students' interests at each location, including online.

Student Housing

ONSITE

Kaplan University does not have dormitory facilities. Although it is the student's responsibility to find living accommodations, the University will help locate lodging for any student needing assistance.

Student Interaction

Student interaction is considered to be an important component of the academic experience at the University. Both the facility and class organization are designed to encourage opportunities for student communication. Class assignments include group work and cooperative learning activities. Students are encouraged to contact their instructors or the Director of Education (onsite)/Academic Advisor (online) if they wish to join study or special interest groups.

Student Health Services

ONSITE

The University does not provide health services for students. In the event of a student medical emergency, an alerted staff member will dial 911 for medical services. Students requiring non-emergency medical care will be given information about medical services or agencies that they may contact. Any costs incurred for medical services will be the student's responsibility.

Academic Information

Academic Calendar

A detailed academic calendar is included as a supplement to this Catalog.

Attendance/Tardiness Policy

The University emphasizes the need for all students to attend classes on a regular and consistent basis to develop the skills and attitudes necessary to compete in the highly competitive labor market.

At the onsite locations, attendance is defined as attendance at a scheduled course meeting. Requirements for students' attendance and participation are defined in the specific syllabi for those courses. Students who are not in attendance for at least 50 percent of any scheduled class will be considered absent for that class. Students arriving late for a class or leaving early are considered tardy. Tardiness is a disruption of a good learning environment and is discouraged. Continued excessive tardiness or absences in any class could lead to disciplinary action up to and including expulsion from that class.

Online students register attendance for any course activity by logging into the course site. Kaplan University online courses have both synchronous and asynchronous requirements. Synchronous (or real-time) learning experiences called seminars happen at the same time for all students in a section. Asynchronous learning experiences happen throughout the course and do not require student participation at a scheduled time.

The specific requirements for attendance are the following:

- Any first-term student or any student seeking reentry who does not register attendance within the first 7 days (online)/14 days (onsite) of the term will be withdrawn from their classes and their enrollment will be cancelled.
- Students who have not participated in class by failing to log in for 21 consecutive calendar days (excluding scheduled breaks) will be administratively withdrawn from their program. Students who fail to log into any class within the first 21 days of the term will be dropped from the class or classes. Students in any graduate business program may not exceed 14 consecutive days of nonattendance. Nonattendance may affect financial aid eligibility.
- Students withdrawn due to nonattendance must apply for readmission by following reentry procedures appropriate to their location of enrollment and will be permitted to return no sooner than the beginning of the next grading period. Onsite students withdrawn for this reason may be readmitted only at the discretion of the Campus President/Executive Director.
- Students may appeal to their school's Dean (online) or the Campus President/Executive Director (onsite) if they feel an error has been made in their attendance calculation.
- Students in a graduate business program are required to attend class by logging into the course site at least two separate calendar days per week for each course. Courses are presented in weekly units. The weekly attendance period begins Wednesday at 12:00 am ET and ends on Tuesday at 11:59 pm ET.
- Students in the Master of Science in Nursing program are required to attend class by logging into the course site at least three separate calendar days per week for each course.

Changes in Programs or Policies

The University has the right, at its discretion, to make reasonable changes to policies and program content, materials, schedules, sequences of courses in programs, or locations in the interest of improving the student's education, or where deemed necessary due to industry changes, academic scheduling, or professional requirements.

The University is required to make changes in programs or policies when ongoing federal, state, or accrediting changes affect students currently in attendance.

Definition of a Unit of Credit

Kaplan University courses are awarded credit based on an assessment of course and program outcomes and not on a traditional measurement of seat time. The University measures its programs in quarter credit hours.

Definition of an Academic Year

UNDERGRADUATE

The University defines an academic year as a minimum of 30 weeks of instruction in which a full-time student is expected to complete three terms of instructional time. A full-time student is expected to complete at least 36 credit hours within the academic year.

GRADUATE

Graduate Programs

The University defines an academic year as a period of time in which a full-time student is expected to complete 24 credit hours in 30 weeks.

Nonstandard Graduate Programs

Given the accelerated pace of nonstandard graduate programs, the University defines an academic year as a period of time in which a student is expected to complete 20 credit hours in 30 weeks.

Dropping or Adding Courses

Students may drop or add courses according to the following guidelines:

DROPPING COURSES

- Students may drop a course prior to or during the first week of classes.
- Students dropping a course beyond the first week of classes will incur 100 percent financial responsibility for the course. The last date of actual attendance is used in calculating any refund amount.
- Students not attending any one course will be administratively withdrawn from that course, or from the program.

Any of the above actions could affect the student's financial aid and it is ultimately the student's responsibility to learn this ahead of time by contacting the Financial Aid Office.

ADDING COURSES

Students may add a course through the end of the first week of classes based upon the availability of scheduling by the University. All schedule changes must be requested through the student's Academic Advisor (online)/Academic Services and reviewed by Financial Aid (onsite). Graduate students wishing to add a course after the start of a term must receive approval from the Dean of their program.

Leave of Absence

The University may grant, on a limited basis, a leave of absence to students when the student is experiencing such extenuating circumstances as to prevent attendance and/or endanger academic success. Requests must be approved for onsite students by the Campus President/Executive Director and the Financial Aid Officer, and for online students by the Dean of the student's school or appointed designee. Students must realize that an administrative leave of absence could affect their future financial aid eligibility and the availability of class scheduling.

The following policies apply:

1. A request for a leave of absence must be made in writing, including the student's signature, and be submitted through Academic Advising (online) or Student Services (onsite) to the Dean of the student's school or designee or the Campus President/Executive Director and the Financial Aid Officer for approval. This request must include the reason for the request, the date of requested leave, and the date of return. Supporting documentation must be included, as appropriate.
2. A leave of absence may only be requested to be effective on the first day of the next term, and students must return at the beginning of a term.
3. Students must have completed two consecutive terms of enrollment at Kaplan University to be eligible. Active military personnel, National Guardsman, and Reservists may request a leave of absence after one term of enrollment in cases of military deployment or activation. Active military students must provide a copy of their official orders at the time of request. National Guardsman and Reservists must supply documentation of activation exceeding 21 days at the time of request. In cases of top-secret or restricted orders, the student must supply alternative documentation made available to them.
4. The total number of days on leave cannot exceed 180 days within a 12-month period. The 12-month period begins on the first day of the student's initial leave of absence.
5. Students who fail to return to class by the scheduled date will be dropped from their program.
6. A leave of absence does not provide debt relief from payments if the student has a balance due.
7. Students are not eligible for financial aid while on leave.
8. Veterans Affairs will be notified immediately if a Veterans Affairs student is granted a leave of absence.
9. Students who have received financial aid and fail to return from a leave of absence will have their grace period for federal loan repayment begin retroactively from the date the leave began, and may have their grace period reduced or eliminated.

When the University is unable to schedule onsite students into the required externship or clinical, there could be a delay between the end of the classes and the beginning of the externship or clinical. In this case, the Campus President/Executive Director may grant, on a limited basis, an administrative leave.

Makeup Standards

Students are encouraged to be in class every day and on time. It is the student's responsibility to learn the material covered while absent and to see that all missed work is made up in compliance with the University guidelines.

Hours of makeup work cannot be accepted as hours of class attendance, and makeup work is not permitted for the purpose of receiving veterans' educational training benefits.

Program Transfers

While reasonable efforts are made to direct students to a program of study best suited to their individual goals and abilities, students may request a program transfer between most programs through their Academic Advisor or the onsite Office of the Registrar.

Program transfers may substantially impact financial aid eligibility, and additional charges for a program transfer may be assessed. All coursework from previous programs that is accepted toward the new program will be used in calculating satisfactory academic progress.

Students transferring to a new program must complete a new Enrollment Agreement and will be charged the current tuition rate for the newly selected program. Students must meet all applicable admissions requirements within the new program.

Students who have been officially admitted to a graduate program at the University and wish to transfer to a different graduate program of study at the University must have achieved a 3.0 cumulative GPA in their current program of study and meet the admissions requirements of the desired program of study. Graduate students meeting these requirements may submit a request to change academic programs to their Academic Advisor along with any other admissions documents required by the new program of study. The student's Academic Advisor will then submit the request and other materials to the Dean of the new program of study, who will approve or deny the request.

Refresher Courses for Graduates

Graduates of the University are welcome to return for refresher courses at no tuition cost provided the classes are in the program from which they graduated and space is available in the class. This training is offered at the discretion of the school's Dean or designee (online) or Campus Academic Dean (onsite). Graduates must pay for any books, fees, and supplies used during the refresher training. No credits will be awarded for refresher courses.

Bachelor of Science in Nursing, graduate, and Concord Law School students are not eligible for refresher courses.

Transcripts and Certifications

DIPLOMAS

Students should receive their diploma approximately six weeks after the end of the term in which they graduated, provided all academic and financial obligations have been satisfied. Students who would like to receive a duplicate or replacement diploma should contact the Office of the Registrar. A replacement fee may apply.



TRANSCRIPTS

Official transcripts of academic records may be obtained from the Office of the Registrar. To obtain transcripts, students must submit a Transcript Request Form along with the appropriate payment. There is no charge for unofficial transcripts. Students who graduate from the University will receive one free copy of their official transcript. Students must be in good financial standing for official transcripts to be issued.

CERTIFICATIONS OF ENROLLMENT

Students in need of certification of their enrollment at the University must submit a written request to the Office of the Registrar. Deferment or forbearance forms may also be submitted for certification. There is no charge associated with a certification.

Transfer of Credits to Other Schools

Students who wish to continue their education at other schools must not assume that credits earned at the University will be accepted by the receiving institution. It is the responsibility of students who plan to transfer to other schools to acquaint themselves with the requirements of the selected school and the requirements of that state's licensing, certification board, and accrediting body. Institutions of higher education vary in nature and number of credits they will accept toward any program. It is at the sole discretion of that receiving institution to accept credits earned at Kaplan University. This is standard transfer-of-credit procedure. The University cannot guarantee the transferability of any credits to other institutions.

Withdrawal From the University

Many students who begin classes at the University successfully complete their education. However, sometimes conditions or circumstances beyond the control of students and the University require that students withdraw from the University. Please refer to the Refund Policy located in the Financial Information section of this Catalog for the Notice to Students section, the Withdrawal After Commencement of Classes section, and the Tuition Refund Chart. Students who determine the need to withdraw from the University prior to completion must follow the steps below for an official withdrawal:

1. Meet with the Campus President/Executive Director or Office of the Registrar (onsite) or Academic Advisor (online) via telephone, mail, electronic notification, or in person to discuss the student's decision to withdraw. The University will make reasonable efforts to assist students in continuing their educations.
2. Once students have officially notified the above indicated designee of their intent to withdraw, the student should meet with the representatives of the Financial Aid Office and the Business Office (online) or Bursar's Office (onsite) to discuss payment options. The Business/Bursar's Office can answer questions regarding financial obligations to the University, and the Financial Aid Office can answer questions regarding student loan repayment responsibilities. Refer to the Refund Policy in this Catalog for specific calculation information.
3. The Business/Bursar's Office will complete the refund calculation and communicate this to the student.
4. Students who withdraw from and reenter a nursing or health science program may be required to demonstrate competency in clinical skills prior to beginning a clinical or externship.

Academic Standards

Academic Grading System

UNDERGRADUATE

The grading system listed below is used for all undergraduate courses. Letter grades are used for transcripts only. Students should be aware that grades are based in part on participation in onsite class discussions and the online class discussion boards.

GRADES	POINTS	DEFINITION
A	4.0	Superior
A-	3.7	Superior
B+	3.3	Above Average
B	3.0	Above Average
B-	2.7	Above Average
C+	2.3	Average
C	2.0	Average
C-	1.7	Average
D+	1.3	Below Average
D	1.0	Below Average
F	0.0	Failure
AU		Audit
CC		Credit by Examination
EC		Experiential Credit
I		Incomplete
P		Pass
R		Repeat
S		Satisfactory
TC		Transfer Credit
U		Unsatisfactory
W		Withdrawal

GRADUATE

Note: Maintaining a 3.0 cumulative grade point average during the duration of the graduate program will be the minimum standard by which the total body of graduate-level work will be accepted.

GRADES	POINTS	DEFINITION
A	4.0	Superior
B	3.0	Above Average
C	2.0	Average
F	0.0	Failure
AU		Audit
I		Incomplete
P		Pass
R		Repeat
S		Satisfactory
TC		Transfer Credit
U		Unsatisfactory
W		Withdrawal

AU...Audit. The student who chooses to audit a course will be assigned a grade of "AU." This grade will not affect the student's CGPA, and no credits are earned. This grade has no impact on a student's satisfactory academic progress (SAP) calculation.

CC...Credit by Examination. The student who has been granted credit for an institutional Challenge Exam or the College Level Examination Program will be assigned a grade of "CC." This grade will not affect the student's CGPA. Other credit by examination approved by the University may also be represented by this grade.

EC...Experiential Credit. The student who has been granted credit for an internally reviewed Experiential Learning Portfolio will be assigned a grade of "EC." This grade has no impact on a student's SAP calculation.

I...Incomplete. This grade will not affect a student's CGPA until a final grade is assigned. Students receiving an incomplete in a course must complete the course requirements by a deadline determined by program policy not to exceed one grading period. If students do not complete the required classwork, assignments, and tests within the extension period, they will receive a grade of "0" for the incomplete work. The "0" will be averaged with the student's other grades to determine the final grade for the course.

P, S, or U...Pass, Satisfactory, or Unsatisfactory. These grades will not affect the student's CGPA.

R...Repeated Course. This indicates a course that has been repeated. An "R" grade is not calculated into the CGPA; however, hours attempted count toward the 150 percent maximum time frame.

TC...Transfer Credit. Students transferring from another institution may be eligible for credit for courses they have already taken. A grade of "TC" will be given for transferred courses, and will not affect the student's CGPA.

W...Withdrawal. Students receive a "W" if they withdraw during a course. This grade has no impact on the CGPA.

Pass/Fail Option

UNDERGRADUATE COURSES

Kaplan University students enrolled in undergraduate courses may elect to take up to two, 100-level courses in each of their first two terms on a pass/fail basis. Students enrolled in the Bachelor of Science in Communication program may not choose the pass/fail option for CM 107: College Composition I—Effective Writing I for Arts and Sciences Majors. Students must elect to take a course pass/fail by the Tuesday of the fifth week of the term. Students who must submit grades to employers, to funding agencies, to other academic programs, or who anticipate transferring to another institution should also consult the appropriate offices before electing the pass/fail option.

Professors are expected to evaluate student performance without regard to grading status and to give students appropriate feedback regarding their performance throughout the term. A grade of "P" will be recorded on the official grade roster for those students who have elected the pass/fail option and whose performance would otherwise be rated as "A," "A-," "B+," "B," "B-," "C+," "C," "C-," "D+," or "D." For students who fail the course, professors will assign a grade

of “F.” A grade of “P” will not be calculated into a student’s cumulative grade point average. A grade of “F” will be calculated into a student’s cumulative grade point average.

All students should consider carefully before exercising the pass/fail option.

GRADUATE COURSES

All students should consider these criteria carefully before exercising the pass/fail option.

Professional Development for Teachers (PDT)

Participants enrolled in the Professional Development for Teachers program may elect to take courses on a pass/fail basis. Participants must elect to take a course pass/fail by the Tuesday of the second week of the term. Participants who must submit grades to employers, funding agencies, or other academic programs, or who anticipate transferring to another institution, should consult the appropriate offices before electing the pass/fail option. Participants enrolled in the PDT program may not transfer credits earned on a pass/fail basis into any other degree or certificate program at Kaplan University. Professors are expected to evaluate participant performance without regard to grading status and give participants appropriate feedback regarding their performance throughout the term. A grade of “P” will be recorded on the official grade roster for those participants who have elected the pass/fail option and whose performance would otherwise be rated as “A,” “B,” or “C.” For participants who fail the course, professors will assign a grade of “F.” A grade of “P” will not be calculated into a participant’s CGPA. A grade of “F” will be calculated into a participant’s CGPA.

Master of Education

Master of Education students must take ED 597 on a pass/fail basis.

Teacher Intern Certificate

Teacher Intern Certificate students must take ED 527, ED 528, and ED 529 on a pass/fail basis.

Incomplete Grades

UNDERGRADUATE

Students receiving an incomplete in a course must complete the course requirements within 10 days of the end of the course.

GRADUATE

Students receiving an incomplete in a course must complete the course requirements by the end of the following grading period. Under extenuating circumstances, and with the approval of the Dean of the student’s program, an extension of one additional academic term may be given for the incomplete grade to be reconciled.

In addition to the general guidelines, the School of Nursing may in certain circumstances provide an “Incomplete” grade to students in the Master of Science in Nursing program making sufficient academic progress and experiencing extenuating circumstances. Sufficient academic progress is defined as having approximately 75 percent of coursework completed. Students may choose to discuss the need for an “Incomplete” with their Academic Advisor or Dean. In all cases, the student should initiate such a request directly with the faculty member.

Honors and Awards

UNDERGRADUATE

Term Completion Honors

Following the completion of each term, undergraduate students who meet certain term grade point averages are recognized for their achievements through the Dean’s List and President’s List. To be eligible for the Dean’s List, a student must be enrolled in at least 10 credit hours for that term and attain a 3.4–3.95 GPA. To be eligible for the President’s List, a student must be enrolled in at least 10 credit hours for that term and attain a 3.96–4.0 GPA. Attendance and special recognition awards may also be presented.

Degree Completion Honors

Students earning an associate’s or bachelor’s degree are eligible to receive academic honors according to the following criteria:

Cum Laude: Students graduating with a 3.50–3.69 cumulative grade point average.

Magna Cum Laude: Students graduating with a 3.70–3.79 cumulative grade point average.

Summa Cum Laude: Students graduating with a 3.80–4.0 cumulative grade point average.

GRADUATE

Term Completion Honors

Following the completion of each term, graduate students who earn certain grade point averages are recognized for their achievements by becoming part of the Dean’s List or President’s List. To be eligible for the Dean’s List, a student must be enrolled in at least 8 credit hours for that term and attain a 3.75–3.97 GPA. To be eligible for the President’s List, a student must be enrolled in at least 8 credit hours for that term and attain a 3.98–4.0 GPA.

Degree Completion Honors

Students earning a master’s degree are eligible to receive academic honors according to the following criteria:

Magna Cum Laude: Students graduating with a 3.75–3.97 cumulative grade point average.

Summa Cum Laude: Students graduating with a 3.98–4.0 cumulative grade point average.

Satisfactory Academic Progress Standards

Satisfactory academic progress standards apply to all students at the University.

UNDERGRADUATE

Maximum Time Frame

All students must complete their program in a period not exceeding 1.5 times the length of the program as measured in credit hours attempted. For example, if a program requires successful completion of 60 credit hours the student may not attempt more than 90 credit hours (1.5 x 60). To graduate, undergraduate students must successfully complete 100 percent of the required courses and obtain a minimum CGPA of 2.0 within the 1.5 maximum time frame. Bachelor’s- and associate’s-level nursing and health science students must complete, with a passing grade, all requirements for the program of study within the maximum time frame permitted and attain a minimum CGPA of 2.5. Bachelor’s- and associate’s-level

nursing and health science students must also have no less than a “C” in any required major or core course. Associate’s-level nursing and health science students must also achieve a minimum of “S” (satisfactory) for the clinical components of nursing and health science courses.

Any hours attempted, whether as a regular or extended enrollment student, will apply toward the maximum time frame permitted to complete a program. This includes courses with grades of “W,” “WP,” “WF,” “R,” “P,” “S,” “U,” or “I.” Remedial courses, if offered, will not affect satisfactory academic progress.

Required Evaluation Schedule

All students will be evaluated for progress at specific periods of time. Evaluation points and requirements are outlined below. If the evaluation points fall within a grading period, students will be evaluated at the end of that grading period. In addition to the evaluation points referenced in the charts, students will be evaluated at the end of the second and subsequent academic years to determine if it is possible to successfully complete the program within the maximum time frame permitted. If it is determined that it is impossible to successfully complete the program in the maximum time frame permitted, the student will be dismissed.

These standards are not affected by an administrative leave of absence. The effects of withdrawals and incompletes are defined in the Academic Grading System section in this Catalog. All repeated courses, withdrawals, and incompletes are counted toward the hours attempted, and the grade received on the last repeat is used in the CGPA calculation.

EVALUATION POINT	UNDERGRADUATE PROGRAMS, MINIMUM CGPA	BACHELOR’S/ ASSOCIATE’S-LEVEL HEALTH SCIENCES/ NURSING PROGRAMS, MINIMUM CGPA	SUCCESSFUL COMPLETION OF HOURS ATTEMPTED
25% of Program Attempted*	1.0	2.5	55%
50% of Program Attempted*	1.5	2.5	60%
100% of Program Attempted*	1.75	2.5	67%

EVALUATION POINT	UNDERGRADUATE PROGRAMS, MINIMUM CGPA	BACHELOR’S/ ASSOCIATE’S-LEVEL HEALTH SCIENCES/ NURSING PROGRAMS, MINIMUM CGPA	SUCCESSFUL COMPLETION OF HOURS ATTEMPTED
150% of Program Attempted	2.0	2.5	100%

*See Academic Probation in this section

To be eligible for financial aid, continuing undergraduate students must maintain the academic standards and degree progress required for their program. Students whose academic standing or degree progress falls below the standard for their academic department will be ineligible to receive Title IV federal financial aid funds.

GRADUATE

In order to graduate, students in graduate programs must successfully complete 100 percent of the required courses and obtain a minimum CGPA of 3.0 within the maximum 1.5 time frame. The Office of the Registrar will calculate a student’s GPA according to

the point values stated in the grading scale. Grades such as “I” and “W” are not figured into the student’s GPA. Students must have completed the degree program no later than seven years after completing the first class.

To be eligible for financial aid, continuing graduate students must maintain the academic standards and degree progress required for their program. Students whose academic standing or degree progress falls below the standard for their academic department will be ineligible to receive Title IV federal financial aid funds.

Certain programs may have school-specific policies governing satisfactory academic progress, which can be found in the individual school sections of this Catalog.

ACADEMIC WARNING

Undergraduate students not maintaining a 2.0 CGPA will be placed on academic warning. Bachelor’s- and associate’s-level nursing and health science students not maintaining a 2.5 CGPA will be placed on academic warning. Students placed on academic warning will be notified in writing.

ACADEMIC PROBATION

Undergraduate

Students not meeting standards at the 25 percent evaluation point will be placed on probation. They will have until the 50 percent evaluation point to achieve the minimum standards required for the 25 percent evaluation point. Students not meeting these requirements will be academically dismissed.

Students not meeting the standards at the 50 percent and 100 percent point (but above the requirements for the 25 percent point) will be placed on probation. Those placed on probation at the 50 percent and 100 percent point will have 20 percent of the total program length, as measured in credit hours attempted, to achieve the requirements of the 50 percent and 100 percent evaluation point as each applies. If 20 percent of the program falls within a grading period, the student will be evaluated at the end of that grading period. If the minimum standards for the 50 percent or 100 percent evaluation point are not achieved by the end of the probation period, the student will be academically dismissed.

Students placed on probation will be notified in writing and will receive academic advising to assist them in grade improvement. Students on probation remain eligible for Title IV federal financial aid.

If the Office of the Registrar determines that it is ultimately impossible for a student to obtain the required 2.0 CGPA at the end of the maximum time frame (1.5 times the normal program length), the student will be academically dismissed and will not be permitted to reapply in the same program. For students reentering in a different program, only courses that apply to the new program will be calculated in the 1.5 maximum time frame and the CGPA.

Students receiving veterans benefits will have a maximum of two grading periods after falling below a 2.0 CGPA to obtain the required minimum 2.0 CGPA. Students failing to meet this requirement will be decertified from the veterans benefits program. Students placed on probation will be notified in writing and will receive academic advising to assist them in grade improvement. Students on probation remain eligible for Title IV federal financial aid.

Bachelor’s/Associate’s-Level Nursing and Health Science Programs
Immediate Probation

Any student who receives a grade of “D” or below and/or whose CGPA has fallen below 2.5 will be placed on immediate probation. The student will be given one term to raise the CGPA to the required status.

Final Probation

If a student has two terms with a CGPA below 2.5, the student is then placed on final probation. The student then has one additional term to restore his/her CGPA to 2.5 (thereby being removed from probation) or face academic dismissal from the program. Students receiving veterans benefits will need to maintain a 2.5 CGPA.

Graduate

Immediate Probation

Any student whose cumulative average has fallen below 3.0 will be placed on immediate probation. The student will be given one term to raise their CGPA to the required minimum of 3.0.

Final Probation

If a student has two terms with a CGPA below 3.0, the student is placed on final probation. The student then has one additional term to restore his/her CGPA to 3.0 (thereby being removed from probation). Failure to do so will result in academic dismissal and students must reapply for admission according to the Reinstatement Procedures.

Students receiving veterans benefits will have a maximum of two grading periods after falling below a 3.0 CGPA to obtain the required minimum 3.0 CGPA. Students failing to meet this requirement will be decertified from the veterans benefits program. Students placed on probation will be notified in writing and will receive academic advising to assist them in grade improvement. Students on probation remain eligible for Title IV federal financial aid.

Academic Progress Appeals Procedures

Within 10 business days of notification of dismissal, the student may appeal the decision by submitting a written appeal to the Review Committee (see the Problem Resolution, Student Complaints, and Grievance Procedures section in this Catalog). The appeal should explain the circumstances that the student believes would have a bearing on the reinstatement.

The Committee will review the student's appeal, the student's academic record, and the student's attendance record, and may call upon the student's professors to determine relevant information.

Based on this review, the Committee will determine if the student will be reinstated on an extended enrollment basis. The student will be notified in writing within five business days of the Committee's final decision. A student granted the opportunity to apply for readmission will need to address any outstanding balances and other obligations.

If reinstated, the student will return on extended enrollment status.

Reinstatement Procedures and Extended Enrollment Status

With the exception of the School of Nursing and the School of Health Sciences programs, students dismissed for failing to meet the satisfactory academic progress standards, who have special or unusual circumstances, may request continuance as an extended enrollment student. Upon approval by the Review Committee, a student may take classes to meet the minimum satisfactory academic progress requirements. A student may continue in this status for up to 25 percent of the program or one academic term, whichever is longer. Extended enrollment students are not eligible for financial aid. To be reinstated to regular status, an extended enrollment student must seek to correct academic deficiencies by retaking courses they have failed. Once a student has met the minimum satisfactory academic progress standards, they may apply for reinstatement as a regular

student. The reinstatement cannot begin any sooner than the first day of the next grading period. Reinstated students will be on probation until the conditions of academic probation are satisfied.

GRADUATE

In addition to the general policy governing extended enrollment and reinstatement procedures, the following procedures apply to graduate students:

Education Programs

Students who are readmitted must repeat the last course in which they were enrolled and that resulted in their dismissal from the University. The decision to readmit a student rests with the Dean. A student dismissed from the University a second time is ineligible for readmission.

Other Graduate Programs

A student dismissed from the University may reapply for admission by successfully completing the noncredit, self-paced course KU 500: Foundations of Graduate Learning and completing a readmission application that states the grounds for the applicant's belief that they will be successful in graduate school upon reentry. Students may repeat KU 500 until they successfully pass the course. Students who are readmitted must repeat the last course in which they were enrolled and that resulted in their dismissal from the University. The decision to readmit a student rests with the Dean. If insufficient grades from two courses in the same term resulted in academic dismissal, the student must repeat the course with the highest course number prefix. A student dismissed from the University a second time is ineligible for readmission.

Repeated Courses

Students will only be allowed to repeat courses, as required by the University, due to academic problems or attendance violations.

Undergraduate, non-nursing students may take a course three times as scheduling permits. Undergraduate nursing students may repeat a major course once and all other courses twice as scheduling permits. Graduate students may repeat a course once as scheduling permits.

The grade received on the last repeat becomes the final grade and will replace all other grades for that course in the CGPA calculation and will appear on the student's transcript. All other instances of the course will also appear on the student's transcript, but will be designated as "R" for repeated course.

Students who repeat a course will be charged the current tuition for the course and must assume the responsibility for all associated fees. Repeating a course may interrupt the student's enrollment and may negatively impact financial aid eligibility and academic progress.

Undergraduate students who take a required course three times without earning the minimum required grade will be dismissed from the program. Nursing and graduate students that fail a required course twice without earning the minimum required grade will be dismissed from the program.

Students seeking to be readmitted into a program in which they have been dismissed for failing a required course must successfully complete the failed course at another accredited postsecondary institution. For the course to be accepted for readmission, it must meet the criteria established by Kaplan University for transfer of credit evaluations.

Plagiarism Policy

Kaplan University considers academic honesty to be one of its highest values. Students are expected to be the sole authors of their work. Use of another person's work or ideas must be accompanied by specific citations and references. Though not a comprehensive or exhaustive list, the following are some examples of dishonesty or unethical and unprofessional behavior:

- Plagiarism: Using another person's words, ideas, or results without giving proper credit to that person; giving the impression that it is the student's own work.
- Any form of cheating on examinations.
- Altering academic or clinical records.
- Falsifying information for any assignments.
- Submitting an assignment(s) that was partially or wholly completed by another student.
- Copying work or written text from a student, the Internet, or any document without giving due credit to the source of the information.
- Submitting an assignment(s) for more than one class without enhancing and refining the assignment, and without first receiving professor permission. In cases where previous assignments are allowed to be submitted for another class, it is the responsibility of the student to enhance the assignment with additional research and to also submit the original assignment for comparison purposes.
- Assisting another student with reasonable knowledge that the other student intends to commit any act of academic dishonesty. This offense would include, but not be limited to, providing an assignment to another student to submit as his or her own work or allowing another student to copy answers to any test, examination, or assignment.

In essence, plagiarism is the theft of someone else's ideas and work. Whether a student copies verbatim or simply rephrases the ideas of another without properly acknowledging the source, it is still plagiarism. In the preparation of work submitted to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from other sources.

Sources include published primary and secondary materials, electronic media, and information and opinions gathered directly from other people.

A discussion thread, computer program, marketing plan, PowerPoint presentation, and other similar work produced to satisfy a course requirement are, like a paper, expected to be the original work of the student submitting it. Copying documentation from another student or from any other source without proper citation is a form of academic dishonesty, as is producing work substantially from the work of another. Students must assume that collaboration in the completion of written assignments is prohibited unless explicitly permitted by the professor. Students must acknowledge any collaboration and its extent in all submitted coursework. Students are subject to disciplinary action if they submit as their own work a paper purchased from a term paper company or downloaded from the Internet.

Kaplan University subscribes to a third-party plagiarism detection service, and reserves the right to check all student work to verify that it meets the guidelines of this policy.

Academic dishonesty is a serious offense and may result in the following sanctions:

- 1st offense: Failure of the assignment in which the action occurred.
- 2nd offense: Failure of the class in which the action occurred.
- 3rd offense: Expulsion or permanent dismissal from the University.

Plagiarism charges remain on a student's record permanently. Any offenses a student accumulates while completing a program will be carried over if and when a student reenrolls in a program or begins a new program at the University.

Procedures for processing plagiarism offenses are as follows:

Charges of academic dishonesty brought against a student shall be made in writing by the instructor to the Provost's Office (online)/ Campus Academic Dean's Office (onsite). When an offense has been committed, the respective Office sends the student a copy of the plagiarism policy and a letter of the action taken, and informs the Academic Department Chair, the Academic Advisor (online)/Director of Student Services Administration (onsite), and the course instructor of any plagiarism charges. The Provost's Office/Campus Academic Dean's Office maintains a database of plagiarism offenses and a file of all plagiarism charges.

Academic Appeals Policy

ACADEMIC DISHONESTY APPEAL PROCEDURES

Undergraduate

- Step 1: Within ten days of receiving notification of action for academic dishonesty, a student who wishes to appeal must first contact the faculty member of the class in which the incident occurred. The student should explain their reasoning for reconsideration. If the faculty member and the student agree to a resolution, the faculty member notifies the Provost's Office/Campus Academic Dean's Office.
- Step 2: If the problem has not been resolved and the student wishes to pursue the appeal, the student must complete and send the Academic Appeal Form to the Provost's Office/Campus Academic Dean's Office. The appeal will be forwarded to the Plagiarism Review Evaluator, an impartial expert on plagiarism. The Evaluator will consult academic department chairs and/or subject matter experts as needed. The Evaluator will review the documentation and share his/her opinion with the student.
- Step 3: If the student wishes to pursue the appeal, he/she must notify the Provost's Office/Campus Academic Dean's Office within ten days of the Evaluator's decision. Notice of the appeal will be sent to the faculty member and the appropriate Dean, and the appeal will be forwarded to the Academic Appeals Committee, which will review the case and make a decision.
- Step 4: If the student disagrees with the Academic Appeals Committee's decision, he/she must send a written letter of appeal to the Provost's Office/Campus Academic Dean's Office within ten days of the Committee's decision. The Provost/ Campus Academic Dean will review the material presented and make a final ruling.

**Graduate School of Management, School of Criminal Justice
Graduate Programs, School of Higher Education Studies, School
of Nursing Graduate Programs, and School of Teacher Education**

Step 1: Within ten days of receiving notification of action for academic dishonesty, a student who wishes to appeal must first contact the faculty member of the class in which the incident occurred. The student should explain their reasoning for reconsideration. If the faculty member and the student agree to a resolution, the faculty member notifies the Provost's Office/Campus Academic Dean's Office.

Step 2: If the problem has not been resolved and the student wishes to pursue the appeal, the student must complete and send the Academic Appeal Form to the Provost's Office/Campus Academic Dean's Office. The Provost's Office/Campus Academic Dean's Office will forward the appeal on to the Dean of the graduate program in which the student is enrolled. The program Dean or their designee will review the appeal and either approve or deny the appeal. Results of this decision will be sent to the Provost's Office/Campus Academic Dean's Office.

Step 3: If the student does not agree with the decision, the student will notify the Provost's Office/Campus Academic Dean's Office. The Provost's Office/Campus Academic Dean's Office will forward the document to the Plagiarism Review Evaluator, an impartial expert on plagiarism. The Evaluator will consult academic department chairs and/or subject matter experts as needed. The Evaluator will review the documentation and share his/her opinion with the student and send their written evaluation to the Provost's Office/Campus Academic Dean's Office.

Step 4: If, after advice from the Evaluator, the student wishes to pursue the appeal, he/she must notify the Provost's Office/Campus Academic Dean's Office within ten days of the Evaluator's decision. The Provost's Office/Campus Academic Dean's Office will send notice of the appeal to the faculty member and the appropriate Dean, and the appeal will be forwarded to the Academic Appeals Committee, which will review the case and make a decision. A copy of the Committee decision will be sent to the Provost's Office/Campus Academic Dean's Office.

Step 5: If the student disagrees with the Academic Appeals Committee's decision, he/she must send a written letter of appeal to the Provost's Office/Campus Academic Dean's Office within 10 days of the Committee's decision. The Provost/Campus Academic Dean will review the material presented and make a final ruling.

GRADE APPEALS

Undergraduate

Step 1: A student who alleges unfair grading practices for an assignment or course must first communicate with the faculty member of the class. The burden of proof is on the student and the student shall provide evidence that unfair grading practices occurred.

Step 2: If the faculty member and the student agree to a resolution, the faculty member corrects the grade or the grade stands. If the problem has not been resolved and the student wishes to continue with an appeal, the student will send the Academic Appeal Form to the Provost's Office/Campus Academic Dean's Office within ten days of the decision by the faculty member. The Provost's Office/Campus Academic Dean's Office will forward the appeal to the faculty member, the Dean, and the Academic Appeals Committee, which will review the case and make a decision.

Step 3: If the student disagrees with the Committee's decision, he/she must send a written letter of appeal to the Provost's Office/Campus Academic Dean's Office within 10 days of the Committee's decision. The Provost/Campus Academic Dean will review the material presented and make a final ruling.

**Graduate School of Management, School of Criminal Justice
Graduate Programs, School of Higher Education Studies, School
of Nursing Graduate Programs, and School of Teacher Education**

Step 1: A student who alleges unfair grading practices for an assignment or course must first communicate with the faculty member of the class. The burden of proof is on the student and the student shall provide evidence that unfair grading practices occurred.

Step 2: If the faculty member and the student agree to a resolution, the faculty member corrects the grade or the grade stands. If the problem has not been resolved and the student wishes to continue with an appeal, the student will send the Academic Appeal Form to the Dean of the program in which the student is enrolled within 10 days of the faculty member's decision. The Dean or their designee will either approve or deny the appeal and send a copy of their decision to the Provost/Campus Academic Dean.

Step 3: If the student disagrees with the decision, the student will notify the Provost's Office/Campus Academic Dean's Office within 10 days of the decision by the Dean. The Provost's Office/Campus Academic Dean's Office will forward the appeal to the Academic Appeals Committee, which will review the case and make a decision. A copy of the decision will be sent to the Provost/Campus Academic Dean.

Step 4: If the student disagrees with the Committee's decision, he/she must send a written letter of appeal to the Provost's Office/Campus Academic Dean's Office within 10 days of the Committee's decision. The Provost/Campus Academic Dean will review the material presented and make a final ruling.

Financial Information

Enrollment Status

The University is required on different occasions to report the number of students in full-time or part-time status. A student's enrollment status can impact financial aid eligibility.

UNDERGRADUATE

Full-time 12 credit hours per term

Three-quarter-time 9 credit hours per term

Half-time 6 credit hours per term

GRADUATE

Full-time 8 credit hours per term

Three-quarter-time 6 credit hours per term

Half-time 4 credit hours per term

The U.S. Department of Veterans Affairs may have different definitions for full-time and part-time status. Students receiving veterans benefits should consult the Veterans Certifying Official.

Financial Aid Services

Prior to enrolling at the University, applicants are encouraged to explore all financing options available to them for financing their education, including employer or military tuition assistance or reimbursement, veterans benefits, and financial aid funding through state and federal agencies. Financial aid information and application assistance is provided by the University Financial Aid Office to help students and their families understand their options before entering into a contractual agreement. The University is approved for the following loans and grants:

Federal Grants (*undergraduate only*)

- Federal Pell Grant Program
- Federal Supplemental Educational Opportunity Grant Program
- Academic Competitiveness Grant (ACG)
- National SMART Grant (specifically identified degree programs only)

State Grants (*undergraduate only*)

- State of Iowa Scholarship Program (Iowa residents)
- Iowa Tuition Grant (Iowa residents)
- Iowa Grant (Iowa residents)
- Rhode Island State Grant (Rhode Island residents)
- Vermont State Grant (Vermont residents)
- Nebraska State Grant (NSG; Nebraska residents)
- Iowa National Guard (Iowa residents)

Loans (*available to all students, subject to eligibility requirements*)

- Subsidized Federal Stafford Loan
- Unsubsidized Federal Stafford Loan
- Federal PLUS Loan
- Alternative Loans

Work Study (*undergraduate only*)

- Federal Work Study Program
- State Work Study Program

Other Agencies or Programs (*undergraduate and graduate*)

- Promise Jobs
- Veterans Administration Benefits
- Workforce Development Center
- Workforce Investment Act
- Division of Vocational Rehabilitation
- Defense Activity for Non-Traditional Education Support (DANTES)

Students who receive loans to pay for their course of instruction must realize that it is their responsibility to repay the full amount of the loan, plus interest, less the amount of any refund. Defaulting on loans guaranteed or reinsured by the state or federal government could result in damage to credit ratings, loss of eligibility for future student loans and other forms of financial aid, loss of deferment and monthly payment options, withholding of state and federal income tax refunds, initiation of court action, and garnishment of wages.

Additional information on eligibility requirements, alternate financing, amounts available, interest rates, scholarships, and repayment schedules is available from the Financial Aid Office.

Third-party funding sources may be available to students from outside agencies. Students are encouraged to seek such funding and familiarize themselves with the policies of such agencies. Although the University will assist students in completing necessary forms and will provide any required information to the agency, it is ultimately the student's responsibility to ensure the agency's requirements are met.

Some alternative loans are only available to pay any direct tuition charges that are not covered by a student's federal, state, or institutional funding. Students are encouraged to take advantage of federal Title IV funding before making application toward the alternative loan programs. Students and, when applicable, their parents have the right and ability to choose any lender they wish, and the University does not require that any loans be obtained from any particular lender or source.

Refund Policy

Applicants not accepted by the University shall be entitled to a refund of all monies paid.

CANCELLATION OF ENROLLMENT AGREEMENT

A student may cancel an Enrollment Agreement for the University without any penalty or obligation if requested in writing and delivered to the University management within three business days after signing the agreement. Onsite students who have not visited Kaplan University prior to enrollment will have the opportunity to withdraw without penalty within three business days either following attendance at a regularly scheduled orientation or following a tour of the University facility and an inspection of the equipment. After this period, the University will retain the enrollment fee.

NOTICE TO STUDENTS

If you withdraw or are dismissed from the University up through the 60 percent point in any payment period and received federal financial aid in the form of grants or loan funds, federal law requires that the University, and in some cases you, the student, return funds you did not earn to the U.S. Department of Education.

In these situations, the federal Title IV financial aid must be recalculated. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

1. To determine the percentage of the payment period for which federal financial aid was awarded and completed, the percentage of the payment period or term completed, which is the number of days completed up to the withdrawal date, is divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.
2. To determine the amount of aid to be returned, subtract the percentage of aid earned from 100 percent of the aid that could be disbursed and multiply it by the total amount of aid that could have been disbursed during the payment period or term as of the date you withdrew. Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: After the 60 percent point in the payment period, the student will have earned 100 percent of the federal financial aid funds already disbursed to them. This calculation concerning federal financial aid is separate and distinct from the institutional refund policy, and may result in the student owing additional funds to the University to cover tuition charges previously paid by federal financial aid prior to student withdrawal. If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student is required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debt balance to the institution. If a student earned more aid than was disbursed to them, the institution would owe the student a post-withdrawal disbursement, which must be paid within 120 days of the student's withdrawal.

If a student plans to withdraw from the University, they should contact the Financial Aid or Business/Bursar's Office to determine the amount of funds that must be returned on the student's behalf, if applicable. All refunds due will be made within 30 days of the student's effective withdrawal date. The last date of actual attendance is used in calculating any refund amount. Refunds are allocated in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal Parent (FPLUS) Loan
5. Federal Pell Grant
6. Academic Competitiveness Grant (ACG; degree programs only)
7. National SMART Grant (specially identified degree programs only)
8. Federal Supplemental Educational Opportunity Grant
9. Other Title IV assistance
10. Other state funds (unless otherwise mandated by the state)
11. Private and institutional aid
12. Student

WITHDRAWAL AFTER COMMENCEMENT OF CLASSES

The effective withdrawal date for a student shall be when any of the following occur:

1. The date the student notifies the University of withdrawal or the date of withdrawal, whichever is earlier,
2. The beginning date of any term in which a student fails to start classes,
3. The first business day following any 21 consecutive calendar days of absences (not including breaks),
4. The date when the University terminates the student's enrollment, or
5. The date that the student is scheduled to return from a leave of absence and fails to do so.

All refunds due will be made within 30 days of the student's effective withdrawal date. The last date of attendance is used in calculating any refund amount.

Students who are continuing or restarting their enrollment at the University are subject to the Kaplan University Refund Policy. Under this policy, the percentages of refundable charges are as follows:

STUDENTS WITHDRAWING	REFUND
Prior to the first day of the term	100% Tuition
During the first 6 calendar days of the first term (first-time students only)	100% Tuition
During the first day through 10% of the term	90% Tuition*
After more than 10% and through 25% of the term	50% Tuition*
After more than 25% and through 50% of the term	25% Tuition*
After more than 50% and through 100% of the term	0% Tuition

*Less \$100 Administrative Fee

Scholarships

Kaplan University awards scholarships, awards, and discounts for a variety of reasons, including, but not limited to, merit, military service, need, and to assist students in acceleration of their academic program. Scholarships and awards have specific requirements that must be met. Not all scholarships and awards are available on a continuous basis or at all locations and all are subject to changes in criteria and funding.

ONLINE

Interested students should contact their Admissions Advisor for additional information on scholarships or refer to www.kaplan.edu/ku/tuitionandfa/default.aspx? Kaplan University is pleased to offer five different scholarships for qualified students—the Kaplan University Success Scholarship, the Phi Theta Kappa Scholarship, the Criminal Justice Scholarship, the Accelerated Scholars Award, and the Kaplan University/Newsweek MBA Scholarship.

ONSITE

Scholarship applications are available throughout the school year from the Admissions and Financial Aid Offices. High school students may apply for scholarship opportunities while still attending high school by responding to scholarship announcements from the campus Admissions Office. To be considered for all awards for which a student qualifies, the student must:

- Complete an Enrollment Agreement and all required admissions forms,
- Complete the Free Application for Federal Student Aid (FAFSA) form, and
- Submit the scholarship application by the published deadline.

Missing information could disqualify a student from awards and scholarship funding. Criteria for scholarship application and maintenance is available through the Admissions Office.

Tuition and Fees

A complete list of attendance costs is provided as a supplement to this Catalog.





UNDERGRADUATE PROGRAMS

Policies Governing Undergraduate Study

Undergraduate Admissions Requirements and Guidelines

In addition to the general University admissions requirements, some programs have additional admissions requirements that are listed in the individual school sections of this Catalog.

Placement Assessment

Online students who do not possess at least an associate's degree (AS, AA, or AAS) must complete placement exams in English and math to determine their appropriate placement in sections of College Composition I and College Algebra. The math assessment must be completed prior to students being registered for their first term. The writing assessment examination will be administered after the start of the first term, when students are enrolled in the appropriate Academic Strategies course for their academic program. Some programs have additional or alternative policies regarding placement exams that are detailed in the individual school sections of this Catalog.

Certification, State Board, and National Board Exams

Understanding the requirements of certification, state board, or national board licensing exams is the individual student's responsibility. Such requirements may change during the course of the program. The University makes reasonable efforts to provide accurate information on test dates and fees for examinations. In some cases, work experience or field experience may be required to be eligible to successfully pass these exams. No student is automatically certified in any way upon program completion. Although certain programs are designed to prepare students to take various certification and licensing exams, the school cannot guarantee students will be eligible to sit for or will pass these exams.

In addition, a GED or high school diploma may be required for graduates to take their state, national, or certification exams. Furthermore, states, employers, and various other agencies may require a criminal background check and/or drug check before a student can be placed in an externship or take professional licensing, certification, or registration exams. Students who have prior felony convictions or serious misdemeanors may be denied the opportunity to take professional licensing, certification, or registration exams. These students may also be denied a license or certification to practice in some states, even if the certification or licensing exam is taken and successfully completed. Students are responsible for inquiring with the appropriate agencies or authorities about current requirements prior to enrolling in the program of their choice or, if the student's circumstances change, at that time and at the time of making application for certification or licensure.

Kaplan University's programs are designed to prepare graduates to pursue employment in their field of study, or in related fields. However, the University does not guarantee that graduates will be placed in any particular job or employed at all. While many of Kaplan University's degree programs are designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

Required Background Checks

For some programs, applicants may be required to undergo criminal background checks before starting classes; before students can be placed in an internship, externship, or at a clinical site; or before taking professional licensing, certification, or registration exams. Students who have prior felony convictions or serious misdemeanors may be denied the opportunity to take professional licensing, certification, or registration exams, or may be denied a license or certification to practice in some states, even if the exam is taken and successfully completed; consequently, these students may be denied admission to some programs. Some Kaplan University programs have specific background check requirements on which enrollment is predicated; these are explained in detail, where applicable, in the individual school sections of this Catalog. Students are responsible for inquiring with the appropriate agencies or authorities about current requirements prior to enrolling in the program of their choice.

Externships

In particular phases of study, some programs include an externship or clinical experience that is to be completed without compensation. The following guidelines are general and if a program has additional or different policies, these are detailed in the individual school sections of this Catalog and supersede those listed below.

Although students are supervised by professionals at their externship or clinical site, they must continue to maintain contact with their program's Externship Coordinator on a regular basis.

In order for students to be eligible for an externship or clinical, the following academic requirements must be met prior to starting the externship or clinical:

1. Students must pass all required prerequisite courses, as indicated in this Catalog.
2. Students may not have a grade of "F" for any major course, unless their academic record reflects that the course has been satisfactorily repeated.
3. Students may not have an incomplete grade ("I") for any major course.
4. Students must have a 2.0 GPA for externships graded as pass/fail.

During externship or clinical training, students are expected to perform in an ethical, safe, and professional manner, and to assist in all matters appropriate to the scope of practice. Failure to do so may result in course failure and dismissal from the program.

For many programs, externship and clinical hours are scheduled during the day and are typically Monday through Friday. Therefore, night students may need to complete externship and clinical hours during the day (please note that it may not be possible to locate a site that can provide externship or clinical hours at night and students should take this into account when selecting a program). Students should contact their program's Externship Coordinator for specific information on site availability and times. Students may arrange the days or times of externship or clinical training only with written permission from the

University. If a student is absent from externship or clinical training, both the site and the University must be informed by the student.

All externship and clinical sites are carefully selected based on an evaluation of site personnel, facilities, geographic location, availability, and type of learning experience provided.

Graduation Requirements

To graduate, all undergraduate students must successfully complete 100 percent of the required courses for their program of study and obtain the minimum CGPA required by their program of study within the maximum time frame permitted (see the Satisfactory Academic Progress Standards section for further information). Some programs may have additional requirements that must be met. If a program has additional graduation requirements, these can be found in the individual school sections of this Catalog. All undergraduate students must:

1. Return all property belonging to the University,
2. Attend Career Services and Financial Aid exit interviews, if applicable,
3. Submit an Application for Graduation, and
4. Fulfill all financial obligations to the University prior to graduation unless previous satisfactory arrangements have been made.

Note: Students in advanced start bachelor's degree programs must fulfill all prerequisites required for the bachelor's degree courses and, therefore, may be required to take more than the minimum 90 quarter credit hours in order to graduate.

Upon completion of the requirements listed above, students are eligible to participate in graduation exercises.

If satisfactory financial arrangements are not made, the graduation credential will be withheld.





Core Curriculum

Mission Statement

The mission of the Kaplan University Core Curriculum is to support and cultivate those areas of academic knowledge that are common to educated people and serve as the educational foundation for the career-focused programs. The Core Curriculum will enable Kaplan University students the opportunity to develop new academic skills, think creatively and critically, express their ideas coherently, formulate rational conclusions, appreciate the social, political, cultural, physical, and scientific world, see the commonality in all people and the value of everyone's thoughtful contributions, and apply these techniques to enhance their professional lives.

Core Curriculum Categories and Courses

Students in associate's and bachelor's degree programs are offered several elective options in each Core Curriculum category. Associate's degree students must complete at least one course from six of the categories identified below and bachelor's degree students must complete at least one course from eight of the categories identified below. Course prerequisites must be followed in course sequencing.

Core elective options by category include the following:

Course Number	Course Name
COMMUNICATION	
CM 202:	Mass Communications
CM 206:	Interpersonal Communications
CM 214:	Public Speaking
CM 240:	Technical Writing
CM 310:	Communication and Conflict
CM 410:	Organizational Communication
COMPOSITION AND WRITING	
CM 102:	College Composition I
CM 103:	College Composition I—Effective Writing I for Criminal Justice Majors
CM 104:	College Composition I—Effective Writing I for Legal Studies Majors
CM 105:	College Composition I—Effective Writing I for Business Majors
CM 106:	College Composition I—Effective Writing I for IT Majors
CM 107:	College Composition I—Effective Writing I for Arts and Sciences Majors
CM 108:	College Composition I—Effective Writing I for the Nursing Professional
CM 109:	College Composition I—Effective Writing I for the Health Care Professional
CM 114:	College Composition I—Effective Writing I for Paralegal Studies Majors
CM 220:	College Composition II
DIVERSITY AND CULTURE	
CJ 246:	Human Relations in a Diverse Society*
CJ 295:	World Conflict*
HU 320:	Culture—Religion and Identity
SS 235:	20th Century African American Leadership
SS 260:	Gender and Society
SS 270:	Social Problems
SS 360:	American Women
ETHICS	
HU 245:	Ethics
HU 280:	Bioethics
MT 310:	Ethics and the Legal Environment†
MT 471:	The Legal and Ethical Environment of Health Care†
PA 253:	Legal Ethics‡
HISTORY	
SS 230:	Making History—The Founding Fathers
SS 235:	20th Century African American Leadership
SS 236:	People, Power, and Politics—An Introduction to American Government
SS 340:	American Business History
SS 360:	American Women

Course Number	Course Name
HUMANITIES	
HU 201:	Voices of Western Culture—Art and Ideas
HU 310:	Culture, Society, and Advanced Technology
HU 320:	Culture—Religion and Identity
HU 345:	Critical Thinking
HU 410:	Freedom and Justice
SS 360:	American Women
MATHEMATICS	
MM 103:	College Mathematics
MM 201:	College Algebra
MM 207:	Statistics
MM 305:	Quantitative Methods
MM 309:	Discrete Mathematics
PROFESSIONAL STUDIES	
CS 113:	Academic Strategies for the Business Professional
CS 114:	Academic Strategies for the IT Professional
CS 115:	Academic Strategies
CS 116:	Academic Strategies for the Communication Professional
CS 118:	Academic Strategies for the Nursing Professional
CS 119:	Academic Strategies for the Health Care Professional
CS 210:	Career Development Strategies
CS 410:	Advanced Career Development Strategies
IT 101:	Introduction to Information Technology
IT 133:	Software Applications
SCIENCE	
SC 115:	Principles of Nutrition
SC 155:	Introduction to Chemistry—Matter and Equilibrium
SC 202:	Foundations of Science
SC 225:	Environmental Science
SC 235:	General Biology I—Human Perspectives
SOCIAL SCIENCE	
HU 310:	Culture, Society, and Advanced Technology
HU 320:	Culture—Religion and Identity
SS 114:	Child Development and Learning
SS 124:	Psychology
SS 144:	Sociology
BU 204:	Macroeconomics†
BU 224:	Microeconomics†
SS 230:	Making History—The Founding Fathers
SS 260:	Gender and Society
SS 270:	Social Problems
SS 350:	Developmental Psychology
SS 360:	American Women
SS 430:	Making a Living in the 21st Century—The Sociology of Work
SS 440:	Abnormal Psychology

* This course fulfills the core curriculum requirement in this category for criminal justice program students only.

† This course fulfills the core curriculum requirement in this category for business program students only.

‡ This course fulfills the core curriculum requirement in this category for paralegal program students only.



College of Arts and Sciences

Mission Statement

The mission of the Kaplan University arts and sciences programs is to foster an environment that nurtures and supports the integration of general education and the development of professional skills in Kaplan University degree programs.

Admissions Requirements

In addition to the general University admissions requirements, the College of Arts and Sciences requires the following for online students:

Students in all programs except advanced start degrees must take two admissions assessments: an online scholastic assessment and a writing sample assessment. Students who do not successfully pass these two assessments will be required to take three additional courses beyond the required courses in their program. These courses are:

- KU 120: Introduction to Reading Skills and Strategies (Taken during the first term.)
- KU 121: Introduction to Writing Skills and Strategies (Taken during the first term.)
- KU 122: Introduction to Math Skills and Strategies (Taken prior to the required math course. Students will have the opportunity to test out of this course at a later date.)

Progression Requirements

In addition to the general undergraduate student progression and satisfactory academic progress requirements, the College of Arts and Sciences has specific requirements for the following program:

BACHELOR OF SCIENCE IN COMMUNICATION

- Bachelor of Science in Communication students must achieve a minimum grade of “C” or better in both CM 107: College Composition I—Effective Writing I for Arts and Sciences Majors and CM 220: College Composition II.
- If required to take the course, advanced start students in the Bachelor of Science in Communication program must achieve a minimum grade of “C” or better in CM 220: College Composition II.



Bachelor of Science in Communication

The Bachelor of Science in Communication program is designed to provide students with the skills needed to become effective communicators in today's competitive, global workplace. The interdisciplinary approach combines both theory and application, enabling students the opportunity to gain a critical understanding of social issues, new media, and effective writing and speaking skills. These critical skills, research abilities, and knowledge of social change are intended to prepare students for careers in technical writing, public administration, advertising, public relations, human resources, law, criminal justice, politics, ministry, social services, opinion and market research, fundraising, civil service, international business, management, marketing, and publishing. Two emphasis area options are available for the communication studies major: technical writing and organizational communication.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate-level education, the University cannot guarantee that students will be granted admission to any graduate programs.

Kaplan University offers the Advanced Start Bachelor of Science in Communication degree option for students who have earned an AAS, AS, AA, BA, or BS degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a two-year degree with the academic curriculum of a four-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study allows students to join the workforce with the skills they may need to succeed, while pursuing their lifelong learning aims.

Associate's and bachelor's degrees and credits considered to be remedial, occupational, or specialized may not be accepted for transfer under this option.

Kaplan University has expanded the advanced start option to include students who have received a bachelor's degree, but wish to change careers, and receive a second bachelor's degree. Lower-level (100/200) coursework will be transferred as a block of 90 credits. Upper-level (300/400) coursework will be evaluated on a course-by-course basis and applied toward appropriate upper-level degree requirements.

In addition to possessing an associate's or bachelor's degree, students applying for admission under this option must also complete all prerequisites required for the bachelor's degree courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start bachelor of science degree option.

The Bachelor of Science in Communication program consists of a minimum of 180 quarter credit hours. Upon successful completion of the program, graduates will be awarded a bachelor of science degree.

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. Communication: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.
3. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.
4. Ethics: Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.
5. History: Reflect critically on the impact of historical and contemporary events on society.
6. Humanities: Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.
7. Mathematics: Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
8. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.
9. Science: Apply scientific principles and methods of inquiry to arrive at reasoned decisions.
10. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. Theory: Understand communication theory and how its basic elements and principles apply to various types of communication environments.
2. Essential Communication Skills: Use contemporary tools, transmissions, and processes to communicate effectively in both oral and written contexts in diverse social interactions and professional settings.
3. Technologies: Understand and use appropriately emerging communication technologies.
4. Research Methods: Acquire, interpret, and present knowledge gained through diverse and appropriate methods of inquiry to arrive at reasoned decisions.
5. Relational: Interact ethically in interpersonal and group communication.
6. Global Awareness: Demonstrate multicultural literacy in the global workplace.

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Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CS 115: Academic Strategies OR	
CS 116: Academic Strategies for the Communication Professional*	5
CM 102: College Composition I OR	
CM 107: College Composition I—Effective Writing I for Arts and Sciences Majors†	5
CM 115: Communicating in the 21st Century	5
CM 220: College Composition II	5
CM 310: Communication and Conflict	6
IT 133: Software Applications	5
MM 201: College Algebra (or higher)	5
100/200-level: Diversity and Culture Elective	5
100/200-level: Ethics Elective	5
100/200-level: Science Elective	5
300/400-level: History Elective	6
300/400-level: Social Science/Humanities Elective	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	65
LOWER-DIVISION MAJOR REQUIREMENTS	
BU 100: Introduction to Business	5
CM 202: Mass Communications	5
CM 206: Interpersonal Communications	5
CM 240: Technical Writing	5
CM 250: Fundamentals of Grammar and Editing	5
CM 270: Writing for Multimedia	5
IT 245: Website Development	5
100/200-level: Electives‡	10
TOTAL LOWER-DIVISION MAJOR REQUIREMENTS	45
UPPER-DIVISION MAJOR REQUIREMENTS	
CM 315: Group Dynamics and Team Building	6
CM 410: Organizational Communication	6
CM 415: Effective and Appropriate Communication in the Workplace	6
CM 460: Rhetorical Analysis of Non-Fiction Writing	6
IT 315: Writing for the Web	6
300/400-level: Elective	6
300/400-level: Emphasis Area Courses	30
CM 499: Bachelor's Capstone in Communication	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	70
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
CM 220: College Composition II	
CM 240: Technical Writing	
CM 250: Fundamentals of Grammar and Editing	
IT 117: Introduction to Web Design	
MM 201: College Algebra (or higher)	
100/200-level: Communication Course	
100/200-level: Communication Course	
CORE REQUIREMENTS	
CM 310: Communication and Conflict	6
300/400-level: History Elective	6
300/400-level: Social Science/Humanities Elective	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	20
UPPER-DIVISION MAJOR REQUIREMENTS	
CM 315: Group Dynamics and Team Building	6
CM 410: Organizational Communication	6
CM 415: Effective and Appropriate Communication in the Workplace	6
CM 460: Rhetorical Analysis of Non-Fiction Writing	6
IT 315: Writing for the Web	6
300/400-level: Elective	12
300/400-level: Emphasis Area Courses	24
CM 499: Bachelor's Capstone in Communication	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	70
TOTAL PROGRAM REQUIREMENTS	180
EMPHASIS AREAS	
Option I: Technical Writing	
CM 320: Interviewing Skills for the Technical Writer [§]	6
CM 340: Advanced Technical Writing	6
CM 345: Proposal and Grant Writing	6
CM 445: Technical Writing for the Professions	6
CM 450: Professional Development in Technical Writing	6
Option II: Organizational Communication	
CM 312: Communication and Organizational Change	6
CM 318: Advocacy and Opposition in the Modern Workplace	6
CM 350: Public Relations Strategies [§]	6
CM 420: Interpersonal Communication in Organizations	6
CM 430: Theories and Application in Organization Settings	6

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

*Online students will take the program-specific Academic Strategies course.

†Online students will take the program-specific College Composition I course.

‡To fulfill prerequisite requirements, students will take IT 117: Introduction to Web Design in place of a 100/200-level elective.

§Advanced start students will take 24 credits of emphasis area courses; students in the technical writing emphasis will not take CM 320 and students in the organizational communication emphasis will not take CM 350.

Bachelor of Science in Psychology

A Bachelor of Science in Psychology will prepare students to pursue career opportunities in various fields, where they may implement their psychological knowledge, skills, and values, as well as prepare students for graduate work to pursue more specialized careers. The program's curriculum is designed to provide students with content knowledge of the major concepts, values, theories, psychological studies, research methods, and historical trends in psychology as they apply to human behavior, learning, and development. Students are taught how psychology relates to their everyday lives and the importance of culture and diversity. They are instructed to develop and use psychological skills, critical thinking, and the scientific approach to problem solving necessary to evaluate behavior and mental processes as they apply psychological principles to personal, social, and organizational issues.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate-level education, the University cannot guarantee that students will be granted admission to any graduate programs.

Three emphasis area options are available within the Bachelor of Science in Psychology program. The child development emphasis provides exploration of behavioral development from birth to adolescence and is designed to help prepare the student for a career in early childhood education, human services, and community work. The applied behavioral analysis emphasis provides an examination of the design, analysis, and application of learning theories and behavioral principles, and is designed to prepare students for a career working with children and adults in school and other organizational settings. Finally, the substance abuse emphasis provides an investigation of substance abuse in our society, including risk factors, prevention, evaluation, and treatment, and is designed to help prepare students for careers in clinical and educational settings working with youth and adults.

Kaplan University offers the Advanced Start Bachelor of Science in Psychology degree option for students who have earned an AAS, AS, AA, BA, or BS degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a two-year degree with the academic curriculum of a four-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims. Associate's and bachelor's degrees and credits considered to be remedial, occupational, or specialized may not be accepted for transfer under this option.

Kaplan University has expanded the advanced start option to include students who have received a bachelor's degree, but wish to change careers, and receive a second bachelor's degree. Lower-level (100/200) coursework will be transferred from the student's previous degree as a block of 90 credits. Upper-level (300/400) coursework will be evaluated on a course-by-course basis and applied toward appropriate upper-level degree requirements.

In addition to possessing an associate's or bachelor's degree, students applying for admission under this option must also complete all prerequisites required for the bachelor's degree courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start bachelor of science degree option.

The Bachelor of Science in Psychology program consists of a minimum of 180 quarter credit hours. Upon successful completion of the program, graduates will be awarded a bachelor of science degree.

Program Outcomes

Core Outcomes

1. **Composition:** Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. **Communication:** Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.
3. **Diversity and Culture:** Recognize and critically evaluate the impact of diversity on individual and group behavior.
4. **Ethics:** Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.
5. **History:** Reflect critically on the impact of historical and contemporary events on society.
6. **Humanities:** Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.
7. **Mathematics:** Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
8. **Professional Development:** Evaluate and apply skills that enhance academic, professional, and personal success.
9. **Science:** Apply scientific principles and methods of inquiry to arrive at reasoned decisions.
10. **Social Science:** Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. **Knowledge Base:** Demonstrate knowledge of the major concepts, theoretical perspectives, enduring conflicts, empirical findings, and historical trends in psychology.
2. **Research Methods:** Apply basic methodology in psychology, including research design, data analysis, and the interpretation and evaluation of findings.
3. **Critical Thinking Skills:** Use analytical thinking, skeptical inquiry, and the scientific approach in solving problems related to behavior and mental processes.
4. **Application:** Apply the appropriate psychological principles, theories, and concepts to personal, social, and organizational issues and problems.
5. **Values in Psychology:** Demonstrate an understanding of the underlying ethical standards, values, and considerations in theory and practice in the disciplines of psychology.
6. **Information and Technological Skills:** Use contemporary tools and technologies to communicate psychological principles and concepts effectively in diverse social and professional settings.
7. **Global Awareness:** Demonstrate an understanding of how academic and applied psychology can improve interpersonal relationships across cultural and national boundaries.

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Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CS 115: Academic Strategies	5
CM 107: College Composition I—Effective Writing I for Arts and Sciences Majors	5
CM 214: Public Speaking	5
CM 220: College Composition II	5
IT 133: Software Applications	5
MM 201: College Algebra (or higher)	5
MM 207: Statistics	5
PS 115: Contemporary Issues in Psychology	5
SC 235: General Biology I—Human Perspectives	5
SS 124: Psychology	5
100/200-level: Ethics Elective	5
100/200-level: History Elective	5
300/400-level: Communication Elective	6
300/400-level: Diversity and Culture Elective	6
300/400-level: Humanities Elective	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	80
LOWER-DIVISION MAJOR REQUIREMENTS	
PS 200: Cognitive-Behavioral Theory	5
PS 210: History of Psychology	5
PS 220: Child and Adolescent Psychology	5
SS 144: Sociology	5
100/200-level: Electives	10
TOTAL LOWER-DIVISION MAJOR REQUIREMENTS	30
UPPER-DIVISION MAJOR REQUIREMENTS	
PS 300: Research Methods I	6
PS 320: Social Psychology	6
PS 330: Personality Development	6
PS 400: Research Methods II	6
SS 350: Developmental Psychology	6
SS 440: Abnormal Psychology	6
300/400-level: Emphasis Area Courses	30
PS 499: Bachelor's Capstone in Psychology	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	70
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
CM 220: College Composition II	
MM 207: Statistics	
PS 200: Cognitive-Behavioral Theory	
PS 210: History of Psychology	
PS 220: Child and Adolescent Psychology	
SC 235: General Biology I—Human Perspectives	
SS 124: Introduction to Psychology	
CORE REQUIREMENTS	
300/400-level: Communication Elective	6
300/400-level: Diversity and Culture Elective	6
300/400-level: Social Science/Humanities Elective	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	20
UPPER-DIVISION MAJOR REQUIREMENTS	
PS 300: Research Methods I	6
PS 320: Social Psychology	6
PS 400: Research Methods II	6
SS 350: Developmental Psychology	6
SS 440: Abnormal Psychology	6
300/400-level: Elective	6
300/400-level: Emphasis Area Courses	30
PS 499: Bachelor's Capstone in Psychology	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	70
TOTAL PROGRAM REQUIREMENTS	180
EMPHASIS AREAS	
Option I: Child Development	
PS 340: Exceptional Needs Children	6
PS 345: Language and Speech Development and Disorders	6
PS 350: Working With Children in a Diverse World	6
PS 410: Screening and Assessment	6
PS 420: Social Relationships in Childhood	6
Option II: Applied Behavioral Analysis	
PS 340: Exceptional Needs Children	6
PS 360: Applied Behavioral Analysis I	6
PS 365: Applied Behavioral Analysis II	6
PS 410: Screening and Assessment	6
PS 430: Program Design and Evaluation	6
Option III: Substance Abuse	
PS 370: Health Psychology	6
PS 375: Substance Abuse Prevention and Treatment	6
PS 380: Clinical Psychology	6
PS 410: Screening and Assessment	6
PS 450: Case Management	6

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

Associate of Science in Interdisciplinary Studies

The objective of the Associate of Science in Interdisciplinary Studies (ASIS) program is to prepare students for career advancement in a variety of fields with the knowledge, communication skills, critical thinking, and technical competencies required in the modern workplace. The Associate of Science in Interdisciplinary Studies provides a degree-completion program and accommodates both the student whose needs are satisfied by an AS degree and the student who may wish to pursue study beyond the associate's-degree level. The ASIS program allows students to transfer in courses from a regionally or nationally accredited institution of higher education or to design a program of study for degree completion. While the open concentration area can be a combination of courses from a variety of disciplines, the degree rests solidly on a general-education foundation. Students plan their degree design in accordance with their employment or higher education objectives. Graduates of this program may find career opportunities in a variety of fields based on their area of concentration.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Associate of Science in Interdisciplinary Studies with an educational paraprofessional emphasis is designed to prepare students with the necessary topical knowledge and skills for assisting teachers in preschool through high school classrooms. Topics covered in the program include child development, educational and learning theories, special education, and classroom and behavioral management, as well as teaching strategies in math, reading, and writing, and second language learners. Students may earn an Educational Paraprofessional Certificate as they fulfill the requirements of the No Child Left Behind Act of 2001 and earn their associate's degree. Students are also encouraged to confirm any additional state or local requirements for employment in their individual school districts.

The Associate of Science in Interdisciplinary Studies with an early childhood development emphasis is designed to provide students with the introductory knowledge and skills for working exclusively with infants, toddlers, and preschool- and kindergarten-aged children in early childhood programs, including child care centers, pre-kindergarten/kindergarten programs, Head Start, and other before- and after-school care. Topics covered in the program include developmental and academic issues relevant to young children, nutrition and health, and caring for infants and toddlers with special needs. This emphasis provides the courses required for application for the Child Development Associate Credential (CDA) that most states recognize. Applicants for the CDA are responsible for obtaining the application and completing other application processes.

The Associate of Science in Interdisciplinary Studies with communication emphasis is designed to prepare students with the introductory knowledge and skills needed to become effective communicators in today's competitive, global workplace. This concentration takes an interdisciplinary approach that combines academic theory and real-world application. Students are taught to critically evaluate social issues and new media, and build more effective writing and speaking skills. The ASIS degree with a communication emphasis provides a unique opportunity to focus on core curriculum prerequisites while completing an associate's degree.

The Associate of Science in Interdisciplinary Studies degree program consists of a minimum of 90 quarter credit hours. Upon successful completion of the program, graduates will be awarded an associate of science degree.

Program Outcomes

Core Outcomes

1. **Composition:** Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. **Professional Development:** Evaluate and apply skills that enhance academic, professional, and personal success.
3. **Mathematics:** Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
4. **Communication:** Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.
5. **Diversity and Culture:** Recognize and critically evaluate the impact of diversity on individual and group behavior.
6. **Ethics:** Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.
7. **Humanities:** Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.
OR
Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.
8. **Science:** Apply scientific principles and methods of inquiry to arrive at reasoned decisions.
9. **History:** Reflect critically on the impact of historical and contemporary events on society.
10. Demonstrate the ability to successfully complete a student-selected, focused sequence of elective coursework.

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Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CS 115: Academic Strategies	5
CM 102: College Composition I OR	
CM 107: College Composition I—Effective Writing I for Arts and Sciences Majors*	5
CM 115: Communicating in the 21st Century	5
CM 220: College Composition II	5
HU 245: Ethics	5
IT 133: Software Applications	5
100/200-level: Diversity and Culture Elective	5
100/200-level: History Elective	5
100/200-level: Humanities/Social Science Elective	5
100/200-level: Mathematics Elective	5
100/200-level: Science Elective	5
CS 210: Career Development Strategies	2
TOTAL CORE REQUIREMENTS	57
MAJOR REQUIREMENTS	
100/200-level: Electives or Emphasis Area Courses	30
IS 299: Associate's Capstone in Interdisciplinary Studies	3
TOTAL MAJOR REQUIREMENTS	33
TOTAL PROGRAM REQUIREMENTS	90
EMPHASIS AREAS	
Option I: Educational Paraprofessional[†]	
SS 114: Child Development and Learning	5
EP 101: Introduction to Classroom Management	5
EP 210: Math Methods	5
EP 220: Reading and Writing Methods	5
EP 230: Survey of Special Needs	5
EP 240: Assisting ESL Learners	5

Option II: Early Childhood Development

CE 101: Introduction to Early Childhood Education and Curriculum Planning	5
CE 114: Infant, Toddler, and Early Childhood Development	5
CE 210: Professionalism and Ethical Conduct in Child Care	5
CE 220: Child Safety, Nutrition, and Health	5
CE 230: Creative Activities for Young Children	5
CE 240: Caring for Infants and Toddlers With Special Needs	5

Option III: Communication

BU 100: Introduction to Business OR	
MG 110: Principles of Management [‡]	5
CM 202: Mass Communications	5
CM 206: Interpersonal Communications	5
CM 240: Technical Writing	5
CM 250: Fundamentals of Grammar and Editing	5
CM 270: Writing for Multimedia	5

Option IV: Open Concentration

100-level or above: Electives	10
200-level or above: Electives	20

Option IV-I:

The open concentration in the Interdisciplinary Studies degree allows for the transfer of up to 30 credits in an area of specialization or through a coherent combination of courses. Twenty credits must be at the 200-level of undergraduate study or above.

Option IV-II:

Students planning to complete an interdisciplinary open concentration may design a concentration based on selected courses from the Catalog. An interdisciplinary open concentration of courses may combine program specialized courses with core curriculum courses and must be approved by the Program Chair.

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

*Online students will take the program-specific College Composition I course.

[†]Online students must take the emphasis area courses in the sequence listed.

[‡]Onsite only



School of Business

Mission Statement

The mission of the Kaplan University business programs is to educate students who can become ethical decision makers capable of leading organizations with integrity and vision. This is accomplished through an innovative core curriculum that fosters critical thinking skills, effective communication techniques, analytical problem-solving abilities, and an appreciation of a wide variety of people and cultures. These are combined with the skills necessary to manage people and resources, to analyze markets and products, to understand systems and processes, and to think strategically.

Certification, State Board, and National Board Exams

COMMITTEE ON NATIONAL SECURITY SYSTEMS CERTIFICATES

Students who, as a part of their degree plan requirements, successfully complete MT 300: Management of Information Systems, MT 460: Management Policy and Strategy, and IT 331: Technology Infrastructure, and submit their graduation petition via the Application for Graduation are eligible to receive the following certifications from the Committee on National Security Systems (CNSS):

- Information Systems Security (INFOSEC) Professionals, NSTISSI-4011 Certificate
- Senior Systems Managers, CNSSI-4012 Certificate

Courses taken outside a student's degree plan are not eligible for federal financial aid. Therefore, students who wish to take additional courses to receive the CNSS certification, but do not have sufficient open electives in their degree plan, will be required to make other financial arrangements to pay for the course(s). Students can contact the University Financial Aid Office to inquire about alternative funding.



Bachelor of Science in Accounting

The Bachelor of Science in Accounting program is designed to prepare students for entry into the accounting profession. In addition to the required core and major courses, students can elect to further specialize their degree with one of five emphasis areas. The emphasis areas available are public accountancy, managerial accountancy, tax accountancy, auditing/forensic accountancy, and government/non-profit accountancy.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate-level education, the University cannot guarantee that students will be granted admission to any graduate programs.

Students who complete the degree will be on their way to meeting the educational requirements needed to be eligible to sit for the CPA Exam. Students may elect to take courses through Kaplan University's Professional Courses for CPA Candidates program to satisfy examination requirements. Individual state requirements regarding the CPA Exam vary by state and may change from time to time. Thus, Kaplan University makes no representations or warranties as to whether the degree program or any individual courses meet specific state requirements. Kaplan University suggests and encourages its students to research independently the requirements in any state where they intend to seek licensure.

The Bachelor of Science in Accounting program consists of a minimum of 180 quarter credit hours. Upon successful completion of the program, graduates will be awarded a bachelor of science degree.

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. Communication: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.
3. Humanities: Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.
4. Ethics: Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.
5. History: Reflect critically on the impact of historical and contemporary events on society.
6. Mathematics: Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
7. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.
8. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. GAAP Application: Apply the conceptual framework of the Generally Accepted Accounting Principles to business applications.
2. Management Tools: Formulate information for assets, liabilities, equities, revenues, and expenses of business entities.
3. Taxation: Categorize taxation of individuals and businesses.
4. Financial Reports: Evaluate financial reports.
5. Communication: Compose communications required for accounting professionals.

Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CS 113: Academic Strategies for the Business Professional	5
BU 204: Macroeconomics	5
BU 224: Microeconomics	5
CM 105: College Composition I—Effective Writing I for Business Majors	5
CM 220: College Composition II	5
CM 310: Communication and Conflict	6
HU 345: Critical Thinking	6
IT 133: Software Applications	5
MM 201: College Algebra (or higher)	5
MM 207: Statistics	5
MM 305: Quantitative Methods	6
MT 310: Ethics and the Legal Environment	6
SS 340: American Business History	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	72
LOWER-DIVISION MAJOR REQUIREMENTS	
AC 114: Accounting I	5
AC 116: Accounting II	5
MT 211: Business Law	5
MT 217: Finance	5
TOTAL LOWER-DIVISION MAJOR REQUIREMENTS	20
UPPER-DIVISION MAJOR REQUIREMENTS	
AC 300: Intermediate Accounting I	6
AC 301: Intermediate Accounting II	6
AC 410: Auditing	6
AC 450: Advanced Accounting	6
AC 460: International Accounting	6
MT 480: Corporate Finance	6
SA 400: Business Process Analysis	6
SA 421: Ethics and Compliance—Sarbanes-Oxley and SEC Regulations	6
300/400-level: Electives	12
300/400-level: Business/Management Electives or Emphasis Area Courses	24
MT 499: Bachelor's Capstone in Business and Management	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	88
TOTAL PROGRAM REQUIREMENTS	180
EMPHASIS AREAS	
Option I: Public Accountancy	
AC 420: Cost Accounting	6
AC 430: Advanced Tax—Corporate	6
AC 440: Advanced Auditing	6
AC 485: Advanced Federal Tax	6
Option II: Tax Accountancy	
AC 430: Advanced Tax—Corporate	6
AC 440: Advanced Auditing	6
AC 485: Advanced Federal Tax	6
MT 425: Managerial Finance and Accounting	6

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Option III: Managerial Accountancy

AC 420:	Cost Accounting	6
AC 440:	Advanced Auditing	6
MT 482:	Financial Statement Analysis	6
MT 483:	Investments	6

Option IV: Auditing/Forensic Accountancy

AC 420:	Cost Accounting	6
AC 440:	Advanced Auditing	6
AC 465:	Advanced Forensic Accounting	6
AC 475:	Accounting Fraud Examination Concepts	6

Option V: Governmental/Nonprofit Accountancy

AC 420:	Cost Accounting	6
AC 430:	Advanced Tax—Corporate	6
AC 440:	Advanced Auditing	6
AC 455:	Governmental and Nonprofit Accounting	6

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.



Bachelor of Science in Business

The Bachelor of Science in Business program is designed to prepare students for a variety of positions in the field of business. The program offers students an opportunity to obtain a breadth of knowledge that provides a foundation appropriate for work in the field. This program accommodates both the student whose immediate educational goals are satisfied by the bachelor's degree and the student who is planning to pursue study in business fields beyond the baccalaureate level.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate-level education, the University cannot guarantee that students will be granted admission to any graduate programs.

Kaplan University offers several options for personalizing a degree in business by focusing electives and the capstone course in an emphasis area. The emphasis areas available in the Bachelor of Science in Business are accounting, finance, management of information systems, business security and assurance, and general business.

Kaplan University offers the Advanced Start Bachelor of Science in Business degree option for students who have earned an AAS, AS, AA, BA, or BS degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a two-year degree with the academic curriculum of a four-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims. Associate's and bachelor's degrees and credits considered to be remedial, occupational, or specialized may not be accepted for transfer under this option.

Kaplan University has expanded the advanced start option to include students who have received a bachelor's degree, but wish to change careers, and receive a second bachelor's degree. Lower-level (100/200) coursework will be transferred from the student's previous degree as a block of 90 credits. Upper-level (300/400) coursework will be evaluated on a course-by-course basis and applied toward appropriate upper-level degree requirements.

In addition to possessing an associate's or bachelor's degree, students applying for admission under this option must also complete all prerequisites required for the bachelor's degree courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start bachelor of science degree option.

The Bachelor of Science in Business program consists of a minimum of 180 quarter credit hours. Upon successful completion of the program, graduates will be awarded a bachelor of science degree.

Program Outcomes

Core Outcomes

1. **Composition:** Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. **Communication:** Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.
3. **Humanities:** Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.
4. **Ethics:** Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.
5. **History:** Reflect critically on the impact of historical and contemporary events on society.
6. **Mathematics:** Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
7. **Professional Development:** Evaluate and apply skills that enhance academic, professional, and personal success.
8. **Social Science:** Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. **Economics:** Demonstrate the impact macro- and microeconomic principles have on strategic business decisions.
2. **Accounting:** Analyze accounting data consistent with Generally Accepted Accounting Principles (GAACP) and methods.
3. **Marketing:** Apply core marketing principles to the development of business strategies.
4. **Organizational Behavior:** Evaluate the roles that individuals, groups, and structures have on organizational effectiveness.
5. **Information Systems:** Analyze the roles of information systems in business planning, organizing, and decision making.
6. **Finance:** Assess financial and accounting data to control organizational activities.
7. **Operations:** Apply best practices in making operational decisions.
8. **Strategy:** Synthesize strategies for organizations using analytical tools.

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Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CS 115: Academic Strategies OR CS 113: Academic Strategies for the Business Professional*	5
BU 204: Macroeconomics	5
BU 224: Microeconomics	5
CM 102: College Composition I OR CM 105: College Composition I—Effective Writing I for Business Majors†	5
CM 206: Interpersonal Communications	5
CM 220: College Composition II	5
HU 245: Ethics	5
HU 345: Critical Thinking	6
IT 133: Software Applications	5
MM 201: College Algebra (or higher)	5
MM 207: Statistics	5
MM 305: Quantitative Methods	6
SS 340: American Business History	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	70
LOWER-DIVISION MAJOR REQUIREMENTS	
AC 114: Accounting I	5
AC 116: Accounting II	5
BU 100: Introduction to Business	5
MT 203: Human Resource Management	5
MT 211: Business Law	5
MT 217: Finance	5
MT 219: Marketing	5
100/200-level: Elective	5
TOTAL LOWER-DIVISION MAJOR REQUIREMENTS	40
UPPER-DIVISION MAJOR REQUIREMENTS	
MT 320: Research and Presentation	6
MT 340: Conflict Resolution and Team Dynamics	6
MT 425: Managerial Finance and Accounting	6
MT 435: Operations Management	6
MT 445: Managerial Economics	6
MT 460: Management Policy and Strategy	6
300/400-level: Elective	6
300/400-level: Business/Management Electives or Emphasis Area Courses	24
MT 499: Bachelor's Capstone in Business and Management	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	70
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
AC 114: Accounting I	
AC 116: Accounting II	
CM 220: College Composition II	
IT 133: Software Applications	
MM 201: College Algebra (or higher)	
100/200-level: Management Elective	
EMPHASIS AREA PREREQUISITE REQUIREMENTS	
Option I: General Business	
MM 207: Statistics	
MT 203: Human Resource Management	
MT 217: Finance	
100/200-level: Economics Course	
Option III: Finance	
MM 207: Statistics	
MT 217: Finance	
Option IV: Management of Information Systems	
IT 273: Networking Concepts	
Option V: Business Security and Assurance	
IT 273: Networking Concepts	
CORE REQUIREMENTS	
HU 345: Critical Thinking	6
MM 305: Quantitative Methods	6
SS 340: American Business History	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	20
UPPER-DIVISION MAJOR REQUIREMENTS	
MT 320: Research and Presentation	6
MT 340: Conflict Resolution and Team Dynamics	6
MT 425: Managerial Finance and Accounting	6
MT 435: Operations Management	6
MT 445: Managerial Economics	6
MT 460: Management Policy and Strategy	6
300/400-level: Elective	6
300/400-level: Business/Management Electives or Emphasis Area Courses	24
MT 499: Bachelor's Capstone in Business and Management	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	70
TOTAL PROGRAM REQUIREMENTS	180
EMPHASIS AREAS	
Option I: General Business	
HR 400: Employment and Staffing	6
MT 429: Political Economy	6
MT 481: Financial Markets and Institutions	6
SA 400: Business Process Analysis	6

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Option II: Accounting

AC 300:	Intermediate Accounting I	6
AC 301:	Intermediate Accounting II	6
AC 410:	Auditing	6
AC 420:	Cost Accounting	6

Option III: Finance

AC 300:	Intermediate Accounting I	6
MT 480:	Corporate Finance	6
MT 481:	Financial Markets and Institutions	6
MT 483:	Investments	6

Option IV: Management of Information Systems

MT 300:	Management of Information Systems	6
IT 331:	Technology Infrastructure	6
IT 450:	Software Development Leadership	6
IT 460:	Systems Analysis and Design	6

Option V: Business Security and Assurance

MT 300:	Management of Information Systems	6
SA 400:	Business Process Analysis	6
SA 410:	Risk Analysis and Strategy	6
SA 411:	Risk Management	6

Students in some emphasis areas will need to take prerequisite courses in place of electives:

Option IV: Management of Information Systems

IT 273:	Networking Concepts
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Option V: Business Security and Assurance

IT 273:	Networking Concepts
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Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

*Online students will take the program-specific Academic Strategies course.

†Online students will take the program-specific College Composition I course.

Bachelor of Science in Management

The objective of the Bachelor of Science in Management program is to prepare students for career advancement in management with the knowledge, communication skills, critical thinking, and technical competencies required in the modern workplace. This program accommodates both the student whose immediate educational goals are satisfied by the completion of a bachelor's degree and the student who is planning to pursue study in the management field beyond the baccalaureate level.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate-level education, the University cannot guarantee that students will be granted admission to any graduate programs.

Kaplan University offers several options for personalizing a degree in management by focusing electives and the subject of the capstone course on a particular emphasis area. The emphasis areas available in the Bachelor of Science in Management are general management, health care management, marketing, human resource management, retail management, criminal justice management, management of information systems, business administration, and accounting management. Graduates of this program may be able to find career opportunities in management within their field.

Kaplan University offers the Advanced Start Bachelor of Science in Management degree option for students who have earned an AAS, AS, AA, BA, or BS degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a two-year degree with the academic curriculum of a four-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims. Associate's and bachelor's degrees and credits considered to be remedial, occupational, or specialized may not be accepted for transfer under this option.

Kaplan University has expanded the advanced start option to include students who have received a bachelor's degree, but wish to change careers, and receive a second bachelor's degree. Lower-level (100/200) coursework will be transferred from the student's previous degree as a block of 90 credits. Upper-level (300/400) coursework will be evaluated on a course-by-course basis and applied toward appropriate upper-level degree requirements.

In addition to possessing an associate's or bachelor's degree, students applying for admission under this option must also complete all prerequisites required for the bachelor's degree courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start bachelor of science degree option.

The Bachelor of Science in Management program consists of a minimum of 180 quarter credit hours. Upon successful completion of the program, graduates will be awarded a bachelor of science degree.

Program Outcomes

Core Outcomes

1. **Composition:** Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. **Communication:** Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.
3. **Humanities:** Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.
4. **Ethics:** Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.
5. **History:** Reflect critically on the impact of historical and contemporary events on society.
6. **Mathematics:** Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
7. **Professional Development:** Evaluate and apply skills that enhance academic, professional, and personal success.
8. **Social Science:** Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. **Economics:** Demonstrate the influence economic principles have on business decisions.
2. **Accounting:** Analyze accounting data consistent with generally accepted accounting principles and methods.
3. **Organizational Behavior:** Evaluate the role that individuals, groups, and structures have on organizational effectiveness.
4. **Information Systems:** Analyze the role of information systems in business planning, organizing, and decision making.
5. **Finance:** Assess financial data to control organizational activities.
6. **Operations:** Apply best practices in making operational decisions.
7. **Strategy:** Synthesize strategies for organizations using analytical tools.

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Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CS 115: Academic Strategies OR	
CS 113: Academic Strategies for the Business Professional*	5
BU 204: Macroeconomics	5
CM 102: College Composition I OR	
CM 105: College Composition I—Effective Writing I for Business Majors†	5
CM 220: College Composition II	5
IT 133: Software Applications	5
MM 201: College Algebra (or higher)	5
MM 207: Statistics	5
MM 305: Quantitative Methods	6
MT 310: Ethics and the Legal Environment‡	6
100/200-level: Communication Elective	5
100/200-level: Ethics Elective	5
300/400-level: History Elective	6
300/400-level: Humanities Elective	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	71
LOWER-DIVISION MAJOR REQUIREMENTS	
AC 114: Accounting I	5
AC 116: Accounting II	5
BU 100: Introduction to Business OR	
MG 110: Principles of Management§	5
MT 203: Human Resource Management	5
MT 211: Business Law	5
MT 217: Finance	5
MT 219: Marketing	5
100/200-level: Electives	10
TOTAL LOWER-DIVISION MAJOR REQUIREMENTS	45
UPPER-DIVISION MAJOR REQUIREMENTS	
MT 320: Research and Presentation	6
MT 340: Conflict Resolution and Team Dynamics	6
MT 425: Managerial Finance and Accounting	6
MT 435: Operations Management	6
MT 445: Managerial Economics	6
MT 460: Management Policy and Strategy	6
300/400-level: Elective	6
300/400-level: Business/Management Electives or Emphasis Area Courses	18
MT 499: Bachelor's Capstone in Business and Management	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	64
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
AC 114: Accounting I	
AC 116: Accounting II	
CM 220: College Composition II	
IT 133: Software Applications	
MM 201: College Algebra (or higher)	
100/200-level: Management Elective	
EMPHASIS AREA PREREQUISITE REQUIREMENTS	
Option I: General Management	
MM 207: Statistics	
MT 219: Marketing	
Option II: Health Care Management	
MT 203: Human Resource Management	
Option III: Marketing	
MM 207: Statistics	
MT 219: Marketing	
Option IV: Human Resource Management	
MT 203: Human Resource Management	
Option V: Management of Information Systems	
IT 273: Networking Concepts	
MM 207: Statistics	
MT 217: Finance	
Option VI: Criminal Justice Management	
CJ 101: Introduction to the Criminal Justice System	
Option VII: Business Administration	
MM 207: Statistics	
MT 219: Marketing	
Option IX: Retail Management	
MM 207: Statistics	
MT 217: Finance	
RT 101: Principles of Retailing OR	
RT 201: Building Customer Sales and Loyalty	
CORE REQUIREMENTS	
MM 305: Quantitative Methods	6
MT 310: Ethics and the Legal Environment‡	6
300/400-level: History Elective	6
300/400-level: Humanities Elective	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	26
UPPER-DIVISION MAJOR REQUIREMENTS	
MT 320: Research and Presentation	6
MT 340: Conflict Resolution and Team Dynamics	6
MT 425: Managerial Finance and Accounting	6
MT 435: Operations Management	6
MT 445: Managerial Economics	6
MT 460: Management Policy and Strategy	6
300/400-level: Elective	6
300/400-level: Business/Management Electives or Emphasis Area Courses	18
MT 499: Bachelor's Capstone in Business and Management	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	64
TOTAL PROGRAM REQUIREMENTS	180

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EMPHASIS AREAS

Option I: General Management

HR 485: Strategic Human Resource Management	6
MT 450: Marketing Management	6
SA 400: Business Process Analysis	6

Option II: Health Care Management

MT 305: Health Care Organization and Delivery	6
MT 315: Operations Management in Health Care	6
MT 475: Outcomes Assessment and Quality Management	6

Option III: Marketing

MT 355: Marketing Research	6
MT 359: Advertising in the 21st Century	6
MT 450: Marketing Management	6

Option IV: Human Resource Management

HR 400: Employment and Staffing	6
HR 410: Employee Training and Development	6
MT 302: Organizational Behavior	6

Option V: Management of Information Systems

IT 331: Technology Infrastructure	6
IT 450: Software Development Leadership	6
MT 451: Managing Technological Innovation	6

Option VI: Criminal Justice Management*

CJ 340: Applied Criminal Justice Ethics	6
CJ 345: Supervisory Practices in Criminal Justice	6
CJ 444: Managing Criminal Justice Organizations	6

Option VII: Business Administration

HR 485: Strategic Human Resource Management	6
MT 302: Organizational Behavior	6
MT 450: Marketing Management	6

Option VIII: Accounting Management

AC 300: Intermediate Accounting I	6
AC 301: Intermediate Accounting II	6
AC 410: Auditing	6

Option IX: Retail Management

RT 301: Store Management	6
RT 401: Merchandising Management	6
RT 441: Supply Chain Management	6

Students in some emphasis areas will need to take prerequisite courses in place of electives:

Option V: Management of Information Systems

IT 273: Networking Concepts

Option VI: Criminal Justice Management

CJ 101: Introduction to the Criminal Justice System

Option IX: Retail Management

RT 101: Principles of Retailing OR
RT 201: Building Customer Sales and Loyalty

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

*Online students will take the program-specific Academic Strategies course.

†Online students will take the program-specific College Composition I course.

‡Students choosing the health care management emphasis will take MT 471: The Legal and Ethical Environment of Health Care in place of MT 310.

§Onsite only.

#The criminal justice management emphasis area is only available to onsite students.

Associate of Applied Science in Accounting

The objective of the Associate of Applied Science in Accounting program is to prepare students with knowledge of accounting theories and principles relevant to the application of accounting functions in business. Students will be provided with the opportunity to gain the necessary knowledge and skills to enter the field of accounting and for career advancement.

Course content includes the application of accounting principles, payroll processing procedures, financial statement preparation, and tax preparation according to federal and state regulations. Computer software relevant to the accounting field is emphasized throughout the program.

Students are taught to utilize accounting software applications, and analyze, record, and interpret accounting information based upon industry guidelines.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Associate of Applied Science in Accounting program consists of a minimum of 90 quarter credit hours. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. Communication: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.
3. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.
4. Mathematics: Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
5. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.
6. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. Regulations: Recognize the impact of state and federal laws and regulations on business.
2. Management: Define the various tasks and responsibilities of managers in the organization.
3. Control: Recognize basic financial and accounting data that influence business activities.
4. Finance: Analyze financial data and demonstrate the ability to make informed financial decisions.
5. Accounting Solutions: Identify solutions to various accounting business demands by applying Generally Accepted Accounting Principles (GAAP).
6. Technology: Use technology and software applications appropriate to the business environment.

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CS 115: Academic Strategies OR CS 113: Academic Strategies for the Business Professional*	5
BU 204: Macroeconomics	5
CM 102: College Composition I OR CM 105: College Composition I—Effective Writing I for Business Majors†	5
CM 206: Interpersonal Communications	5
CM 220: College Composition II	5
HU 245: Ethics	5
IT 133: Software Applications	5
MM 207: Statistics	5
100/200-level: Mathematics Elective	5
CS 210: Career Development Strategies	2
TOTAL CORE REQUIREMENTS	47
MAJOR REQUIREMENTS	
AC 114: Accounting I	5
AC 116: Accounting II	5
AC 122: Payroll Accounting	5
AC 152: Computerized Accounting	5
AC 256: Federal Tax	5
BU 100: Introduction to Business OR MG 110: Principles of Management*	5
MT 211: Business Law	5
100/200-level: Elective/MT 217: Finance/AC 295: Associate's-Level Accounting Externship†	5
MT 298: Associate's Capstone in Accounting	3
TOTAL MAJOR REQUIREMENTS	43
TOTAL PROGRAM REQUIREMENTS	90

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

*Online students will take the program-specific Academic Strategies course.

†Online students will take the program-specific College Composition I course.

*Onsite only.

Associate of Applied Science in Business Administration/Management

The objective of the Associate of Applied Science in Business Administration/Management program is to prepare students with the knowledge, technical skills, and work habits to pursue an entry-level position in a variety of fields, including banking, retailing, sales, and personnel. Some graduates may seek to manage their own business. The curriculum combines accounting and microcomputer skills, with a solid foundation in managerial and interpersonal skills. Students are taught teamwork and leadership skills, as well as the ability to motivate people and communicate effectively. Decision-making and problem-solving skills will also be emphasized. Kaplan University offers several options for personalizing a degree in management by focusing electives on a particular emphasis area. The emphasis areas available in the Associate of Applied Science in Business Administration/Management are business management and office management.

Duties for graduates of this program who choose the business management emphasis area may include development of business plans and human resources policies, employee and interviewing and training, analysis of marketing plans and campaign strategies, and improvement of quality of business operations.

Duties for graduates of this program who choose the office management emphasis area may include office responsibilities such as filing; knowledge of the accounting cycle; time-management principles and organization; preparing and distributing office communication such as letters, memos, and reports; and selection and use of appropriate computer software for the office environment. Graduates may also be able to find opportunities assisting executives in handling the administrative functions of the office and in participating as a member of an executive team.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Associate of Applied Science in Business Administration/Management degree program consists of a minimum of 90 quarter credit hours. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. Communication: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.
3. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.
4. Mathematics: Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
5. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.
6. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. Regulations: Recognize the impact of state and federal laws and regulations on business.

2. Management: Define the various tasks and responsibilities of managers in organizations.
3. Marketing: Define marketing principles used in business strategies.
4. Technology: Use technology and software applications appropriate to the business environments.
5. Human Resources: Recognize human resource concepts and activities in organizational environments.
6. Business Principles: Apply basic economic, finance, and accounting principles to organizational environments.

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CS 115: Academic Strategies OR CS 113: Academic Strategies for the Business Professional*	5
BU 204: Macroeconomics	5
CM 102: College Composition I OR CM 105: College Composition I—Effective Writing I for Business Majors†	5
CM 206: Interpersonal Communications	5
CM 220: College Composition II	5
HU 245: Ethics	5
IT 133: Software Applications	5
MM 207: Statistics	5
100/200-level: Mathematics Elective	5
CS 210: Career Development Strategies	2
TOTAL CORE REQUIREMENTS	47
MAJOR REQUIREMENTS	
AC 114: Accounting I	5
AC 116: Accounting II	5
BU 100: Introduction to Business OR MG 110: Principles of Management‡	5
MT 203: Human Resource Management	5
MT 209: Small Business Management OR CS 220: Externship‡	5
MT 211: Business Law	5
100/200-level: Business/Management Electives or Emphasis Area Courses	10
MT 299: Associate's Capstone in Management	3
TOTAL MAJOR REQUIREMENTS	43
TOTAL PROGRAM REQUIREMENTS	90
EMPHASIS AREAS	
Option I: Business Management	
MT 217: Finance	5
MT 219: Marketing	5
Option II: Office Management	
MT 103: Information and Office Management	5
MT 230: Advanced Applications	5

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

*Online students will take the program-specific Academic Strategies course.

†Online students will take the program-specific College Composition I course.

‡Onsite only.

Associate of Applied Science in Global Travel and Hospitality Management

The Associate of Applied Science in Global Travel and Hospitality Management program is designed to supply students with the knowledge and skills to pursue a career in the global hospitality and travel marketplace. The curriculum teaches students the practical application of ethics, technology, team building, communication skills, and industry competencies to assist them in their career development. All students will receive training on a computer reservation system currently used in the travel industry. Students are taught key management and cultural diversity communication concepts that will help them pursue positions in hospitality and travel venues. The real-world application of concepts culminates in assisting the student to prepare for The Travel Institute's Travel Agent Proficiency (TAP) Test.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Associate of Applied Science in Global Travel and Hospitality Management program consists of a minimum of 90 quarter credit hours. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. Communication: Communicate effectively, reflect critically, problem solve logically and apply these skills to achieve personal and professional goals.
3. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.
4. Ethics: Demonstrate sound ethical reasoning skills and judgment by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.
5. Mathematics: Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
6. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.

Discipline-Specific Outcomes

1. Industry Communication: Communicate effectively in a diverse society using case study analysis and other written modes within the travel and hospitality industry.
2. Data Application: Evaluate global travel and e-resource trends in travel and hospitality utilizing quantitative information.
3. Critical Thinking: Implement reasoned decisions in solving event and travel planning issues within the travel and hospitality industry.
4. Ethical Decision Making: Analyze ethical decisions based on an understanding of the impact of historical, political, social, and economic events and factors within the travel and hospitality industry.
5. Industry Competencies: Apply program-specific competencies in travel and hospitality industry settings.
6. Travel Agent Proficiencies: Apply the competencies expected of the industry professional set forth by The Travel Institute (Travel Agent Proficiency [TAP]) to professional situations.
7. Diverse Markets: Evaluate industry data to address diverse individual and group needs for global niche markets.
8. Legal Applications: Synthesize legal concepts in industry communications and operations in the travel and hospitality field.

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CS 115: Academic Strategies OR CS 113: Academic Strategies for the Business Professional*	5
CM 102: College Composition I OR CM 105: College Composition I—Effective Writing I for Business Majors [†]	5
CM 220: College Composition II	5
IT 133: Software Applications	5
100/200-level: Ethics Elective	5
100/200-level: Communication Elective	5
100/200-level: Diversity and Culture Elective	5
100/200-level: Mathematics Elective	5
CS 210: Career Development Strategies	2
TOTAL CORE REQUIREMENTS	42
MAJOR REQUIREMENTS	
TH 101: Travel Concepts	5
TH 102: Sales, Marketing, and Customer Service	5
TH 110: Destination Geography West	5
TH 117: Global Hospitality	5
TH 200: Destination Geography East	5
TH 206: Hotel Management and Operations	5
TH 210: Travel Technology Systems	5
TH 225: Special Topics in Tourism	5
TH 230: Dynamics of Trip/Event Planning	5
TH 299: Associate's Capstone in Global Travel and Hospitality Management	3
TOTAL MAJOR REQUIREMENTS	48
TOTAL PROGRAM REQUIREMENTS	90

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

*Online students will take the program-specific Academic Strategies course.

[†]Online students will take the program-specific College Composition I course.

Global Travel and Hospitality Management Certificate

The objective of the Global Travel and Hospitality Management Certificate program is to prepare students with the ethics and knowledge of global, technical, marketing, service, and planning skills required to pursue an entry-level position in the travel and hospitality industry. This program is designed to provide students with the opportunity to apply learned concepts and assist them in preparing for The Travel Institute's Travel Agent Proficiency (TAP) Test to become a certified travel associate. The program also prepares successful graduates to transition into Kaplan University's Associate of Applied Science in Global Travel and Hospitality Management program should they choose to continue their education.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Global Travel and Hospitality Management Certificate program consists of a minimum of 50 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

The program is only available onsite.

Program Outcomes

1. Industry Communication: Communicate effectively in a diverse society using visual and written modes within the travel and hospitality industry.
2. Data Application: Evaluate new trends in travel and hospitality utilizing quantitative information.
3. Critical Thinking: Implement reasoned decisions in solving everyday travel and hospitality industry issues.
4. Ethical Decision Making: Develop ethical decisions based on the impact of historical, political, social, and economic events and factors within the travel and hospitality industry.
5. Industry Competencies: Apply program-specific competencies in travel and hospitality industry settings.
6. Travel Agent Proficiencies: Identify the competencies expected of the industry professional set forth by The Travel Institute (Travel Agent Proficiency [TAP]).
7. Diverse Markets: Evaluate industry data to address diverse individual and group needs for niche markets.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
TH 101: Travel Concepts	5
TH 102: Sales, Marketing, and Customer Service	5
TH 110: Destination Geography West	5
TH 117: Global Hospitality	5
TH 200: Destination Geography East	5
TH 206: Hotel Management and Operations	5
TH 210: Travel Technology Systems	5
TH 225: Special Topics in Tourism	5
TH 230: Dynamics of Trip/Event Planning	5
TH 280: Global Applications	5
TOTAL PROGRAM REQUIREMENTS	50

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

Information Assurance Certificate

The Information Assurance Certificate program is designed to prepare students for employment and career advancement with organizations that require information systems security professionals and senior systems managers. These positions may include risk management, disaster recovery and project management, operations management, risk consultant, business analyst, information assurance specialist, compliance specialist, and management positions in organizations that have and will continue to add functioning departments that will protect the continuity of the organization's operations. There is an increasing need to educate current and future business leaders in dealing with the broad spectrum of security and business continuity threats that can negatively impact businesses with consequences leading to financial insolvency and potentially business closure. These threats include: violations of federal regulations, financial fraud, breaches in information security, and destruction of physical premises or assets. This program is approved by the Committee on National Security Systems (CNSS) National Training Standards and meets the requirements for the following two certifications:

- Information Systems Security (INFOSEC) Professionals, NSTISSI-4011
- Senior Systems Managers, CNSI-4012

Students successfully completing this certificate program will receive the two certifications (4011 and 4012) mentioned above. Qualified credits earned in fulfillment of this certificate may be transferable to Kaplan University degree programs.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Information Assurance Certificate program consists of a minimum of 38 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate and the CNSS National Training Standards certifications.

Program Outcomes

1. Information Systems: Analyze the role of information systems in business planning, organizing, and decision making.
2. Operations: Apply best practices in making operational decisions using available information and resources.
3. Strategy: Use appropriate analytical tools to formulate and assess strategies for business organizations.
4. Application: Apply communication skills, IT knowledge, and existing research to effectively address real-world problems in various contexts.
5. System Specifications: Use analytical tools to plan, create, design, and communicate IT system specifications.
6. Solutions: Assess information to diagnose, evaluate, compose, and make recommendations for IT solutions.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
BU 100: Introduction to Business	5
IT 101: Introduction to Information Technology	5
IT 102: Introduction to Information Technology II	5
IT 273: Networking Concepts	5
IT 331: Technology Infrastructure	6
MT 300: Management of Information Systems	6
MT 460: Management Policy and Strategy	6
TOTAL PROGRAM REQUIREMENTS	38

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

Office Management Certificate

The objective of the Office Management Certificate program is to prepare students with the knowledge, technical skills, and work habits required to pursue an entry-level position in an office setting. Students are exposed to various software applications and are given the opportunity to gain proficiency in these programs.

Duties for graduates of this program may include performing office tasks, such as office reception, scheduling, and customer relations; transcription of various business documents; and use of appropriate computer software applications.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Office Management Certificate program consists of a minimum of 47 credit hours completed over a period of 12 months. Upon successful completion of the program, graduates will be awarded a certificate.

The program is only available onsite.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
GENERAL EDUCATION REQUIREMENTS	
CS 115: Academic Strategies	5
100/200-level: College Composition Course	5
100/200-level: Communication Course	5
100/200-level: Computer Course	5
100/200-level: Mathematics Course	5
CS 210: Career Development Strategies	2
TOTAL GENERAL EDUCATION REQUIREMENTS	27
CORE REQUIREMENTS	
AC 114: Accounting I	5
MT 103: Information and Office Management OR AC 152: Computerized Accounting	5
MT 211: Business Law	5
BU 100: Introduction to Business OR 100/200-level: Management Course	5
TOTAL CORE REQUIREMENTS	20
TOTAL PROGRAM REQUIREMENTS	47

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.



Undergraduate School of Criminal Justice

Mission Statement

The mission of the Kaplan University criminal justice programs is to provide students with the opportunity to develop a strong foundation and breadth of understanding in the areas of law enforcement, courts, corrections, and security. The programs are designed to prepare students with relevant aptitudes to pursue further studies or obtain employment where such knowledge is advantageous through the integration of concepts, effective communication, and creative and critical thinking.

Admissions Requirements

In addition to the general University admissions requirements, the Undergraduate School of Criminal Justice has specific requirements for the following programs:

CRIME SCENE TECHNICIAN CERTIFICATE

Applicants to the Crime Scene Technician Certificate program must possess prior law enforcement experience in the last 18 months or at least an associate's degree from an institution accredited by a regional or national accrediting agency recognized by the U.S. Department of Education.

PRIVATE SECURITY MANAGEMENT CERTIFICATE

Enrollment in the Private Security Management Certificate is limited to employees of preselected corporations engaged in an educational partnership with Kaplan University.



Bachelor of Science in Criminal Justice

The Bachelor of Science in Criminal Justice program is designed to offer a level of academic study that provides the student with a solid foundation in criminal justice and a broad liberal arts knowledge base. The baccalaureate program is designed to combine the professional skills of various specialized areas of criminal justice with research and analytical skills.

The bachelor's degree program also offers the opportunity to personalize a degree with emphasis areas in law enforcement, corrections, private security, forensic psychology, crime analysis, crime scene investigation, fraud examination and investigation, homeland security, computer crime, and juvenile justice. Graduates of this program may seek employment opportunities in various criminal justice environments, such as law enforcement, jails, or prisons, and in probation, parole, or juvenile justice facilities. It should be noted that some positions may require additional academy training and experience.

A criminal justice background may provide career opportunities in corporate security, public safety, or loss prevention and private protective services or investigations. The Bachelor of Science in Criminal Justice is ideal for students who seek an academically challenging and solid program.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate-level education, the University cannot guarantee that students will be granted admission to any graduate programs.

Kaplan University offers the Advanced Start Bachelor of Science in Criminal Justice degree option for students who have earned an AAS, AS, AA, BA, or BS degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a two-year degree with the academic curriculum of a four-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims. Associate's and bachelor's degrees and credits considered to be remedial, occupational, or specialized may not be accepted for transfer under this option.

Kaplan University has expanded the advanced start option to include students who have received a bachelor's degree, but wish to change careers, and receive a second bachelor's degree. Lower-level (100/200) coursework will be transferred from the student's previous degree as a block of 90 credits. Upper-level (300/400) coursework will be evaluated on a course-by-course basis and applied toward appropriate upper-level degree requirements.

In addition to possessing an associate's or bachelor's degree, students applying for admission under this option must also complete all prerequisites required for the bachelor's degree courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start bachelor of science degree option.

The Bachelor of Science in Criminal Justice program consists of a minimum of 180 quarter credit hours. Upon successful completion of the program, graduates will be awarded a bachelor of science degree.

Program Outcomes

Core Outcomes

1. **Composition:** Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. **Communication:** Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.
3. **Ethics:** Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.
4. **Mathematics:** Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
5. **Professional Development:** Evaluate and apply skills that enhance academic, professional, and personal success.
6. **Social Science:** Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.
7. **Science:** Apply scientific principles and methods of inquiry to arrive at reasoned decisions.
8. **Humanities:** Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.

Discipline-Specific Outcomes

1. **Criminological Theory:** Demonstrate an understanding of biological, sociological, and psychological theories of crime causation and discipline-specific evaluation of human behavior.
2. **Law:** Demonstrate the ability to apply principles of criminal law to criminal justice practice and understand the civil liabilities of criminal justice agencies and practitioners.
3. **Research Methods:** Demonstrate the ability to apply scientific methods of inquiry to arrive at reasoned decisions regarding professional practice.
4. **Leadership:** Analyze the roles of organizational culture, behavioral theory, planning, and community relations in criminal justice leadership strategies and practice.
5. **Operations:** Demonstrate the ability to utilize information and resources to make sound operational decisions in criminal justice agencies.
6. **Technology:** Understand the impact of emerging technologies on the investigation of crime, as a tool for criminal enterprise, and on the operations of criminal justice agencies.
7. **Internationalism:** Recognize and evaluate transnational criminal enterprises and analyze the role of culture in criminal behavior and justice systems.

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Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CJ 100: Eight Skills of the Effective Criminal Justice Student OR	
CS 115: Academic Strategies*	5
CM 102: College Composition I OR	
CM 103: College Composition I—Effective Writing I for Criminal Justice Majors†	5
CM 220: College Composition II	5
IT 133: Software Applications	5
MM 201: College Algebra (or higher)	5
100/200-level: Diversity and Culture Elective	5
100/200-level: Ethics Elective	5
100/200-level: Science Elective	5
300/400-level: Communication Elective	6
300/400-level: Humanities Elective	6
300/400-level: Social Science Elective	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	60
LOWER-DIVISION MAJOR REQUIREMENTS	
CJ 101: Introduction to the Criminal Justice System	5
CJ 102: Criminology I	5
CJ 210: Criminal Investigation	5
CJ 230: Criminal Law for Criminal Justice	5
CJ 290: Terrorism Today	5
100/200-level: Electives‡	10
100/200-level: Criminal Justice Electives or Emphasis Area Courses	15
TOTAL LOWER-DIVISION MAJOR REQUIREMENTS	50
UPPER-DIVISION MAJOR REQUIREMENTS	
CJ 340: Applied Criminal Justice Ethics	6
CJ 343: Comparative Justice Systems OR	
CJ 350: Organized Crime	6
CJ 345: Supervisory Practices in Criminal Justice OR	
CJ 444: Managing Criminal Justice Organizations	6
CJ 490: Research Methods in Criminal Justice	6
300/400-level: Electives	18
300/400-level: Criminal Justice Electives or Emphasis Area Courses	24
CJ 499: Bachelor's Capstone in Criminal Justice	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	70
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
CJ 101: Introduction to Criminal Justice	
CJ 102: Criminology I	
CJ 230: Criminal Law for Criminal Justice	
CM 220: College Composition II	
IT 133: Software Applications	
MM 201: College Algebra (or higher)	
EMPHASIS AREA PREREQUISITE REQUIREMENTS	
Option I: Law Enforcement	
CJ 140: Introduction to Constitutional Law	
CJ 210: Criminal Investigation	
CJ 211: Police Operations	
Option II: Corrections	
CJ 130: Introduction to Corrections	
CJ 150: Juvenile Delinquency	
CJ 242: Critical Issues in Corrections	
Option III: Private Security	
CJ 140: Introduction to Constitutional Law	
CJ 180: Private Security	
CJ 264: White-Collar Crime	
Option IV: Forensic Psychology	
CJ 233: Introduction to Forensic Psychology	
SS 124: Introduction to Psychology	
Option V: Fraud Examination and Investigation	
CJ 125: Introduction to Fraud Examination	
CJ 225: Fraud Investigation	
Option VI: Crime Analysis	
CJ 110: Introduction to Crime Analysis	
CJ 220: Introduction to Criminal Intelligence Analysis	
Option VII: Crime Scene Investigation	
CJ 140: Introduction to Constitutional Law	
CJ 210: Criminal Investigation	
Option VIII: Computer Crime	
CJ 215: Exploration of Computer Crime	
CJ 216: Computers, Technology, and Criminal Justice Information Systems	
Option IX: Homeland Security and Counterterrorism	
CJ 290: Terrorism Today	
CJ 293: Investigating Terrorism	
CJ 295: World Conflict	
Option X: Juvenile Justice	
CJ 150: Juvenile Delinquency	

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CORE REQUIREMENTS

300/400-level: Communication Elective	6
300/400-level: Humanities Elective	6
300/400-level: Social Science Elective	6
CS 410: Advanced Career Development Strategies	2

TOTAL CORE REQUIREMENTS 20

UPPER-DIVISION MAJOR REQUIREMENTS

CJ 340: Applied Criminal Justice Ethics	6
CJ 343: Comparative Justice Systems OR	
CJ 350: Organized Crime	6
CJ 345: Supervisory Practices in Criminal Justice OR	
CJ 444: Managing Criminal Justice Organizations	6
CJ 490: Research Methods in Criminal Justice	6
300/400-level: Electives	18
300/400-level: Criminal Justice Electives or	
Emphasis Area Courses	24
CJ 499: Bachelor's Capstone in Criminal Justice	4

TOTAL UPPER-DIVISION MAJOR REQUIREMENTS 70

TOTAL PROGRAM REQUIREMENTS 180

EMPHASIS AREAS

Option I: Law Enforcement

CJ 140: Introduction to Constitutional Law	5
CJ 210: Criminal Investigation	5
CJ 211: Police Operations	5
CJ 333: Family and Domestic Violence	6
CJ 370: Crime Scene Investigation II	6

Option II: Corrections

CJ 130: Introduction to Corrections	5
CJ 150: Juvenile Delinquency	5
CJ 242: Critical Issues in Corrections	5
CJ 411: Drugs and Alcohol in the Criminal Justice System	6
CJ 433: Probation and Parole	6

Option III: Private Security

CJ 140: Introduction to Constitutional Law	5
CJ 180: Private Security	5
CJ 264: White-Collar Crime	5
CJ 350: Organized Crime	6
CJ 443: Security Management and Administration	6

Option IV: Forensic Psychology

CJ 233: Introduction to Forensic Psychology	5
CJ 325: Psychology for Law Enforcement	6
CJ 440: Crisis Intervention	6
SS 124: Psychology	5
SS 440: Abnormal Psychology	6

Option V: Fraud Examination and Investigation

CJ 125: Introduction to Fraud Examination	5
CJ 225: Fraud Investigation	5
CJ 341: Ethics of Fraud Investigation	6
CJ 441: Financial Investigation and Forensic Accounting	6
CJ 442: Legal Elements of Fraud	6

Option VI: Crime Analysis

CJ 110: Introduction to Crime Analysis	5
CJ 220: Introduction to Criminal Intelligence Analysis	5
CJ 330: Crime Analysis Methodology and Practice	6
CJ 425: Crime Mapping	6
CJ 430: Psychological Profiling	6

Option VII: Crime Scene Investigation[§]

CJ 140: Introduction to Constitutional Law	5
CJ 210: Criminal Investigation	5
CJ 305: Legal Foundations of Criminal Evidence	6
CJ 327: Crime Scene Photography	6
CJ 328: Forensic Fingerprint Analysis	6
CJ 370: Crime Scene Investigation II	6
CJ 385: Forensic Chemistry and Trace Evidence Analysis	6
CJ 386: Forensic Biology and Impression Evidence	6
CJ 390: Fieldwork in Criminal Justice	3

Option VIII: Computer Crime

CJ 215: Exploration of Computer Crime	5
CJ 216: Computers, Technology, and Criminal Justice Information Systems	5
CJ 315: Internet Vulnerabilities and the Legal Implications of Monitoring Activity in Cyberspace	6
CJ 316: Investigating Cybercrime	6
CJ 317: Computer Forensics OR	6
CJ 416: Protecting Digital Assets	6

Option IX: Homeland Security and Counterterrorism

CJ 293: Investigating Terrorism	5
CJ 295: World Conflict	5
CJ 307: Terrorism, WMD, and Disaster Response Methodologies	6
CJ 407: Crisis Negotiation	6

Option X: Juvenile Justice

CJ 150: Juvenile Delinquency	5
CJ 333: Family and Domestic Violence	6
CJ 420: Juvenile Justice	6
CJ 445: Case Management	6
SS 440: Abnormal Psychology	6

Students in some emphasis areas will need to take prerequisite courses in place of electives:

Option I: Law Enforcement

CJ 305: Foundations of Criminal Evidence	
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Option VIII: Computer Crime

IT 101: Introduction to Information Technology (recommended)	
IT 102: Introduction to Information Technology II (recommended)	

Option X: Juvenile Justice

SS 124: Psychology (recommended)	
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Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

^{*}Online students will take the program-specific Eight Skills of the Effective Student course.

[†]Online students will take the program-specific College Composition I course.

[‡]In lieu of a 100/200-level elective, online students identified by the required placement exams as needing additional instruction in math and writing will take KU 106: Introduction to Online Learning for the Profession as their first course of sequence in the first term of study. The course, which does not require an additional fee, offers students tutoring in math and writing and personal support provided by a faculty member and course mentor.

[§]Students choosing the crime scene investigation emphasis area will take three of the 300-level courses in place of 300/400-level electives. Students will also need to complete a variable-credit course to satisfy emphasis area requirements.

Associate of Applied Science in Criminal Justice

The Associate of Applied Science in Criminal Justice program offers a level of academic study designed to provide the student with a foundation in criminal justice and a liberal arts knowledge base. The criminal justice courses teach the technical skills of various specialized employment areas encompassing the criminal justice field.

Successful graduates of this program may pursue employment opportunities in various positions within criminal justice environments such as: police, sheriff's departments, or other law enforcement offices; the court system; jails or prisons, as detention or correctional officers; and other levels of security. A criminal justice background may provide career opportunities in corporate security, public safety, private detection or investigation, or the court system. It should be noted that some positions may require additional academy training and experience.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Associate of Applied Science in Criminal Justice program consists of a minimum of 90 quarter credit hours. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.
3. Ethics: Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.
4. Mathematics: Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
5. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.
6. Science: Apply scientific principles and methods of inquiry to arrive at reasoned decisions.

Discipline-Specific Outcomes

1. Criminological Theory: Demonstrate an understanding of biological, sociological, and psychological theories of crime causation and discipline-specific evaluation of human behavior.
2. Law: Demonstrate the ability to apply principles of criminal law to criminal justice practice and understand the civil liabilities of criminal justice agencies and practitioners.
3. Program-Specific Competencies: Demonstrate the ability to apply program-specific competencies to entry-level criminal justice practice.

Curriculum

Courses	Credits
CORE REQUIREMENTS	
CJ 100: Eight Skills of the Effective Criminal Justice Student OR Academic Strategies*	5
CS 115: College Composition I OR CM 103: College Composition I—Effective Writing I for Criminal Justice Majors†	5
CM 220: College Composition II	5
IT 133: Software Applications	5
100/200-level: Diversity and Culture Elective	5
100/200-level: Ethics Elective	5
100/200-level: Mathematics Elective	5
100/200-level: Science Elective	5
CS 210: Career Development Strategies	2
TOTAL CORE REQUIREMENTS	42
MAJOR REQUIREMENTS	
CJ 101: Introduction to the Criminal Justice System	5
CJ 102: Criminology I	5
CJ 210: Criminal Investigation	5
CJ 230: Criminal Law for Criminal Justice	5
CJ 290: Terrorism Today	5
CJ 299: Associate's Capstone in Criminal Justice	3
100/200-level: Criminal Justice Electives, Externship, or Emphasis Area Courses‡	20
TOTAL MAJOR REQUIREMENTS	48
TOTAL PROGRAM REQUIREMENTS	90

EMPHASIS AREAS

Option I: Law Enforcement

CJ 140: Introduction to Constitutional Law	5
CJ 211: Police Operations	5

Option II: Corrections

CJ 130: Introduction to Corrections	5
CJ 150: Juvenile Delinquency	5
CJ 242: Critical Issues in Corrections	5

Option III: Private Security

CJ 140: Introduction to Constitutional Law	5
CJ 180: Private Security	5
CJ 264: White-Collar Crime	5

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

*Online students will take the program-specific Eight Skills of the Effective Student course.

†Online students will take the program-specific College Composition I course.

‡In lieu of a 100/200-level elective, online students identified by the required placement exams as needing additional instruction in math and writing will take KU 106: Introduction to Online Learning for the Profession as their first course of sequence in the first term of study. The course, which does not require an additional fee, offers students tutoring in math and writing and personal support provided by a faculty member and course mentor.

Corrections Certificate

The Kaplan University Corrections Certificate program is intended to prepare students to successfully undertake entry-level and supervisory positions in today's complex corrections environment. The field of corrections is rapidly expanding and provides a variety of job opportunities. Correctional officers perform a variety of law enforcement roles in supervising and maintaining security in correctional facilities. Corrections professionals also interact with probation and parole officials. Qualified credits earned in fulfillment of this certificate may be transferable to certain Kaplan University degree programs.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Corrections Certificate program consists of a minimum of 36 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Program Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. Staff Roles: Differentiate the roles and responsibilities of various employee classifications in correctional institutions and settings.
3. Client Relations: Develop appropriate professional responses to client behaviors given differences in personal, group, and cultural meanings among clients.
4. Client Growth and Development: Define the relationship between biopsychosocial development, current client problems, and appropriate custodial setting or community-based corrections alternatives.
5. Law: Select appropriate policies and practices to meet legal principles and standards applicable to client care and custody and the management of corrections programs and institutions.
6. Client Custody and Care: Define the purposes, objectives, and standards of care associated with various types of corrections programs and institutions.
7. Ethics: Select accepted ethical practices in corrections settings.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
CJ 101: Introduction to the Criminal Justice System	5
CJ 130: Introduction to Corrections	5
CJ 142: Client Growth and Development	5
CJ 240: Legal Issues in Corrections	5
CJ 242: Critical Issues in Corrections	5
CJ 244: Client Relations in Corrections	5
CJ 340: Applied Criminal Justice Ethics OR	
CJ 345: Supervisory Practices in Criminal Justice	6
TOTAL PROGRAM REQUIREMENTS	36

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

Crime Scene Technician Certificate

The Crime Scene Technician Certificate program is designed to provide students with a foundational understanding of the analytical procedures used by crime scene technicians, as well as the documentation, collection, and preservation processes employed to handle evidence. Program coursework will cover evidentiary procedures in a criminal investigation, such as locating, collecting, and analyzing crime scene evidence; handling and processing physical evidence; identifying the boundaries of a crime scene; managing a crime scene; as well as searching the crime scene for specific types of evidence that can be used in a criminal prosecution.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Crime Scene Technician Certificate program consists of a minimum of 44 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Program Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. Describe analytical procedures used by forensic scientists in the application of science to law.
3. Initiate procedures used in the documentation, collection, and preservation of physical evidence.
4. Ethically apply appropriate investigative methods used in forensic science.
5. Apply investigative theory and methodology with scientific theory and methodology in the resolution of criminal cases.
6. Process a crime scene.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
PREREQUISITE REQUIREMENTS	
CJ 101: Introduction to Criminal Justice	
CJ 102: Criminology I	
MM 201: College Algebra (or higher)	
100/200-level: Composition Course	
200-level or above: Physical or Biological Science Course	
PROGRAM REQUIREMENTS	
CJ 210: Criminal Investigation	5
CJ 305: Legal Foundations of Criminal Evidence	6
CJ 327: Crime Scene Photography	6
CJ 328: Forensic Fingerprint Analysis	6
CJ 370: Crime Scene Investigation II	6
CJ 385: Forensic Chemistry and Trace Evidence Analysis	6
CJ 386: Forensic Biology and Impression Evidence	6
CJ 390: Fieldwork in Criminal Justice	3
TOTAL PROGRAM REQUIREMENTS	44

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

Private Security Certificate

The Private Security Certificate program is designed for students and professionals in the criminal justice field who wish to increase their knowledge of private security. The program offers ten courses designed to introduce the student to the field of private and corporate security, examine the range of security responsibilities, and teach the student how to provide asset protection to a myriad of clients. Specific subject areas include fraud examination, crime prevention, criminal investigation and criminal evidence, white-collar crime, and risk management and administration. The Private Security Certificate is not only designed for employment in private or corporate security, but is helpful in the development of professional memberships in American Society of Industrial Security (ASIS) and Certified Protection Professional (CPP) certification. Qualified credits earned in fulfillment of this certificate may be transferable to Kaplan University degree programs.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Private Security Certificate program consists of a minimum of 53 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Program Outcomes

1. Demonstrate an understanding of the role of private and corporate security in the criminal justice system.
2. Demonstrate the ability to apply security concepts to various types of private and business environments.
3. Demonstrate an understanding of how to investigate major crimes associated with security incidents.
4. Demonstrate an understanding of white-collar crime and other examples of fraud and why it is an important field of study in private security.
5. Demonstrate an understanding of what is needed to constitute a reliable security culture in the private or corporate sector.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
CJ 101: Introduction to the Criminal Justice System	5
CJ 125: Introduction to Fraud Examination	5
CJ 180: Private Security	5
CJ 210: Criminal Investigation	5
CJ 212: Crime Prevention	5
CJ 228: Risk Management	5
CJ 264: White-Collar Crime	5
CJ 305: Legal Foundations of Criminal Evidence	6
CJ 443: Security Management and Administration	6
PA 310: Tort Law	6
TOTAL PROGRAM REQUIREMENTS	53

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

Private Security Management Certificate

The Private Security Management Certificate program is designed for students and professionals in the criminal justice field who wish to increase their knowledge of management in the field of security. The program offers courses designed to introduce the student to the principles of management, accounting, and issues in private and corporate security. In addition, students are taught to examine the range of security responsibilities, provide asset protection to a myriad of clients, and explore security risks and scenarios. Enrollment in the Private Security Management Certificate is limited to employees of preselected corporations engaged in an educational partnership with Kaplan University.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Private Security Management Certificate program consists of a minimum of 42 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Program Outcomes

Core Outcomes

1. Private Security: Analyze the role of private and corporate security in the criminal justice system.
2. Business Applications: Apply security concepts to business environments.
3. Decision Making: Make reasoned decisions to address problems in the field of private security.
4. Applied Ethics: Problem solve ethically within the field of private security.
5. Communication: Communicate effectively within the field of private security.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
AC 114: Accounting I	5
CJ 246: Human Relations in a Diverse Society	5
CJ 355: Homeland Security	6
CJ 520: Issues in Private Security	5
CM 214: Public Speaking	5
IT 133: Software Applications	5
MT 310: Ethics and the Legal Environment	6
100/200-level: Business/Management Elective	5
TOTAL PROGRAM REQUIREMENTS	42

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all location





School of Health Sciences

Mission Statement

The mission of the health science programs is to educate students who can become ethical decision makers capable of entering the allied medical and health care fields. The School of Health Sciences seeks to accomplish this through a core curriculum of courses that foster effective communication skills, analytical problem-solving abilities, and an appreciation of the diversity of human beings. The curriculum then combines these skills with specific industry skills that give graduates the opportunity to function effectively in a dynamic field of service.

Admissions Requirements

In addition to the general University admissions requirements, the School of Health Sciences requires online students to take and pass two admissions assessments: a preadmittance online assessment and a writing sample assessment.

Progression Requirements

In addition to the general undergraduate student progression and satisfactory academic progress requirements, the School of Health Sciences stipulates for bachelor's and associate's degree students that:

- Once admitted, all new health science students are required to take the New Student Orientation class prior to entering courses in their first term.
- In addition to meeting Kaplan University's requirements, students must achieve a minimum grade of "C" in each of the major or core requirements for the program and attain a minimum CGPA of 2.5.
- Health sciences students must also achieve a minimum of "S" (satisfactory) for the clinical components of courses.
- Students must provide documentation of the following prior to beginning an externship:
 - Health assessment/physical examination completed no more than 12 months prior to the end date of the externship, including applicable immunization records and drug screening results.
 - A criminal background check.
 - Other mandatory training certificates or records as required by applicable federal and/or state regulatory agencies.
 - Additional documentation regarding health history and/or prior certifications if requested by a clinical site.

Failure to submit appropriate documentation by the deadline may result in dismissal from the University.

ASSOCIATE'S DEGREE PROGRAMS

- Students in the Associate of Applied Science in Medical Assisting program will be withdrawn from their program if unable to successfully complete MA 260: Clinical Competencies I, MA 270: Clinical Competencies II, and MA 290: Medical Assisting Externship and Evaluation on the second attempt.
- Students in the Associate of Applied Science in Medical Office Management program will be withdrawn from their program if unable to successfully complete MO 290: Medical Office Management Externship and Evaluation on the second attempt.
- Associate of Applied Science in Medical Assisting and Associate of Applied Science in Medical Office Management students must provide documentation of completion of Basic Life Support for Health Care Providers and First Aid training through American Heart Association, American Red Cross, or National Safety Council prior to beginning the first clinical experience.
- Students in the Associate of Applied Science in Medical Transcription program will be withdrawn from their program if unable to successfully complete MR 290: Medical Transcription Externship and Evaluation on the second attempt.
- Associate of Applied Science in Medical Transcription students are recommended to obtain the ability to type a minimum of 40 words per minute prior to beginning MR 100: Advanced Keyboarding.

Certification, State Board, and National Board Exams

Understanding the requirements of certification, state board, or national board licensing exams is the individual student's responsibility. Such requirements may change during the course of the program. No student is automatically certified in any way upon program completion. Although certain programs are designed to prepare students to take various certification and licensing exams, the School cannot guarantee students will be eligible to sit for or will pass these exams.

ASSOCIATE OF APPLIED SCIENCE IN MEDICAL ASSISTING

The Associate of Applied Science in Medical Assisting is designed to prepare students to become qualified academically and gain clinical and administrative skills to provide outstanding patient care. The program is structured to provide appropriate academic preparation for students who wish to pursue national certification as medical assistants. After completing the program, students may be eligible to take the Certified Medical Assistant examination, given by the American Association of Medical Assistants, or the Registered Medical Assistant examination, given by the American Medical Technologists.

ASSOCIATE OF APPLIED SCIENCE IN MEDICAL TRANSCRIPTION

The Associate of Applied Science in Medical Transcription is designed to prepare students to enter the medical transcription field through academic and transcription skill preparation. After completion of the program and following eligibility requirements set by the American Association of Medical Transcription, students may be eligible to take the Certified Medical Transcriptionist examination.

ASSOCIATE OF APPLIED SCIENCE IN MEDICAL OFFICE MANAGEMENT

The Associate of Applied Science in Medical Office Management program is designed to prepare students academically and with the clinical and administrative skills necessary to provide outstanding patient care. The program is structured to provide appropriate academic preparation for students who wish to pursue national certification as medical administrative specialists. After completion of the program, students may be eligible to take the Certified Medical Administrative Specialist examination, given by the American Medical Technologists.

Graduation Requirements

In addition to the general undergraduate requirements for graduation, all health sciences students must:

1. Complete with a passing grade all requirements for the program of study, within the maximum time frame permitted, and attain a minimum CGPA of 2.5 (2.0 for non-bachelor's and non-associate's degree students),
2. Have no less than a "C" in any of the major or core requirements for the program ("C-" for non-bachelor's and non-associate's degree students), and
3. Comply with all applicable policies and requirements related for to the clinical educational experiences.

Bachelor of Science in Health and Wellness

The Bachelor of Science in Health and Wellness program will help prepare graduates for a variety of career opportunities in health care and health and wellness-related industries. Additionally, it provides students with a solid undergraduate foundation to pursue further graduate study or first-professional programs. The program's curriculum is designed to provide the student with content knowledge and skills in the broad areas of health care and health and wellness. It also includes foundational knowledge and skills, and overall concepts, values, research methods, and applications that will assist students in the development of a career in health care or health and wellness.

A defining feature of the curriculum is the exploration of diverse approaches to health and wellness, including the integration of mind, body, and spirit. Students are taught to critically evaluate the current scientific literature and research in wellness, prevention, and complementary health care practices. The program is designed to assist students in developing the skills needed to apply principles of healthy living to educate individuals and communities, and administrative, ethical, and professional skills that may enable them to pursue leadership positions in the increasingly diverse health care field. The program is also intended to develop foundational knowledge and skills upon which students can build additional competencies.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

Three emphasis area options are available for the Bachelor of Science in Health and Wellness. The pregraduate/preprofessional emphasis builds on the major course requirements and provides exploration in specific health science arenas, such as biochemistry and immunology, which will assist the student in pursuing graduate study in health care and health science, as well as a first-professional degree, such as the MD, DO, OD, and others. The nutrition emphasis provides for a greater understanding and application of the science of food and nutrition, and allows students to arrive at nutritional recommendations for health promotion and disease prevention. This emphasis area will assist students to pursue careers in the expanding field of nutrition in either the private or public arenas. The health science emphasis provides further exploration in specific health science arenas, such as public health, environmental health, and health care administration. This emphasis will assist students in expanding their career opportunities in the health science or health care fields, or in pursuing graduate study.

While the program is designed to prepare graduates to pursue continued graduate-level education, the University cannot guarantee that students will be granted admission to any graduate programs.

Kaplan University offers the Advanced Start Bachelor of Science in Health and Wellness degree option for students who have earned an AAS, AS, AA, BA, or BS degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a two-year degree with the academic curriculum of a four-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

Associate's and bachelor's degrees and credits considered to be remedial, occupational, or specialized may not be accepted for transfer under this option.

Kaplan University has expanded the advanced start option to include students who have received a bachelor's degree, but wish to change careers, and receive a second bachelor's degree. Lower-level (100/200) coursework will be transferred from the student's previous degree as a block of 90 credits. Upper-level (300/400) coursework will be evaluated on a course-by-course basis and applied toward appropriate upper-level degree requirements.

In addition to possessing an associate's or bachelor's degree, students applying for admission under this option must also complete all prerequisites required for the bachelor's degree courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start bachelor of science degree option.

The Bachelor of Science in Health and Wellness program consists of a minimum of 180 quarter credit hours. Upon successful completion of the program, graduates will be awarded a bachelor of science degree.

Program Outcomes

Core Outcomes

1. **Composition:** Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. **Communication:** Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.
3. **Diversity and Culture:** Recognize and critically evaluate the impact of diversity on individual and group behavior.
4. **Ethics:** Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.
5. **History:** Reflect critically on the impact of historical and contemporary events on society.
6. **Humanities:** Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.
7. **Mathematics:** Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
8. **Professional Development:** Evaluate and apply skills that enhance academic, professional, and personal success.
9. **Science:** Apply scientific principles and methods of inquiry to arrive at reasoned decisions.
10. **Social Science:** Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. **Knowledge Base:** Demonstrate familiarity with the major concepts, theoretical perspectives, and historical trends in nutrition, exercise science, health psychology, stress management, and complementary and alternative medicine.
2. **Application:** Apply the concepts, principles, and methods of nutrition, exercise science, health psychology, stress management, and complementary and alternative medicine to designing health and wellness promotion programs.
3. **Research Methods:** Critically evaluate current research in nutrition, exercise science, health psychology, stress management, and complementary and alternative medicine.
4. **Standards and Values:** Employ professional standards, ethical practices, and legal standards in the health care field.
5. **Global Awareness:** Demonstrate an understanding of multicultural literacy in the fields of health care and wellness promotion.

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Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CS 119: Academic Strategies for the Health Care Professional	5
CM 109: College Composition I—Effective Writing I for the Health Care Professional	5
CM 220: College Composition II	5
IT 133: Software Applications	5
MM 201: College Algebra (or higher)	5
100/200-level: Diversity and Culture Elective	5
300/400-level: History Elective	6
300/400-level: Humanities Elective	6
300/400-level: Social Science Elective	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	50
LOWER-DIVISION MAJOR REQUIREMENTS	
EF 205: Scientific Foundations of Exercise and Fitness	5
HS 101: Medical Law and Bioethics	5
HS 120: Anatomy and Physiology I	5
HS 130: Anatomy and Physiology II	5
HW 205: Vitamins, Herbs, and Nutritional Supplements	5
HW 210: Complementary and Alternative Medicine	5
HW 215: Models for Health and Wellness	5
HW 220: Contemporary Diet and Nutrition	5
SC 115: Principles of Nutrition	5
SC 155: Introduction to Chemistry—Matter and Equilibrium	5
SS 124: Psychology	5
100/200-level: Elective	5
TOTAL LOWER-DIVISION MAJOR REQUIREMENTS	60
UPPER-DIVISION MAJOR REQUIREMENTS	
EF 310: Current Trends in Exercise and Fitness—Aging Well Across the Lifespan	6
HS 305: Research Methods for Health Sciences	6
HW 410: Stress—Critical Issues in Management and Prevention	6
HW 420: Creating Wellness—Psychological and Spiritual Aspects of Healing	6
HW 425: Health and Wellness Programming—Design and Administration	6
300/400-level: Elective	6
300/400-level: Electives or Emphasis Area Courses	30
HW 499: Bachelor's Capstone in Health and Wellness	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	70
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
CM 220: College Composition II	
EF 205: Scientific Foundations of Exercise and Fitness	
HS 120: Anatomy and Physiology I	
HS 130: Anatomy and Physiology II	
HW 205: Vitamins, Herbs, and Nutritional Supplements	
HW 210: Complementary and Alternative Medicine	
HW 215: Models for Health and Wellness	
HW 220: Contemporary Diet and Nutrition	
IT 133: Software Applications	
MM 201: College Algebra (or higher)	
SC 115: Principles of Nutrition	
SC 155: Introduction to Chemistry—Matter and Equilibrium	
100/200-level: Diversity and Culture Elective	
CORE REQUIREMENTS	
300/400-level: History Elective	6
300/400-level: Humanities Elective	6
300/400-level: Social Science Elective	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	20
UPPER-DIVISION MAJOR REQUIREMENTS	
EF 310: Current Trends in Exercise and Fitness—Aging Well Across the Lifespan	6
HS 305: Research Methods for Health Sciences	6
HW 410: Stress—Critical Issues in Management and Prevention	6
HW 420: Creating Wellness—Psychological and Spiritual Aspects of Healing	6
HW 425: Health and Wellness Programming—Design and Administration	6
300/400-level: Elective	6
300/400-level: Electives or Emphasis Area Courses	30
HW 499: Bachelor's Capstone in Health and Wellness	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	70
TOTAL PROGRAM REQUIREMENTS	180
EMPHASIS AREAS	
Option I: Health Science	
HS 310: Epidemiology and Biostatistics	6
HS 315: Public Health	6
HS 320: Microbiology	6
HS 330: Immunology	6
HS 415: Environmental Health	6
Option II: Nutrition	
NS 315: Nutritional Biochemistry	6
NS 320: Nutritional Research	6
NS 325: Nutrition Across the Human Life Cycle	6
NS 420: Nutritional Counseling	6
NS 425: Sports Nutrition	6
Option III: Pregraduate/Preprofessional	
HS 325: Histology and Embryology	6
HS 330: Immunology	6
HS 335: Biochemistry	6
HS 430: Molecular and Cell Biology	6
HS 435: Genetics	6

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

Bachelor of Science in Health Science

The Bachelor of Science in Health Science program will prepare graduates to pursue a variety of career opportunities in health care- and health science-related industries. Additionally, it prepares students for further graduate study and/or professional degrees. The program's curriculum is designed to provide the student with content knowledge and skills in the broad areas of health science and health care, and also includes both foundational knowledge and skills, as well as overall concepts, values, research methods, and applications that will assist students in the development of a career in health care or health science. Students will be taught to apply principles of healthy living to the education of individuals and community, and develop administrative, ethical, and professional skills that may enable them to assume leadership positions in the increasingly diverse health care field. The program is also designed to allow students to develop foundational knowledge and skills upon which to build additional competencies.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

Three emphasis area options are available in the Bachelor of Science in Health Science. The pregraduate/preprofessional emphasis builds on the major course requirements and provides exploration in specific health science arenas, such as biochemistry and immunology, which will assist the student in pursuing further graduate study or a first-professional degree, such as the MD, DO, OD, and others. The nutrition emphasis provides for a greater understanding and application of the science of food and nutrition, and will teach students to arrive at nutritional recommendations for health promotion and disease prevention. This emphasis area assists students to pursue careers in the expanding field of nutrition in either the private or public arenas. Coursework in the health and wellness emphasis is designed to enable students to expand their knowledge of the diverse approaches to health and wellness, including physical, mental, and spiritual health. This emphasis area will introduce students to a broad range of health and wellness paradigms, and offers practical, programmatic coursework that will help assist students in their career in this growing field.

While the program is designed to prepare graduates to pursue continued graduate-level education, the University cannot guarantee that students will be granted admission to any graduate programs.

Kaplan University offers the Advanced Start Bachelor of Science in Health Science degree option for students who have earned an AAS, AS, AA, BA, or BS degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a two-year degree with the academic curriculum of a four-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims. Associate's and bachelor's degrees and credits considered to be remedial, occupational, or specialized may not be accepted for transfer under this option.

Kaplan University has expanded the advanced start option to include students who have received a bachelor's degree, but wish to change careers, and receive a second bachelor's degree. Lower-level (100/200) coursework will be transferred from the student's previous degree as a block of 90 credits. Upper-level (300/400) coursework will be evaluated on a course-by-course basis and applied toward appropriate upper-level degree requirements.

In addition to possessing an associate's or bachelor's degree, students applying for admission under this option must also complete all prerequisites required for the bachelor's degree courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start bachelor of science degree option.

The Bachelor of Science in Health Science program consists of a minimum of 180 quarter credit hours. Upon successful completion of the program, graduates will be awarded a bachelor of science degree.

Program Outcomes

Core Outcomes

1. **Composition:** Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. **Communication:** Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.
3. **Diversity and Culture:** Recognize and critically evaluate the impact of diversity on individual and group behavior.
4. **Ethics:** Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.
5. **History:** Reflect critically on the impact of historical and contemporary events on society.
6. **Humanities:** Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.
7. **Mathematics:** Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
8. **Professional Development:** Evaluate and apply skills that enhance academic, professional, and personal success.
9. **Science:** Apply scientific principles and methods of inquiry to arrive at reasoned decisions.
10. **Social Science:** Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. **Knowledge Base:** Demonstrate a sound foundational knowledge and understanding of the principles of biology, chemistry, human anatomy, physiology, and disease processes as they relate to health outcomes.
2. **Research Methods and Critical Thinking Skills:** Demonstrate competency in medical research and inquiry using scientific methods and laboratory skills for critical thinking and problem solving in health care settings.
3. **Interdisciplinary Integration:** Apply principles of healthy living on the individual and community level to protect and promote optimal physical and mental health.
4. **Public Health and Education:** Integrate basic knowledge of the core disciplines within public health and deliver educational programs that promote public health.
5. **Health Care Administration:** Demonstrate an understanding of the forces impacting health delivery systems and the effective management of health care administration.
6. **Ethics and Professionalism:** Employ the professional, ethical, and legal standards of health care practice and interdisciplinary collaboration through leadership and community stewardship.

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Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CS 119: Academic Strategies for the Health Care Professional	5
CM 109: College Composition I—Effective Writing I for the Health Care Professional	5
CM 220: College Composition II	5
IT 133: Software Applications	5
MM 201: College Algebra (or higher)	5
100/200-level: Diversity and Culture Elective	5
300/400-level: History Elective	6
300/400-level: Humanities Elective	6
300/400-level: Social Science Elective	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	50
LOWER-DIVISION MAJOR REQUIREMENTS	
EF 205: Scientific Foundations of Exercise and Fitness	5
HS 101: Medical Law and Bioethics	5
HS 120: Anatomy and Physiology I	5
HS 130: Anatomy and Physiology II	5
HS 140: Pharmacology	5
HS 200: Diseases of the Human Body	5
HS 230: Health Care Administration	5
HW 215: Models for Health and Wellness	5
SC 115: Principles of Nutrition	5
SC 155: Introduction to Chemistry—Matter and Equilibrium	5
SS 124: Psychology	5
100/200-level: Elective	5
TOTAL LOWER-DIVISION MAJOR REQUIREMENTS	60
UPPER-DIVISION MAJOR REQUIREMENTS	
HS 305: Research Methods for Health Sciences	6
HS 310: Epidemiology and Biostatistics	6
HS 315: Public Health	6
HS 320: Microbiology	6
HS 415: Environmental Health	6
300/400-level: Elective	6
300/400-level: Electives or Emphasis Area Courses	30
HS 499: Bachelor's Capstone in Health Science	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	70
TOTAL PROGRAM REQUIREMENTS	180

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
CM 220: College Composition II	
EF 205: Scientific Foundations of Exercise and Fitness	
MM 201: College Algebra (or higher)	
HS 120: Anatomy and Physiology I	
HS 130: Anatomy and Physiology II	
HS 230: Health Care Administration	
HW 215: Models for Health and Wellness	
IT 133: Software Applications	
SC 115: Principles of Nutrition	
SC 155: Introduction to Chemistry—Matter and Equilibrium	
100/200-level: Diversity and Culture Elective	
CORE REQUIREMENTS	
300/400-level: History Elective	6
300/400-level: Humanities Elective	6
300/400-level: Social Science Elective	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	20
UPPER-DIVISION MAJOR REQUIREMENTS	
HS 305: Research Methods for Health Sciences	6
HS 310: Epidemiology and Biostatistics	6
HS 315: Public Health	6
HS 320: Microbiology	6
HS 415: Environmental Health	6
300/400-level: Elective	6
300/400-level: Electives or Emphasis Area Courses	30
HS 499: Bachelor's Capstone in Health Science	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	70
TOTAL PROGRAM REQUIREMENTS	180
EMPHASIS AREAS	
Option I: Health and Wellness	
EF 310: Current Trends in Exercise and Fitness—Aging Well Across the Lifespan	6
HW 410: Stress—Critical Issues in Management and Prevention	6
HW 420: Creating Wellness—Psychological and Spiritual Aspects of Healing	6
HW 425: Health and Wellness Programming—Design and Administration	6
NS 325: Nutrition Across the Human Life Cycle	6
Option II: Nutrition	
NS 315: Nutritional Biochemistry	6
NS 320: Nutritional Research	6
NS 325: Nutrition Across the Human Life Cycle	6
NS 420: Nutritional Counseling	6
NS 425: Sports Nutrition	6
Option III: Pregraduate/Preprofessional	
HS 325: Histology and Embryology	6
HS 330: Immunology	6
HS 335: Biochemistry	6
HS 430: Molecular and Cell Biology	6
HS 435: Genetics	6

Bachelor of Science in Nutrition Science

The Bachelor of Science in Nutrition Science program is designed to prepare graduates to pursue a variety of career opportunities in health care- and nutrition science-related industries. The program's curriculum provides the student with content knowledge and skills in the broad areas of nutrition science and health care. The program's curriculum is designed to involve both foundational knowledge and skills, as well as overall concepts, values, research methods, and applications that will assist them in the development of a career in health care and nutrition science. Additionally, the program prepares students for further graduate study and the pursuit of first-professional degrees, such as the MD, DO, and others. Students will be taught to apply principles of healthy living to educate individuals and the community, and develop administrative, ethical, and professional skills that will enable them to assume leadership positions in the increasingly diverse health care field.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

Four emphasis area options are available for the Bachelor of Science in Nutrition Science. The pregraduate/preprofessional emphasis builds on the major course requirements and provides exploration in specific health science arenas, such as biochemistry and immunology, which will assist the student in pursuing further graduate study, as well as first-professional degree programs, such as the MD, DO, OD, and others. The dietetics emphasis provides an understanding and application of the science of food, food production, and nutrition to allow students to arrive at nutritional recommendations for health promotion and disease prevention across the life cycle. This emphasis area also assists students to pursue careers in the rapidly expanding health care fields of dietetics and nutrition. The health and wellness emphasis is designed to enable students to expand their knowledge of diverse approaches to health and wellness, including physical, mental, and spiritual health. This emphasis area introduces students to a broad view of health and wellness paradigms, in addition to practical, programmatic coursework that will assist students in their careers in this growing field. Finally, the health science emphasis provides further exploration in specific health science arenas, such as public health, environmental health, and health care administration. This emphasis will assist students to expand their career opportunities in the health science and health care fields, and in pursuing additional graduate work in health care.

While the program is designed to prepare graduates to pursue continued graduate-level education, the University cannot guarantee that students will be granted admission to any graduate programs.

Kaplan University offers the Advanced Start Bachelor of Science in Nutrition Science degree option for students who have earned an AAS, AS, AA, BA, or BS degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a two-year degree with the academic curriculum of a four-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims. Associate's and bachelor's degrees and credits

considered to be remedial, occupational, or specialized may not be accepted for transfer under this option.

Kaplan University has expanded the advanced start option to include students who have received a bachelor's degree, but wish to change careers, and receive a second bachelor's degree. Lower-level (100/200) coursework will be transferred from the student's previous degree as a block of 90 credits. Upper-level (300/400) coursework will be evaluated on a course-by-course basis and applied toward appropriate upper-level degree requirements.

In addition to possessing an associate's or bachelor's degree, students applying for admission under this option must also complete all prerequisites required for the bachelor's degree courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start bachelor of science degree option.

The Bachelor of Science in Nutrition Science program consists of a minimum of 180 quarter credit hours. Upon successful completion of the program, graduates will be awarded a bachelor of science degree.

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. Communication: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.
3. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.
4. Ethics: Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.
5. History: Reflect critically on the impact of historical and contemporary events on society.
6. Humanities: Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.
7. Mathematics: Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
8. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.
9. Science: Apply scientific principles and methods of inquiry to arrive at reasoned decisions.
10. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. Knowledge Base: Explain the role of nutrients and food in the prevention of disease and optimization of human health.
2. Application: Evaluate an individual's nutritional status using appropriate clinical assessment strategies and interpret food science information appropriate to consumer needs.
3. Critical Thinking Skills: Assess diets, prepare foods, and promote consumption of foods to meet the nutritional needs of healthy people throughout the life cycle.
4. Clinical Skills: Plan and implement individualized, appropriate nutrition therapy for clients.
5. Analytical Skills: Analyze the impact of cultural and economic issues on client needs and dietetic practice.
6. Communication: Plan, implement, and evaluate nutrition education programs for specific audiences.
7. Ethics and Professionalism: Advocate for the provision of food and nutrition services in public policy development.

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Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CS 119: Academic Strategies for the Health Care Professional	5
CM 109: College Composition I—Effective Writing I for the Health Care Professional	5
CM 220: College Composition II	5
IT 133: Software Applications	5
MM 201: College Algebra (or higher)	5
100/200-level: Diversity and Culture Elective	5
300/400-level: History Elective	6
300/400-level: Humanities Elective	6
300/400-level: Social Science Elective	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	50
LOWER-DIVISION MAJOR REQUIREMENTS	
HS 101: Medical Law and Bioethics	5
HS 120: Anatomy and Physiology I	5
HS 130: Anatomy and Physiology II	5
HW 215: Models for Health and Wellness	5
NS 205: Food Safety and Microbiology	5
NS 210: Nutritional Analysis and Assessment	5
NS 215: Pharmacology of Nutrition	5
NS 220: Nutrition Planning and Management	5
SC 115: Principles of Nutrition	5
SC 155: Introduction to Chemistry—Matter and Equilibrium	5
SS 124: Psychology	5
100/200-level: Elective	5
TOTAL LOWER-DIVISION MAJOR REQUIREMENTS	60
UPPER-DIVISION MAJOR REQUIREMENTS	
NS 315: Nutritional Biochemistry	6
NS 320: Nutritional Research	6
NS 325: Nutrition Across the Human Life Cycle	6
NS 420: Nutritional Counseling	6
NS 425: Sports Nutrition	6
300/400-level: Elective	6
300/400-level: Electives or Emphasis Area Courses	30
NS 499: Bachelor's Capstone in Nutrition Science	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	70
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
CM 220: College Composition II	
HW 215: Models for Health and Wellness	
IT 133: Software Applications	
MM 201: College Algebra (or higher)	
NS 205: Food Safety and Microbiology	
NS 210: Nutritional Analysis and Assessment	
NS 215: Pharmacology of Nutrition	
NS 220: Nutrition Planning and Management	
SC 115: Principles of Nutrition	
SC 155: Introduction to Chemistry—Matter and Equilibrium	
100/200-level: Diversity and Culture Elective	
EMPHASIS AREA PREREQUISITE REQUIREMENTS	
Option I: Health and Wellness	
EF 205: Scientific Foundations of Exercise and Fitness	
HS 120: Anatomy and Physiology I	
HS 130: Anatomy and Physiology II	
Option II: Health Science	
HS 120: Anatomy and Physiology I	
HS 130: Anatomy and Physiology II	
Option IV: Pregraduate/Preprofessional	
HS 120: Anatomy and Physiology I	
HS 130: Anatomy and Physiology II	
CORE REQUIREMENTS	
300/400-level: History Elective	6
300/400-level: Humanities Elective	6
300/400-level: Social Science Elective	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	20
UPPER-DIVISION MAJOR REQUIREMENTS	
NS 315: Nutritional Biochemistry	6
NS 320: Nutritional Research	6
NS 325: Nutrition Across the Human Life Cycle	6
NS 420: Nutritional Counseling	6
NS 425: Sports Nutrition	6
300/400-level: Elective	6
300/400-level: Electives or Emphasis Area Courses	30
NS 499: Bachelor's Capstone in Nutrition Science	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	70
TOTAL PROGRAM REQUIREMENTS	180
EMPHASIS AREAS	
Option I: Health and Wellness	
EF 310: Current Trends in Exercise and Fitness—Aging Well Across the Lifespan	6
NS 335: Nutrition for Special Populations	6
HW 410: Stress—Critical Issues in Management and Prevention	6
HW 420: Creating Wellness—Psychological and Spiritual Aspects of Healing	6
HW 425: Health and Wellness Programming—Design and Administration	6

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Option II: Health Science

HS 310: Epidemiology and Biostatistics	6
HS 315: Public Health	6
HS 320: Microbiology	6
HS 330: Immunology	6
HS 415: Environmental Health	6

Option III: Dietetics

NS 335: Nutrition for Special Populations	6
NS 415: Food Science with Lab	6
NS 430: Whole Foods Production	6
NS 435: Ecological and Environmental Perspectives on Food	6
NS 440: Legal and Regulatory Environment in Food Production	6

Option IV: Pregraduate/Preprofessional

HS 325: Histology and Embryology	6
HS 330: Immunology	6
HS 335: Biochemistry	6
HS 430: Molecular and Cell Biology	6
HS 435: Genetics	6

Students in some emphasis areas will need to take prerequisite courses in place of electives:

Option I: Health and Wellness

EF 205: Scientific Foundations of Exercise and Fitness

Option II: Health Science

HS 305: Research Methods for Health Sciences

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

Associate of Applied Science in Medical Assisting

The objective of the Associate of Applied Science in Medical Assisting program is to prepare students with the knowledge, technical skills, and work habits required to pursue an entry-level position in the medical field. This program concentrates on helping students acquire knowledge and develop skills in performing laboratory, clinical, and medical office procedures. The associate's degree program is designed to provide a broad education that helps the student develop advanced technical and communication skills. Although the program is designed to prepare students to take various certification exams, the University cannot guarantee the student will pass those exams. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams. Graduates may be eligible to take the examination to become a Certified Medical Assistant (CMA).

Duties for graduates of this program may include performing routine laboratory tests, such as blood work, venipuncture, urinalysis, and electrocardiograms. They may also assist the doctor in patient preparation, examination, and other patient relations. Competence in the field also requires that a medical assistant display professionalism, communicate professionally, and provide instruction to patients.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

This program blends online coursework with on-ground experience. Students enrolling in the online program will need to complete clinical instruction at an approved clinical site for both MA 260: Clinical Competencies I and MA 270: Clinical Competencies II. All students must also complete an unpaid externship (160 hours) in a physician's office or clinic to complete the course of study.

The Associate of Applied Science in Medical Assisting program consists of a minimum of 95 quarter credit hours. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical-thinking skills.
2. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.
3. Mathematics: Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
4. Science: Apply scientific principles and methods of inquiry to arrive at reasoned decisions.
5. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.
6. Communication: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.

Discipline-Specific Outcomes

1. Clinical: Demonstrate competencies in all aspects of medical assisting clinical practice.
2. Administrative: Exhibit proficiency in the clerical and administrative functions required of a medical assistant.
3. Standards, Laws, and Ethics: Employ the professional, ethical, and legal standards in health care practice.
4. Foundational Knowledge of Allied Health Sciences: Integrate knowledge from behavioral and biological sciences as a basis for allied health practices.
5. Professionalism: Embody professional behaviors as defined by the discipline of allied health.

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CS 115: Academic Strategies OR CS 119: Academic Strategies for the Health Care Professional*	5
CM 102: College Composition I OR CM 109: College Composition I—Effective Writing I for the Health Care Professional†	5
CM 220: College Composition II	5
IT 133: Software Applications	5
SS 124: Psychology	5
100/200-level: Communication Elective	5
100/200-level: Mathematics Elective	5
CS 210: Career Development Strategies	2
TOTAL CORE REQUIREMENTS	37
MAJOR REQUIREMENTS	
HS 101: Medical Law and Bioethics	5
HS 111: Medical Terminology	5
HS 120: Anatomy and Physiology I	5
HS 130: Anatomy and Physiology II	5
HS 140: Pharmacology	5
HS 200: Diseases of the Human Body	5
HS 210: Medical Office Management	5
HS 220: Medical Coding and Insurance	5
HS 240: Medical Office Accounting	3
MA 260: Clinical Competencies I	5
MA 270: Clinical Competencies II	5
MA 290: Medical Assisting Externship and Evaluation	5
TOTAL MAJOR REQUIREMENTS	58
TOTAL PROGRAM REQUIREMENTS	95

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

*Online students will take the program-specific Academic Strategies course.

†Online students will take the program-specific College Composition I course.

Associate of Applied Science in Medical Office Management

The objective of the Associate of Applied Science in Medical Office Management program is to prepare students with the knowledge, technical skills, and work habits required to pursue entry-level positions in medical offices. The program concentrates on helping students acquire knowledge and develop skills in administrative procedures and clerical skills. The associate's degree program provides a broader education that teaches the student to develop advanced technical and communication skills.

Although the program is designed to prepare students to take various certification exams, the University cannot guarantee the student will pass those exams. Graduates may be eligible to take the examination to become a Certified Medical Administrative Specialist (CMAS).

Duties for graduates of this program may include appointment management and scheduling, medical records management, insurance processing, insurance coding and billing, and fundamentals of financial management. Competence in the field also requires that a medical office assistant display professionalism, communicate professionally, and provide instruction to patients.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

This program blends online coursework with on-ground experience. Students enrolling in the online program will need to complete a minimum 90-hour, supervised, nonpaid externship in a physician's office or clinic to complete the course of study.

The Associate of Applied Science in Medical Office Management program consists of a minimum of 90 quarter credit hours. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical-thinking skills.
2. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.
3. Mathematics: Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
4. Science: Apply scientific principles and methods of inquiry to arrive at reasoned decisions.
5. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.
6. Communication: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.

Discipline-Specific Outcomes

1. Administration: Exhibit proficiency in clerical and administrative functions required of a medical assistant.
2. Foundational Knowledge of Allied Health Sciences: Integrate knowledge from behavioral and biological sciences as a basis for allied health practices.
3. Professionalism: Embody professional behaviors as defined by the discipline of medical assisting.
4. Standards, Laws, and Ethics: Employ the highest standards and ethical and legal values in medical assisting practice.

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CS 115: Academic Strategies OR CS 119: Academic Strategies for the Health Care Professional*	5
CM 102: College Composition I OR CM 109: College Composition I—Effective Writing I for the Health Care Professional†	5
CM 220: College Composition II	5
IT 133: Software Applications	5
SS 124: Psychology	5
100/200-level: Communication Elective	5
100/200-level: Mathematics Elective	5
CS 210: Career Development Strategies	2
TOTAL CORE REQUIREMENTS	37
MAJOR REQUIREMENTS	
HS 101: Medical Law and Bioethics	5
HS 111: Medical Terminology	5
HS 120: Anatomy and Physiology I	5
HS 130: Anatomy and Physiology II	5
HS 200: Diseases of the Human Body	5
HS 210: Medical Office Management	5
HS 220: Medical Coding and Insurance	5
MR 100: Advanced Keyboarding	5
MO 260: Clinical Competencies for the Medical Office Manager	5
MO 270: Advanced Medical Office Management	5
MO 290: Medical Office Management Externship and Evaluation	3
TOTAL MAJOR REQUIREMENTS	53
TOTAL PROGRAM REQUIREMENTS	90

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

*Online students will take the program-specific Academic Strategies course.

†Online students will take the program-specific College Composition I course.

Associate of Applied Science in Medical Transcription

The objective of the Associate of Applied Science in Medical Transcription program is to prepare students with the knowledge, technical skills, and work habits required to pursue an entry-level position as a medical transcriptionist. Students are taught to transcribe medical dictation with accuracy, clarity, and timeliness, applying the principles of professional and ethical conduct. Students can also acquire proficiency in grammar, punctuation, medical terminology, and medical transcription. The program gives the medical transcriptionist a broad education and may allow the graduate to advance faster in the workplace.

Graduates of this program may pursue work in hospitals, offices, or other health care organizations. Duties may include transcribing dictation, utilizing medical terminology, editing and revising documents, and interpreting and transcribing a variety of medical reports. Medical transcriptionists may also start their own businesses and work at home.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Associate of Applied Science in Medical Transcription program is designed to prepare students to enter the medical transcription field through academic and transcription skill preparation. Although the program is designed to prepare students to take various certification exams, the University cannot guarantee the student will pass those exams. After completion of the program and following eligibility requirements set by the American Association of Medical Transcription, students may be eligible to take the Certified Medical Transcriptionist examination.

This program blends online coursework with on-ground experience. Students enrolling in the online program will need to complete a supervised, minimum 90-hour externship through a transcription company, physician's office or clinic, or hospital to complete the course of study. This valuable on-the-job work experience may be beneficial to students' resumes.

The Associate of Applied Science in Medical Transcription program consists of a minimum of 92 quarter credit hours. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical-thinking skills.
2. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.
3. Mathematics: Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
4. Science: Apply scientific principles and methods of inquiry to arrive at reasoned decisions.
5. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.
6. Communication: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.

Discipline-Specific Outcomes

1. Transcription: Transcribe health care dictation.
2. Patient Records: Prepare patient care documents.
3. Standards, Laws, and Ethics: Employ the professional, ethical, and legal standards in health care practice.
4. Foundational Knowledge of Allied Health Sciences: Integrate knowledge from behavioral and biological sciences as a basis for allied health practices.
5. Professionalism: Embody professional behaviors as defined by the disciplines of allied health.

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CS 115: Academic Strategies OR CS 119: Academic Strategies for the Health Care Professional*	5
CM 102: College Composition I OR CM 109: College Composition I—Effective Writing I for the Health Care Professional†	5
CM 220: College Composition II	5
IT 133: Software Applications	5
SS 124: Psychology	5
100/200-level: Mathematics Elective	5
CS 210: Career Development Strategies	2
TOTAL CORE REQUIREMENTS	32
MAJOR REQUIREMENTS	
HS 101: Medical Law and Bioethics	5
HS 111: Medical Terminology	5
HS 120: Anatomy and Physiology I	5
HS 130: Anatomy and Physiology II	5
HS 140: Pharmacology	5
HS 200: Diseases of the Human Body	5
MR 100: Advanced Keyboarding	5
MR 250: Medical Records Transcription I	5
MR 260: Medical Records Transcription II	5
MR 270: Medical Records Transcription III	5
MR 290: Medical Transcription Externship and Evaluation	5
100/200-level: Elective	5
TOTAL MAJOR REQUIREMENTS	60
TOTAL PROGRAM REQUIREMENTS	92

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

*Online students will take the program-specific Academic Strategies course.

†Online students will take the program-specific College Composition I course.

Dental Assistant Diploma

(Available in Omaha)

The objective of the Dental Assistant Diploma program is to prepare students with the knowledge, technical skills, and work habits required to pursue an entry-level position in a dental office, clinic, or lab environment.

A dental assistant provides essential and vital auxiliary services for the dentist chairside, in the business office, and in the office laboratory. Students are taught treatment room care of the dental patient, how to assist the dentist, infection control and sterilization, medical emergencies, how to take dental X-rays, how to make impressions, how to use various dental instruments, oral evacuation, fixed prosthodontics, pharmacology and pain control, preventative dentistry, how to assist with oral surgery, and tray setups.

This program is designed to prepare graduates to pursue entry-level employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The length of the program is 960 clock hours over a 48-week period. All students must complete the program with 55 quarter credit hours. Upon successful completion of the program, graduates will be awarded a diploma.

The program is only available onsite.

Curriculum

Courses	Credits
DIPLOMA REQUIREMENTS	
CORE REQUIREMENTS	
AH K102: Allied Health Industry and Fundamentals	6
AH W102: Allied Health Careers and Communication	6
DA B150: Radiology	4.5
DA G150: Patient Interaction	6.5
DA O150: Operative Assisting	5
DA P150: Dental Materials	5.5
DA R150: Chairside Specialties	6
DA Y150: Diagnostic Assisting	5
DA V150: Specialty Dentistry Externship	2.5
DA Z150: General Dentistry Externship	8
TOTAL PROGRAM REQUIREMENTS	55

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

Massage Therapy Diploma

(Available in Omaha)

The objective of the Massage Therapy Diploma program is to provide students with a solid and basic foundation of knowledge and skills in the areas of anatomy, physiology, hydrotherapy, massage, and body therapies to enable them to pursue entry-level employment as massage therapists or to establish their own businesses.

In addition, this program provides the knowledge and skills training necessary for students to apply for and register to take the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB) certification examination and other related state and local certification and/or licensure requirements. Although certain programs at Kaplan University are designed to prepare students to take various certification or licensing exams, the University cannot guarantee students will pass those exams.

This program is designed to prepare graduates to pursue entry-level employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The program consists of 81 quarter credit hours completed over a period of 50 weeks. Upon successful completion of the program, graduates will be awarded a diploma.

This program is only available onsite.

Curriculum

Courses	Credits
DIPLOMA REQUIREMENTS	
CM 102X: College Composition I	4
CM 122: Oral Communications/Speech	4
CS 115X: Academic Strategies	4
CS 210X: Career Development Strategies	4
MS 101: Body Systems and Directional Methods	6
MS 110: Introduction to Massage Techniques	5
MS 115: Circulatory Systems	2
MS 125: Massage Techniques—Deep Approaches	2
MS 130: Health Services Management and Ethics	4
MS 140: Nutrition	2
MS 150: The Senses and Human Development	2
MS 165: Systemic Pathologies	4
MS 170: Cardiopulmonary System	2
MS 180: Massage Techniques—Multimodality	1
MS 190: Health and Hygiene	4
MS 200: Craniosacral Therapy	3
MS 205: Urinary and Reproductive Systems	2
MS 215: Alternative Therapies (Hydro and Asian Therapies)	6
MS 225: Sports Massage Therapy	3
MS 230: Massage Techniques—Advanced Swedish	3
MS 240: Massage Techniques—Neuromuscular	2
MS 250: Massage Techniques—Specialties	1
MS 270: Review for Boards	2
MS 299: Clinic	5
100/200-level: Computer Applications Elective	4
TOTAL PROGRAM REQUIREMENTS	81

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

Medical Transcription Certificate

The objective of the Medical Transcription Certificate is to prepare students with the knowledge, technical skills, and work habits required to pursue an entry-level position as a medical transcriptionist. The program is designed to provide students with proficiency in grammar, punctuation, medical terminology, and medical transcription.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Medical Transcription Certificate program consists of a minimum of 40 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

The program is only available onsite.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
HS 101: Medical Law and Bioethics	5
HS 111: Medical Terminology	5
HS 120: Anatomy and Physiology I	5
HS 130: Anatomy and Physiology II	5
HS 200: Diseases of the Human Body	5
MR 100: Advanced Keyboarding	5
MR 250: Medical Records Transcription I	5
100/200-level: Computer Applications Course	5
TOTAL PROGRAM REQUIREMENTS	40

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.



School of Information Systems and Technology

Mission Statement

The mission of Kaplan University's information systems and technology programs is to set the standard for how technology is taught in an online university setting by providing a professional education with an applied orientation using current tools and processes.

Courses seek to fulfill this mission by applying current theories and methodologies, and modern techniques in all certificate and degree programs, which serves the needs of our students, local communities, and global workplaces.

Certification, State Board, and National Board Exams

Students enrolled in information system and technology programs may be eligible to take the following examinations:

- A+ Certification examinations sponsored by the Computer Technology Industry Association (CompTIA).
- Network+ Certification examinations sponsored by CompTIA.



Bachelor of Science in Information Technology

The objective of the Bachelor of Science in Information Technology program is to prepare students to pursue career advancement in information technology by teaching them the knowledge, communication skills, critical thinking, creative skills, and technical competencies required in the modern workplace. At the completion of this degree program, students may be able to apply system and technical solutions and analysis to hardware and software problems.

This degree program accommodates both the student whose immediate educational goals are satisfied by the completion of a bachelor's degree and the student who is planning to pursue study in the information technology field beyond the baccalaureate level. The five emphasis areas available in the Bachelor of Science in Information Technology program are programming, network administration, Web development, database, and multimedia and animation.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate-level education, the University cannot guarantee that students will be granted admission to any graduate programs.

Kaplan University offers the Advanced Start Bachelor of Science in Information Technology degree option for students who have earned an AAS, AS, AA, BA, or BS degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a two-year degree with the academic curriculum of a four-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims. Associate's and bachelor's degrees and credits considered to be remedial, occupational, or specialized may not be accepted for transfer under this option.

Kaplan University has expanded the advanced start option to include students who have received a bachelor's degree, but wish to change careers, and receive a second bachelor's degree. Lower-level (100/200) coursework will be transferred from the student's previous degree as a block of 90 credits. Upper-level (300/400) coursework will be evaluated on a course-by-course basis and applied toward appropriate upper-level degree requirements.

In addition to possessing an associate's or bachelor's degree, students applying for admission under this option must also complete all prerequisites required for the bachelor's degree courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start bachelor of science degree option.

The Bachelor of Science in Information Technology program requires a minimum of 180 quarter credit hours. Upon successful completion of the program, graduates will be awarded a bachelor of science degree.

Program Outcomes

Core Outcomes

1. **Composition:** Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. **Communication:** Communicate effectively, reflect critically; problem solve logically, and apply these skills to achieve personal and professional goals.
3. **Diversity and Culture:** Recognize and critically evaluate the impact of diversity on individual and group behavior.
4. **Ethics:** Demonstrate sound ethical reasoning and judgment skills through analysis and debate of significant ethical issues by explaining, defending, and assessing personal ethical perspectives.
5. **History:** Reflect critically on the impact of historical and contemporary events on society.
OR
Humanities: Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.
6. **Mathematics:** Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
7. **Professional Development:** Evaluate and apply skills that enhance academic, professional, and personal success.
8. **Social Science:** Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. **Foundation:** Communicate and apply core information technologies in information technology professions.
2. **Client Specifications:** Analyze and offer verbal and written resolutions to technical issues faced by users and organizations.
3. **System Specifications:** Apply information technology methodology to evaluate, design, and implement systems.
4. **Technology Analysis:** Evaluate trends, practices, and products to determine their effectiveness for systems and users.
5. **Business Analysis:** Explain the impact of information systems and technology on business or economic processes.
6. **Professional:** Demonstrate the importance of professional development and continued education within the information technology field.

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Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CS 114: Academic Strategies for the IT Professional OR CS 115: Academic Strategies*	5
CM 102: College Composition I OR CM 106: College Composition I—Effective Writing I for IT Majors†	5
CM 220: College Composition II	5
IT 101: Introduction to Information Technology	5
MM 201: College Algebra (or higher)	5
MM 250: Introductory Discrete Mathematics	5
100/200-level: Diversity and Culture Elective	5
100/200-level: Economics Elective	5
100/200-level: Ethics Elective	5
300/400-level: Communication Elective	6
300/400-level: History/Humanities Elective	6
300/400-level: Social Science Elective	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	65
LOWER-DIVISION MAJOR REQUIREMENTS	
IT 102: Introduction to Information Technology II	5
IT 117: Introduction to Web Design	5
IT 163: Database Management	5
IT 182: Introduction to Programming	5
IT 190: Computer Hardware and Operating Systems	5
IT 273: Networking Concepts	5
100/200-level: Elective	5
100/200-level: Emphasis Area Courses or Information Technology Electives	10
TOTAL LOWER-DIVISION MAJOR REQUIREMENTS	45
UPPER-DIVISION MAJOR REQUIREMENTS	
IT 331: Technology Infrastructure	6
IT 430: Project Management	6
IT 460: Systems Analysis and Design	6
300/400-level: Elective	12
300/400-level: Information Technology Electives	12
300/400-level: Emphasis Area Courses or Information Technology Electives	24
IT 499: Bachelor's Capstone in Information Technology	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	70
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
CM 220: College Composition II	
MM 201: College Algebra (or higher)	
IT 101: Introduction to Information Technology	
IT 117: Introduction to Web Design	
IT 163: Database Management	
IT 182: Introduction to Programming	
IT 273: Networking Concepts	
EMPHASIS AREA PREREQUISITES	
Option I: Programming	
IT 193: Introduction to Visual Basic	
IT 274: Component-Based Software Development Using C#	
IT 293: Advanced Visual Basic	
Option II: Network Administration	
IT 190: Computer Hardware and Operating Systems	
IT 278: Network Administration	
IT 283: Networking with TCP/IP	
Option III: Web Development	
IT 190: Computer Hardware and Operating Systems	
IT 245: Website Development	
IT 247: Website Tools	
Option V: Multimedia and Animation	
IT 245: Website Development	
IT 247: Website Tools	
CORE REQUIREMENTS	
300/400-level: Communication Elective	6
300/400-level: History/Humanities Elective	6
300/400-level: Social Science Elective	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	20
MAJOR REQUIREMENTS	
IT 331: Technology Infrastructure	6
IT 430: Project Management	6
IT 460: Systems Analysis and Design	6
300/400-level: Electives	12
300/400-level: Information Technology Electives	12
300/400-level: Emphasis Area Courses or Information Technology Electives	24
IT 499: Bachelor's Capstone in Information Technology	4
TOTAL MAJOR REQUIREMENTS	70
EMPHASIS AREAS	
Option I: Programming	
IT 193: Introduction to Visual Basic	5
IT 293: Advanced Visual Basic	5
IT 350: Structured Query Language	6
IT 461: Advanced Visual Basic II	6
IT 464: Advanced Object-Oriented Programming with Java	6
IT 466: Advanced Object-Oriented Programming Using C#	6

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Option II: Network Administration

IT 278:	Network Administration	5
IT 283:	Networking with TCP/IP	5
IT 380:	Network Operating Systems	6
IT 386:	Wide Area Networking	6
IT 482:	Network Design	6
IT 484:	Networking Security	6

Option III: Web Development

IT 245:	Website Development	5
IT 247:	Website Tools	5
IT 373:	Graphics and Multimedia for Web Design	6
IT 470:	Advanced Web Languages for Web Design	6
IT 476:	Web Marketing and E-Commerce	6
IT 478:	Web Servers and Security	6

Option IV: Database

200-level:	Information Technology Electives	10
IT 350:	Structured Query Language	6
IT 354:	Database Design	6
IT 452:	Advanced Query Design and Reporting	6
IT 456:	Database Administration	6

Option V: Multimedia and Animation

IT 245:	Website Development	5
IT 247:	Website Tools	5
IT 373:	Graphics and Multimedia for Web Design	6
IT 490:	Animation Behaviors	6
IT 492:	Website Animation Integration	6
IT 496:	Animation for Gaming	6

Students in some emphasis areas will need to take prerequisite courses in place of electives:

Option I: Programming

IT 274:	Component-Based Software Development Using C#
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Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

*Online students will take the program-specific Academic Strategies course.

†Online students will take the program-specific College Composition I course.

Bachelor of Science in Networking Technology

The Bachelor of Science in Networking Technology program focuses on networking theory, design, administration, and maintenance. The program is designed to help students gain the knowledge and skills needed to install and manage operating systems, wireless devices, routers, and switches. Graduates with this degree may pursue work as computer or network systems administrators or systems support analysts.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate-level education, the University cannot guarantee that students will be granted admission to any graduate programs.

Kaplan University offers the Advanced Start Bachelor of Science in Networking Technology degree option for students who have earned an AAS, AS, AA, BA, or BS degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a two-year degree with the academic curriculum of a four-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims. Associate's and bachelor's degrees and credits considered to be remedial, occupational, or specialized may not be accepted for transfer under this option.

Kaplan University has expanded the advanced start option to include students who have received a bachelor's degree, but wish to change careers, and receive a second bachelor's degree. Lower-level (100/200) coursework will be transferred from the student's previous degree as a block of 90 credits. Upper-level (300/400) coursework will be evaluated on a course-by-course basis and applied toward appropriate upper-level degree requirements.

In addition to possessing an associate's or bachelor's degree, students applying for admission under this option must also complete all prerequisites required for the bachelor's degree courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start bachelor of science degree option.

The Bachelor of Science in Networking Technology program consists of a minimum of 180 quarter credit hours. Upon successful completion of the program, graduates will be awarded a bachelor of science degree.

Program Outcomes

Core Outcomes

1. **Composition:** Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. **Communication:** Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.
3. **Diversity and Culture:** Recognize and critically evaluate the impact of diversity on individual and group behavior.
4. **Ethics:** Demonstrate sound ethical reasoning and judgment skills through analysis and debate of significant ethical issues by explaining, defending, and assessing personal ethical perspectives.
5. **History:** Reflect critically on the impact of historical and contemporary events on society.
OR
Humanities: Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.
6. **Mathematics:** Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.
7. **Professional Development:** Evaluate and apply skills that enhance academic, professional, and personal success.
8. **Social Science:** Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. **Theory and Principles:** Explain networking infrastructure, implementations, and functions.
2. **Technology Analysis:** Evaluate trends, practices, and products to create, manage, or troubleshoot networks.
3. **Communication:** Effectively communicate networking concepts and requirements with stakeholders.
4. **Critical Thinking:** Recommend solutions for network functions, management, and security.
5. **Application:** Integrate network theory with business practices and organizational models.

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Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CS 114: Academic Strategies for the IT Professional	5
CM 106: College Composition I—Effective Writing I for IT Majors	5
CM 220: College Composition II	5
IT 101: Introduction to Information Technology	5
MM 201: College Algebra (or higher)	5
MM 250: Introductory Discrete Mathematics	5
100/200-level: Diversity and Culture Elective	5
100/200-level: Economics Elective	5
300/400-level: Communication Elective	6
300/400-level: Social Science Elective	6
300/400-level: History/Humanities Elective	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	60
LOWER-DIVISION MAJOR REQUIREMENTS	
IT 102: Introduction to Information Technology II	5
IT 182: Introduction to Programming	5
IT 190: Computer Hardware and Operating Systems	5
IT 261: Desktop Administration	5
IT 273: Networking Concepts	5
IT 275: Linux System Administration	5
IT 276: Windows System Administration	5
IT 283: Networking with TCP/IP	5
IT 284: Introduction to Wireless Technologies	5
IT 285: Wireless Cases	5
TOTAL LOWER-DIVISION MAJOR REQUIREMENTS	50
UPPER-DIVISION MAJOR REQUIREMENTS	
IT 320: Operating System Concepts	6
IT 374: Linux System Administration II	6
IT 375: Windows Enterprise Administration	6
IT 386: Wide Area Networking	6
IT 388: Routing and Switching I	6
IT 430: Project Management	6
IT 471: Routing and Switching II	6
IT 475: Network Management	6
IT 482: Network Design	6
IT 484: Networking Security*	6
300/400-level: Elective	6
IT 497: Bachelor's Capstone in Networking Technology	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	70
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS AAS/AS/AA/BA/BS Degree	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
CM 220: College Composition II	
MM 201: College Algebra (or higher)	
MM 250: Introductory Discrete Mathematics	
IT 101: Introduction to Information Technology	
IT 182: Introduction to Programming	
IT 190: Computer Hardware and Operating Systems	
IT 261: Desktop Administration	
IT 273: Networking Concepts	
IT 275: Linux System Administration	
IT 276: Windows System Administration	
IT 283: Networking with TCP/IP	
IT 284: Introduction to Wireless Technologies	
IT 285: Wireless Cases	
CORE REQUIREMENTS	
300/400-level: Communication Elective	6
300/400-level: History/Humanities Elective	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	14
UPPER-DIVISION MAJOR REQUIREMENTS	
IT 320: Operating System Concepts	6
IT 374: Linux System Administration II	6
IT 375: Windows Enterprise Administration	6
IT 386: Wide Area Networking	6
IT 388: Routing and Switching I	6
IT 430: Project Management	6
IT 471: Routing and Switching II	6
IT 475: Network Management	6
IT 482: Network Design	6
IT 484: Networking Security	6
300/400-level: Electives	12
IT 497: Bachelor's Capstone in Networking Technology	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	76
TOTAL PROGRAM REQUIREMENTS	180

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

Bachelor of Science in Software Development

The Bachelor of Science in Software Development program is designed to provide students with a theoretical and practical background in software development and maintenance. This program focuses on the full software development life cycle, including software requirements, specifications, design, and implementation techniques. Courses are designed to develop proficiency in selected industry-standard programming languages. Graduates may pursue work in an entry-level software development environment.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate-level education, the University cannot guarantee that students will be granted admission to any graduate programs.

Kaplan University offers the Advanced Start Bachelor of Science in Software Development degree option for students who have earned an AAS, AS, AA, BA, or BS degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a two-year degree with the academic curriculum of a four-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims. Associate's and bachelor's degrees and credits considered to be remedial, occupational, or specialized may not be accepted for transfer under this option.

Kaplan University has expanded the advanced start option to include students who have received a bachelor's degree, but wish to change careers, and receive a second bachelor's degree. Lower-level (100/200) coursework will be transferred from the student's previous degree as a block of 90 credits. Upper-level (300/400) coursework will be evaluated on a course-by-course basis and applied toward appropriate upper-level degree requirements.

In addition to possessing an associate's or bachelor's degree, students applying for admission under this option must also complete all prerequisites required for the bachelor's degree courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start bachelor of science degree option.

The Bachelor of Science in Software Development program consists of a minimum of 180 quarter credit hours. Upon successful completion of the program, graduates will be awarded a bachelor of science degree.

Program Outcomes

Core Outcomes

1. **Composition:** Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. **Communication:** Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.
3. **Diversity and Culture:** Recognize and critically evaluate the impact of diversity on individual and group behavior.
4. **Ethics:** Demonstrate sound ethical reasoning and judgment skills through analysis and debate of significant ethical issues by explaining, defending, and assessing personal ethical perspectives.
5. **History:** Reflect critically on the impact of historical and contemporary events on society.
OR
Humanities: Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.
6. **Mathematics:** Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.
7. **Professional Development:** Evaluate and apply skills that enhance academic, professional, and personal success.
8. **Social Science:** Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. **Foundation:** Apply basic mathematical and logic principles to software development.
2. **Client Specifications:** Analyze the processes in which software development is applied to meet customer specifications.
3. **Application Specifications:** Select the appropriate programming application to satisfy project requirements.
4. **Business Analysis:** Explain the impact of software development on business or economic processes.
5. **Technology Analysis:** Evaluate trends, practices, and products to determine their effectiveness for systems and users.

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Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CS 114: Academic Strategies for the IT Professional	5
CM 106: College Composition I—Effective Writing I for IT Majors	5
CM 220: College Composition II	5
IT 101: Introduction to Information Technology	5
MM 201: College Algebra (or higher)	5
MM 260: Linear Algebra	5
100/200-level: Economics Elective	5
100/200-level: Ethics Elective	5
300/400-level: Communication Elective	6
300/400-level: Diversity and Culture Elective	6
300/400-level: History/Humanities Elective	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	60
LOWER-DIVISION MAJOR REQUIREMENTS	
IT 102: Introduction to Information Technology II	5
IT 182: Introduction to Programming	5
IT 185: Introduction to Software Development	5
IT 190: Computer Hardware and Operating Systems	5
IT 193: Introduction to Visual Basic	5
IT 200: Software Engineering	5
IT 215: Programming Language Structures	5
IT 254: Programming II	5
IT 258: Introduction to Java Programming	5
IT 267: Systems Programming and UNIX	5
IT 274: Component-Based Software Development Using C#	5
IT 280: Technical Writing and Documentation	5
IT 293: Advanced Visual Basic	5
100/200-level: Information Technology Electives	15
TOTAL LOWER-DIVISION MAJOR REQUIREMENTS	80
UPPER-DIVISION MAJOR REQUIREMENTS	
IT 310: Data Structures and Algorithms	6
IT 325: Compilers	6
IT 355: Web Programming Development	6
IT 430: Project Management	6
IT 460: Systems Analysis and Design	6
IT 461: Advanced Visual Basic II	6
IT 498: Bachelor's Capstone for Software Development	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	40
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
CM 220: College Composition II	
IT 182: Introduction to Programming	
IT 185: Introduction to Software Development	
IT 190: Computer Hardware and Operating Systems	
IT 193: Introduction to Visual Basic	
IT 200: Software Engineering	
IT 215: Programming Language Structures	
IT 254: Programming II	
IT 258: Introduction to Java Programming	
IT 267: Systems Programming and UNIX	
IT 274: Component-Based Software Development Using C#	
IT 293: Advanced Visual Basic	
IT 280: Technical Writing and Documentation	
MM 201: College Algebra (or higher)	
MM 260: Linear Algebra	
CORE REQUIREMENTS	
300/400-level: Communication Elective	6
300/400-level: History/Humanities Elective	6
CS 410: Advanced Career Development Strategies	2
TOTAL CORE REQUIREMENTS	14
UPPER-DIVISION MAJOR REQUIREMENTS	
IT 310: Data Structures and Algorithms	6
IT 325: Compilers	6
IT 355: Web Programming Development	6
IT 430: Project Management	6
IT 460: Systems Analysis and Design	6
IT 461: Advanced Visual Basic II	6
300/400-level: Information Technology Electives	24
300/400-level: Programming Electives	12
IT 498: Bachelor's Capstone for Software Development	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	76
TOTAL PROGRAM REQUIREMENTS	180

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

Associate of Applied Science in Computer Information Systems

The Associate of Applied Science in Computer Information Systems program is designed to prepare students with the general education, applied knowledge, technical skills, and communication skills required to pursue a wide range of entry-level positions in the information technology field, including network administration, software programming, and Web development. Students are taught the foundational skills necessary to install and maintain computer networks, troubleshoot hardware and software problems, manage databases, and develop Web pages. The emphasis areas allow the student to choose to concentrate in programming, network administration, or Web development.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Associate of Applied Science in Computer Information Systems program requires a minimum of 90 quarter credit hours. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.
3. Humanities: Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.
4. Mathematics: Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
5. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.
6. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. Foundation: Communicate and apply core information technologies in information technology professions.
2. Client Specifications: Analyze and offer verbal and written resolutions to technical issues faced by users and organizations.
3. System Specifications: Apply information technology methodology to evaluate, design, and implement systems.
4. Technology Analysis: Evaluate trends, practices, and products to determine their effectiveness for systems and users.
5. Business Analysis: Explain the impact of information systems and technology on business or economic processes.
6. Professional: Demonstrate the importance of professional development and continued education within the information technology field.

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CS 114: Academic Strategies for the IT Professional OR CS 115: Academic Strategies*	5
CM 102: College Composition I OR CM 106: College Composition I—Effective Writing I for IT Majors†	5
CM 220: College Composition II	5
IT 101: Introduction to Information Technology‡	5
100/200-level: Diversity and Culture Elective	5
100/200-level: Humanities Elective	5
100/200-level: Mathematics Elective	5
100/200-level: Social Science Elective	5
CS 210: Career Development Strategies	2
TOTAL CORE REQUIREMENTS	42
MAJOR REQUIREMENTS	
IT 117: Introduction to Web Design	5
IT 133: Software Applications‡	5
IT 182: Introduction to Programming	5
IT 190: Computer Hardware and Operating Systems	5
IT 273: Networking Concepts	5
100/200-level: Emphasis Area Courses	20
IT 299: Associate's Capstone in Computer Information Systems	3
TOTAL MAJOR REQUIREMENTS	48
TOTAL PROGRAM REQUIREMENTS	90
EMPHASIS AREAS	
Option I: Programming	
Choose four of the following:	
IT 163: Database Management	5
IT 193: Introduction to Visual Basic	5
IT 205: Cobol Programming I§	5
IT 207: Cobol Programming II§	5
IT 254: Programming II	5
IT 258: Introduction to Java Programming	5
IT 259: Java Programming II	5
IT 274: Component-Based Software Development Using C#	5
IT 293: Advanced Visual Basic	5
IT 296: Associate's-Level Information Technology Externship§	5
Option II: Network Administration	
Choose four of the following:	
IT 163: Database Management	5
IT 278: Network Administration	5
IT 283: Networking with TCP/IP	5
IT 284: Introduction to Wireless Technologies	5
IT 285: Wireless Cases	5
IT 286: Introduction to Network Security	5
IT 287: Introduction to Routing and Switching	5
IT 296: Associate's-Level Information Technology Externship§	5
Option III: Web Development	
Choose four of the following:	
IT 163: Database Management	5
IT 245: Website Development	5
IT 247: Website Tools	5
IT 250: Enhancing Websites with PHP	5
IT 255: E-Commerce Development	5
IT 258: Introduction to Java Programming	5
IT 259: Java Programming II	5
IT 296: Associate's-Level Information Technology Externship§	5

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

*Online students will take the program-specific Academic Strategies course.

†Online students will take the program-specific College Composition I course.

‡Online students may take a qualifying exam to test out of IT 101 and IT 133 and, if they successfully pass the exam, will substitute a 100/200-level information technology elective in its place.

§Onsite only.

Computer Systems Technician Certificate

The objective of the Computer Systems Technician Certificate program is to prepare students with the knowledge, technical skills, and work habits required to pursue an entry-level position as a computer technician or service technician. Graduates may be able to find other career opportunities in information systems installation, maintenance, and repair. Students may also be prepared to take the A+ Certification Examination (see Certification, State Board, and National Board Exams section of the school-specific policies). Although the program is designed to prepare students to take various certification or licensing exams, the University cannot guarantee the student will pass those exams. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams.

Duties for graduates of this program may include resolving hardware conflicts, resolving software conflicts, software installation, hardware installation, and computer troubleshooting.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Computer Systems Technician Certificate program consists of a minimum of 47 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

The program is only available onsite.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
GENERAL EDUCATION REQUIREMENTS	
CS 115: Academic Strategies	5
CM 102: College Composition I	5
100/200-level: Diversity and Culture Elective	5
100/200-level: Mathematics Elective	5
CS 210: Career Development Strategies	2
TOTAL GENERAL EDUCATION REQUIREMENTS	22
CORE REQUIREMENTS	
IT 101: Introduction to Information Technology	5
IT 133: Software Applications	5
IT 190: Computer Hardware and Operating Systems	5
IT 273: Networking Concepts	5
Choose one of the following 100-level IT electives*:	5
IT 117: Introduction to Web Design	
IT 163: Database Management	
IT 182: Introduction to Programming	
TOTAL CORE REQUIREMENTS	25
TOTAL PROGRAM REQUIREMENTS	47

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

* Students planning on continuing their education and enrolling in an associate's degree program with a programming or Web development emphasis should use the IT elective to satisfy an emphasis area prerequisite.

Information Technology Pathway Certificate

The Information Technology Pathway Certificate program is designed to prepare students to pursue entry-level employment and career advancement in the IT field. The certificate provides foundational knowledge of key information technology areas, including computer hardware, the Internet, databases, computer programming, and networking. Qualified credits earned in fulfillment of this certificate may be transferable to certain Kaplan University degree programs.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Information Technology Pathway Certificate program consists of a minimum of 36 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
IT 101: Introduction to Information Technology	5
IT 117: Introduction to Web Design	5
IT 163: Database Management	5
IT 182: Introduction to Programming	5
IT 190: Computer Hardware and Operating Systems	5
IT 273: Networking Concepts	5
IT 331: Technology Infrastructure	6
TOTAL PROGRAM REQUIREMENTS	36

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

Internet and Website Development Certificate

The Internet and Website Development Certificate is designed to prepare students to pursue entry-level employment and career advancement in website development. This coursework introduces students to the computer field and progresses to basic Web page creation in HTML. Students are taught website development using multimedia, graphics, image, and animation tools to encourage user productivity and interaction. The curriculum also discusses e-commerce solutions. Qualified credits earned in fulfillment of this certificate may be transferable to Kaplan University degree programs.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Internet and Website Development Certificate program consists of a minimum of 36 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
IT 101: Introduction to Information Technology	5
IT 117: Introduction to Web Design	5
IT 163: Database Management	5
IT 245: Website Development	5
IT 247: Website Tools	5
IT 255: E-Commerce Development	5
IT 373: Graphics and Multimedia for Web Design	6
TOTAL PROGRAM REQUIREMENTS	36

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

Introduction to Computer Programming Language Certificate

The Introduction to Computer Programming Language Certificate program is designed to prepare students to pursue entry-level employment and career advancement in computer programming. The coursework introduces three programming languages: Visual Basic (for Windows Programs), Java (a multipurpose, object-oriented programming language), and Structured Query Language (SQL). The certificate is designed to provide the foundational knowledge to pursue further study in advanced programming. Qualified credits earned in fulfillment of this certificate may be transferable to Kaplan University degree programs.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Introduction to Computer Programming Language Certificate program consists of a minimum of 36 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
IT 101: Introduction to Information Technology	5
IT 163: Database Management	5
IT 182: Introduction to Programming	5
IT 193: Introduction to Visual Basic	5
IT 258: Introduction to Java Programming	5
IT 293: Advanced Visual Basic	5
IT 350: Structured Query Language	6
TOTAL PROGRAM REQUIREMENTS	36

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.



School of Legal Studies

Mission Statement

The mission of the Kaplan University legal studies programs is to enable Kaplan University students, through the integration of objectives from the core curriculum, to communicate effectively in the legal environment, to synthesize important concepts from a variety of areas of legal specialization while demonstrating ethical decision-making skills, to develop thorough and effective legal research methods to solve problems, to demonstrate legal writing techniques, and to apply these techniques to enhance their professional lives.

Admissions Requirements

In addition to the general University admissions requirements, the School of Legal Studies has specific requirements for the following program:

PATHWAY TO PARALEGAL POSTBACCALAUREATE CERTIFICATE

Students in the Pathway to Paralegal Postbaccalaureate Certificate program must furnish an official transcript indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education by the end of their first term. If transcripts are not submitted by the end of the first term, the student will be blocked from future classes until such documentation is provided. If, for any reason, the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.



Bachelor of Science in Legal Studies

The Bachelor of Science in Legal Studies degree plan is designed to provide students wishing to enter the legal profession with an education that incorporates the study of law (and related disciplines) with the development of both practical skills and analytical skills. Students who plan to continue their course of study at the law school level also will have the solid educational foundation necessary to prepare them for the rigors of advanced study of the law or other areas of graduate study.

The program focuses on the knowledge, skills, and values needed to become competent and ethical professionals working in the legal services industry. Courses provide a well-rounded academic foundation that emphasizes analytical thinking, reading comprehension, and communication skills, while developing the practical skills needed to successfully enter the job market. Students have the opportunity to develop strong interpersonal skills, self-discipline, and ethical principles.

The legal education and training provided to students in the bachelor's degree in legal studies is useful for individuals interested in pursuing law school and graduate education or in many other occupations including: arbitrator, mediator, patent agent, title examiner, legislative assistant, lobbyist, political office holder, corporate executive, journalist, abstractor, claims examiner, compliance and enforcement inspector, occupational and safety health worker, social worker, legal psychology expert, and jury consultant. Students may further specialize their degree by choosing to pursue the health care emphasis area.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all. While the program is designed to prepare graduates to pursue continued graduate-level education, the University cannot guarantee that students will be granted admission to any graduate programs.

Kaplan University offers the Advanced Start Bachelor of Science in Legal Studies degree option for students who have earned an AAS, AS, AA, BA, or BS degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a two-year degree with the academic curriculum of a four-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims. Associate's and bachelor's degrees and credits considered to be remedial, occupational, or specialized may not be accepted for transfer under this option.

Kaplan University has expanded the advanced start option to include students who have received a bachelor's degree, but wish to change careers, and receive a second bachelor's degree. Lower-level (100/200) coursework will be transferred from the student's previous degree as a block of 90 credits. Upper-level (300/400) coursework will be evaluated on a course-by-course basis and applied toward appropriate upper-level degree requirements.

In addition to possessing an associate's or bachelor's degree, students applying for admission under this option must also complete all prerequisites required for the bachelor's degree courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start bachelor of science degree option.

The Bachelor of Science in Legal Studies program consists of a minimum of 180 quarter credit hours. Upon successful completion of the program, graduates will be awarded a bachelor of science degree.

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical-thinking skills.
2. Communication: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.
3. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.
4. Ethics: Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.
5. History: Reflect critically on the impact of historical and contemporary events on society.
6. Humanities: Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.
7. Mathematics: Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
8. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.
9. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes

1. Theory and Principles: Define the basic theories, elements, and principles of law.
2. Research: Find relevant primary and secondary legal sources in electronic and print media and apply them to specific factual scenarios using prescribed analysis and argument.
3. Investigation: Apply investigative techniques to support the development of legal argument.
4. Communications: Produce communications using theoretical and practical concepts from specialized areas of law.
5. Critical Thinking: Evaluate the role of legal theory and practice in professional and personal applications.

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Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CM 102: College Composition I OR CM 104: College Composition I—Effective Writing I for Legal Studies Majors*	5
CM 220: College Composition II	5
IT 133: Software Applications	5
MM 201: College Algebra (or higher)	5
PA 253: Legal Ethics	5
100/200-level: Communication Elective	5
100/200-level: Diversity and Culture Elective	5
100/200-level: History Elective	5
300/400-level: Communication Elective	6
300/400-level: Humanities Elective	6
300/400-level: Social Science Electives	12
TOTAL CORE REQUIREMENTS	64
LOWER-DIVISION MAJOR REQUIREMENTS	
LS 102: Introduction to Law	5
PA 201: Introduction to Legal Research	5
PA 205: Introduction to Legal Analysis and Writing	5
100/200-level: Electives	25
TOTAL LOWER-DIVISION MAJOR REQUIREMENTS	40
UPPER-DIVISION MAJOR REQUIREMENTS	
LS 308: Law and Society	6
LS 490: Legal Philosophy	6
300/400-level: Electives	30
300/400-level: Legal Studies Electives or Emphasis Area Courses	30
Choose one of the following Capstone options:	4
LS 493: Legal Studies Capstone (Internship)	
LS 497: BSLS Capstone	
LS 498: BSLS Capstone (Research Option)	
LS 499: BSLS Capstone (Comprehensive Exam)	
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	76
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
CM 220: College Composition II	
IT 133: Software Applications	
LS 102: Introduction to Law	
MM 201: College Algebra (or higher)	
PA 201: Introduction to Legal Research	
PA 205: Introduction to Legal Analysis and Writing	
PA 253: Legal Ethics	
UPPER-DIVISION MAJOR REQUIREMENTS	
LS 308: Law and Society	6
LS 490: Legal Philosophy	6
100/200-level: Electives	20
300/400-level: Electives	30
300/400-level: Legal Studies Electives or Emphasis Area Courses	24
Choose one of the following Capstone options:	4
LS 493: Legal Studies Capstone (Internship)	
LS 497: BSLS Capstone	
LS 498: BSLS Capstone (Research Option)	
LS 499: BSLS Capstone (Comprehensive Exam)	
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	90
TOTAL PROGRAM REQUIREMENTS	180
EMPHASIS AREA	
Option I: Health Care[†]	
LS 320: Health Law Survey	6
LS 420: Health Care Policy	6
LS 425: Health Care Legislation and Regulation	6
LS 430: Managed Care and Insurance Issues	6
LS 435: Bioethics in Health Care	6

Students choosing the health care emphasis area will need to take pre-requisite courses in place of electives:

- PA 301: Administrative Law
- PA 360: Constitutional Law Theory

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

*Online students will take the program-specific College Composition I course.

[†]Advanced start students choosing the health care emphasis area will take one emphasis area course in place of one 300/400-level elective.

Bachelor of Science in Paralegal Studies

The Bachelor of Science in Paralegal Studies program is designed to prepare individuals for a career as a paralegal as well as for advancement for those already working in the field. The program provides the student with a broad knowledge base and a strong foundation in law and paralegal skills. The baccalaureate program is designed to combine the technical skills of various specialized areas of law with research and analytical skills. In addition to the areas covered in the associate-level program, the bachelor's level covers the fields of real estate law, evidence, tort law, and advanced legal writing, as well as the addition of paralegal electives and general education requirements at the 300/400-level.

According to the U.S. Department of Labor, Bureau of Labor Statistics, more and more employers of paralegals now prefer the bachelor's degree as the entry-level degree to the field. Students enroll in this program to seek employment in a legal environment (private law firm, corporate law department, or local, state, or federal agency), to use their skills in a non-legal job, or to seek job advancement. Duties may include assisting with the preparation for litigation, supervision of documents, assisting attorneys in conducting courtroom proceedings, and researching legal issues.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all. While the program is designed to prepare graduates to pursue continued graduate-level education, the University cannot guarantee that students will be granted admission to any graduate programs.

Kaplan University offers several options for personalizing the degree through focusing electives and the subject of the capstone course on a particular emphasis area. The following emphasis areas are available in this program: office management, alternative dispute resolution, personal injury, corporate law, employment law, real estate law, social security law, family law, and legal technology.

Kaplan University offers the Advanced Start Bachelor of Science in Paralegal Studies degree option for students who have earned an AAS, AS, AA, BA, or BS degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a two-year degree with the academic curriculum of a four-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims. Associate's and bachelor's degrees and credits considered to be remedial, occupational, or specialized may not be accepted for transfer under this option.

Kaplan University has expanded the advanced start option to include students who have received a bachelor's degree, but wish to change careers, and receive a second bachelor's degree. Lower-level (100/200) coursework will be transferred from the student's previous degree as a block of 90 credits. Upper-level (300/400) coursework will be evaluated on a course-by-course basis and applied toward appropriate upper-level degree requirements.

In addition to possessing an associate's or bachelor's degree, students applying for admission under this option must also complete all prerequisites required for the bachelor's degree courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start bachelor of science degree option.

The Bachelor of Science in Paralegal Studies program consists of a minimum of 180 quarter credit hours. Upon successful completion of the program, graduates will be awarded a bachelor of science degree.

Program Outcomes

Core Outcomes

1. **Composition:** Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. **Communication:** Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.
3. **Diversity and Culture:** Recognize and critically evaluate the impact of diversity on individual and group behavior.
4. **Ethics:** Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.
5. **History:** Reflect critically on the impact of historical and contemporary events on society.
6. **Humanities:** Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.
7. **Mathematics:** Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
8. **Professional Development:** Evaluate and apply skills that enhance academic, professional, and personal success.

Discipline-Specific Outcomes

1. **Assist Clients:** Analyze data and information to assist clients throughout the legal process.
2. **Perform Legal Research:** Locate and analyze relevant primary and secondary legal sources in electronic and print media.
3. **Perform Investigative Functions:** Use investigative techniques to gather information from witnesses and other sources.
4. **Perform Communications Functions:** Use oral and written skills to communicate with participants throughout the legal process.
5. **Implement Legal Procedures:** Process legal documents and maintain legal schedules.
6. **Assist in Pretrial Preparation:** Draft and organize legal documents and records.
7. **Assist in Trial Preparation:** Prepare and organize pretrial documents and records.
8. **Prepare Forms and Documents:** Prepare office documents and forms.

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Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
PA 100: Eight Skills of the Effective Paralegal Student OR	
CS 115: Academic Strategies*	5
CM 102: College Composition I OR	
CM 114: College Composition I—Effective Writing I for Paralegal Studies Majors†	5
CM 220: College Composition II	5
IT 133: Software Applications	5
MM 201: College Algebra (or higher)	5
PA 253: Legal Ethics	5
100/200-level: Communication Elective	5
100/200-level: Diversity and Culture Elective	5
300/400-level: Communication Elective	6
300/400-level: Humanities Elective	6
300/400-level: Social Science Elective	6
Choose from one of the following professional studies courses:‡	2
CS 410: Advanced Career Development Strategies	
PA 231: The Role of the Paralegal in a Real Estate Law Practice	
PA 233: The Role of the Paralegal in a Corporate Law Practice	
PA 234: The Role of the Paralegal in a Family Law Practice	
PA 235: The Role of the Paralegal in a Social Security Law Practice	
PA 237: The Role of the Paralegal in an Employment Law Practice	
TOTAL CORE REQUIREMENTS	60
LOWER-DIVISION MAJOR REQUIREMENTS	
PA 101: The Paralegal Professional	5
PA 110: Civil Litigation	5
PA 130: Contracts OR	
MT 211: Business Law§	5
PA 165: Introduction to Torts	5
PA 201: Introduction to Legal Research	5
PA 205: Introduction to Legal Analysis and Writing	5
PA 230: Introduction to Legal Technology OR	
MT 230: Advanced Applications§	5
PA 250: Family Law	5
100/200-level: Elective	5
100/200-level: Paralegal/Legal Studies Elective or Emphasis Area Course	5
TOTAL LOWER-DIVISION MAJOR REQUIREMENTS	50
UPPER-DIVISION MAJOR REQUIREMENTS	
PA 300: Real Estate Law	6
PA 310: Tort Law	6
PA 401: Advanced Legal Writing	6
300/400-level: Electives	12
300/400-level: Paralegal/Legal Studies Elective	6
300/400-level: Paralegal/Legal Studies Electives or Emphasis Area Courses	30
PA 499: Bachelor's Capstone in Paralegal Studies	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	70
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
CM 220: College Composition II	
PA 101: The Paralegal Professional	
PA 110: Civil Litigation	
PA 130: Contracts	
PA 165: Introduction to Torts	
PA 201: Introduction to Legal Research	
PA 205: Introduction to Legal Analysis and Writing	
PA 230: Introduction to Legal Technology	
PA 253: Legal Ethics	
MM 201: College Algebra (or higher)	
EMPHASIS AREA PREREQUISITES	
Option I: Office Management	
200/300-level: Business/Management Course	
Option IV: Corporate Law	
100/200-level: Business/Management Course	
200/300-level: Business/Management Course	
Option VII: Family Law	
CJ 101: Introduction to the Criminal Justice System	
PA 250: Family Law	
Option IX: Legal Technology	
100-level: Computer Course	
IT 153: Spreadsheet Applications	
IT 190: Computer Hardware and Operating Systems	
CORE REQUIREMENTS	
300/400-level: Communication Elective	6
300/300-level: Humanities Elective	6
300/400-level: Social Science Elective	6
Choose from one of the following professional studies courses:‡	2
CS 410: Advanced Career Development Strategies	
PA 231: The Role of the Paralegal in a Real Estate Law Practice	
PA 233: The Role of the Paralegal in a Corporate Law Practice	
PA 234: The Role of the Paralegal in a Family Law Practice	
PA 235: The Role of the Paralegal in a Social Security Law Practice	
PA 237: The Role of the Paralegal in an Employment Law Practice	
TOTAL CORE REQUIREMENTS	20

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UPPER-DIVISION MAJOR REQUIREMENTS

PA 300: Real Estate Law	6
PA 310: Tort Law	6
PA 401: Advanced Legal Writing	6
300/400-level: Electives	12
300/400-level: Paralegal/Legal Studies Electives	12
300/400-level: Paralegal/Legal Studies Electives or Emphasis Area Courses	24
PA 499: Bachelor's Capstone in Paralegal Studies	4
TOTAL UPPER-DIVISION MAJOR REQUIREMENTS	70

TOTAL PROGRAM REQUIREMENTS 180

EMPHASIS AREAS

Option I: Office Management

MT 302: Organizational Behavior	6
MT 340: Conflict Resolution and Team Dynamics	6
PA 305: Law Office Management	6
PA 402: Employment Law	6

Option II: Alternative Dispute Resolution

CM 310: Communication and Conflict	6
PA 412: Alternative Dispute Resolution	6
PA 415: Family Law and Divorce Mediation	6
PA 416: Employment Dispute Resolution	6

Option III: Personal Injury

PA 326: Product Liability	6
PA 330: Medical Records Summary and Review	6
PA 342: Insurance Law	6
PA 450: Medical Malpractice Litigation	6

Option IV: Corporate Law

CM 410: Organizational Communication	6
MT 302: Organizational Behavior	6
MT 310: Ethics and the Legal Environment	6
PA 328: Intellectual Property	6

Option V: Employment Law

CM 310: Communication and Conflict	6
PA 402: Employment Law	6
PA 412: Alternative Dispute Resolution	6
PA 416: Employment Dispute Resolution	6

Option VI: Real Estate Law

CM 310: Communication and Conflict	6
PA 300: Real Estate Law	6
PA 303: Landlord and Tenant Law	6
PA 403: Real Estate Transactions	6

Option VII: Social Security Law[#]

PA 350: Social Security Disability Law	6
PA 352: Principles of Supplemental Security Income (SSI)	6
PA 407: Preparing for an Administrative Law Hearing	6
PA 423: Handling Childhood Disability Claims	6
PA 427: Principles of Medicaid and Medicare	6

Option VIII: Family Law[#]

CJ 333: Family and Domestic Violence	6
PA 415: Family Law and Divorce Mediation	6
PA 425: Elder Law	6

Option IX: Legal Technology

IT 153: Spreadsheet Applications	5
IT 190: Computer Hardware and Operating Systems	5
PA 230: Introduction to Legal Technology	5
PA 305: Law Office Management	6
PA 321: Time, Billing, and Records Management	6
PA 335: Trial and Courtroom Presentation	6
PA 495: Practicum in Paralegal Studies**	4

Students in some emphasis areas will need to take prerequisite courses in place of electives:

Option I: Office Management

200/300-level: Business/Management Course

Option IV: Corporate Law

100/200-level: Business/Management Course

200/300-level: Business/Management Course

Option VII: Family Law

CJ 101: Introduction to the Criminal Justice System

PA 412: Alternative Dispute Resolution

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

*Online students will take the program-specific Eight Skills of the Effective Student course.

¹Online students will take the program-specific College Composition I course.

²For the emphasis areas noted, students enrolled in the Bachelor of Science in Paralegal Studies program will take the following course instead of CS 410: students enrolled in the corporate law emphasis area take PA 233; students enrolled in the employment law emphasis area take PA 237; students enrolled in the real estate law emphasis area take PA 231; students enrolled in the social security law emphasis area take PA 235; and students enrolled in the family law emphasis area take PA 234.

³Onsite only

[#]Students choosing the social security law emphasis area will take an emphasis area course in place of a 300/400-level elective.

**Students enrolled in the legal technology emphasis area will take PA 495: Practicum in Paralegal Studies in place of PA 499: Bachelor's Capstone in Paralegal Studies.

Associate of Applied Science in Paralegal Studies

The Associate of Applied Science in Paralegal Studies program is designed to offer a level of training that provides the student with a solid foundation in paralegal studies and a liberal arts knowledge base, in conjunction with the technical skills and competencies required of the profession. The program provides comprehensive study in areas such as legal research, civil litigation, contracts, legal ethics, torts, and various legal disciplines.

Students enroll in this program to pursue occupational advancement or to seek employment in legal environments, including private law firms, corporations, and government agencies. A paralegal's duties may include preparation for litigation, providing administrative support during courtroom proceedings, interviewing witnesses and investigation, and researching legal issues.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Associate of Applied Science in Paralegal Studies degree program consists of a minimum of 90 quarter credit hours. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

Program Outcomes

Core Outcomes

1. Composition: Demonstrate college-level writing, research, documentation, and critical-thinking skills.
2. Communication: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.
3. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.
4. Ethics: Demonstrate sound ethical reasoning and judgment skills by analyzing and debating significant ethical issues by explaining, defending, and assessing personal ethical perspectives.
5. Mathematics: Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
6. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.

Discipline-Specific Outcomes

1. Assist Clients: Analyze data and information to ethically assist clients throughout the legal process.
2. Perform Legal Research: Locate and analyze relevant primary and secondary legal sources in electronic and print media.
3. Perform Investigative Functions: Use investigative techniques to gather information from witnesses and other sources.
4. Perform Communications Functions: Use oral and written skills to communicate with participants throughout the legal process.
5. Implement Legal Procedures: Process legal documents and maintain legal schedules.
6. Assist in Pretrial Preparation: Draft and organize legal documents and records.
7. Assist in Trial Preparation: Prepare and organize pretrial documents and records.
8. Prepare Forms and Documents: Prepare office documents and forms.

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
PA 100: Eight Skills of the Effective Paralegal Student OR	
CS 115: Academic Strategies*	5
CM 102: College Composition I OR	
CM 114: College Composition I—Effective Writing I for Paralegal Studies Majors†	5
CM 220: College Composition II	5
IT 133: Software Applications	5
PA 253: Legal Ethics	5
100/200-level: Communication Elective	5
100/200-level: Diversity and Culture Elective	5
100/200-level: Mathematics Elective	5
Choose from one of the following professional studies courses:	2
CS 210: Career Development Strategies	
PA 231: The Role of the Paralegal in a Real Estate Law Practice	
PA 233: The Role of the Paralegal in a Corporate Law Practice	
PA 234: The Role of the Paralegal in a Family Law Practice	
PA 235: The Role of the Paralegal in a Social Security Law Practice	
PA 237: The Role of the Paralegal in an Employment Law Practice	
TOTAL CORE REQUIREMENTS	42
MAJOR REQUIREMENTS	
PA 101: The Paralegal Professional	5
PA 110: Civil Litigation	5
PA 130: Contracts OR	
MT 211: Business Law‡	5
PA 165: Introduction to Torts	5
PA 201: Introduction to Legal Research	5
PA 205: Introduction to Legal Analysis and Writing	5
PA 230: Introduction to Legal Technology OR	
MT 230: Advanced Applications‡	5
PA 250: Family Law	5
100/200-level: Paralegal/Legal Studies Elective or Externship	5
Choose one of the following Capstone options:	3
PA 280: AASPS Capstone and Externship	
PA 293: Associate's Capstone—Portfolio Option	
PA 299: Associate's Capstone—Project	
TOTAL MAJOR REQUIREMENTS	48
TOTAL PROGRAM REQUIREMENTS	90

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

*Online students will take the program-specific Eight Skills of the Effective Student course.

†Online students will take the program-specific College Composition I course.

‡Onsite only

Legal Secretary Certificate

Legal secretary is a growing field of law that offers employment opportunities for highly trained and qualified graduates in a wide range of businesses and industries. The Legal Secretary Certificate program is designed to give the student an introduction to legal secretarial skills and to assist those students who desire to enhance their abilities on the job. It may prepare the students to pursue employment as a legal secretary or a legal administrative assistant in a law firm, the judicial system, and the legal departments of organizations in the profit and nonprofit sectors. Students are taught the role of the paralegal in the civil litigation process and the skills necessary for effective legal writing, document processing, and use of software applications. Qualified credits earned in fulfillment of this certificate may be transferable to certain Kaplan University degree programs.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Legal Secretary Certificate program consists of a minimum of 46 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Program Outcomes

Core Outcomes

1. Communication: Demonstrate the ability to effectively communicate in the legal environment.
2. Ethical Decision Making: Demonstrate the ability to apply ethical decision making in the practice of paralegal.
3. Critical Thinking: Demonstrate the ability to apply critical thinking to resolve paralegal practice problems.
4. Theory and Practice: Demonstrate the ability to synthesize and analyze theoretical and practical concepts from a variety of areas of legal specializations.
5. Basic Skills: Demonstrate the ability to apply and employ basic office secretarial skills to produce legal forms and documents.
6. Legal Communication: Demonstrate the ability to produce written legal correspondence and documentation.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
AC 114: Accounting I	5
CM 206: Interpersonal Communications	5
IT 101: Introduction to Information Technology	5
IT 133: Software Applications	5
MT 211: Business Law	5
PA 101: The Paralegal Professional	5
PA 105: Legal and Professional Writing	5
PA 106: Legal Terminology and Transcription	5
PA 305: Law Office Management	6
TOTAL PROGRAM REQUIREMENTS	46

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

Pathway to Paralegal Postbaccalaureate Certificate

The Pathway to Paralegal Postbaccalaureate Certificate program is intended for those students who have a bachelor's degree from an accredited institution and want to enter the paralegal profession. This certificate is designed to increase students' knowledge of the paralegal profession and to provide them with the foundational coursework to become paralegals. Students are taught how to communicate effectively in a legal environment, conduct legal research, and evaluate legal sources. In addition, students will apply learned concepts to relevant legal arguments and examine ethics in legal environments.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Pathway to Paralegal Postbaccalaureate Certificate program consists of a minimum of 41 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Program Outcomes

1. Communications: Communicate effectively in legal environments.
2. Ethics: Apply ethical decision making to paralegal practice.
3. Critical Thinking: Apply critical thinking to paralegal practice situations.
4. Practice: Analyze theoretical and practical concepts in areas of legal specialization.
5. Legal Research: Conduct legal research.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
PA 101: The Paralegal Professional	5
PA 110: Civil Litigation	5
PA 201: Introduction to Legal Research	5
PA 253: Legal Ethics	5
PA 305: Law Office Management	6
100/200-level: Legal Studies/Paralegal Electives	15
TOTAL PROGRAM REQUIREMENTS	41

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.



School of Nursing

Mission Statement

The Kaplan University nursing programs prepare students to enter the nursing profession at all levels of practice, from basic to advanced, and enable graduates to develop the knowledge, skills, and values to serve effectively in whatever nursing roles and settings they choose. The University promotes nursing education focused on providing excellent care, serving as leaders, and being accountable and responsive to the ever-changing global health care climate.

Upon acceptance to the nursing programs, students will receive the School of Nursing Handbook. This handbook outlines policies and procedures specific to the nursing programs, in addition to the below.

Admissions Requirements

In addition to the general University admissions requirements, the School of Nursing requires all prospective students to complete a criminal background check, as required by applicable federal and/or state regulatory agencies. See the Criminal Background Check policy below for more information. The School of Nursing has specific requirements for the following programs:

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- Provide documentation of a current, unencumbered license to practice as a registered nurse in at least one U.S. state, including the state in which the practicum will be completed.
- Have a cumulative grade point average of 2.5 (out of 4.0) from all previous coursework or apply for admission through the alternative admissions procedures set forth below.
- Meet at least one of the following requirements:
 1. Be an actively practicing registered nurse in at least one U.S. state or in the U.S. military at the time of enrollment.
 2. Have actively practiced as a registered nurse for at least 1,000 hours within 3 years prior to enrollment.
 3. Be a student nurse or recent graduate who will have earned an associate's degree or diploma in nursing and will become licensed in at least one U.S. state prior to beginning their first nursing course.

Alternative Admissions

Students with a grade point average between 2.0 and 2.5 from a regionally accredited institution or accredited by another agency recognized by the U.S. Department of Education may apply for admission to the program by completing an Alternative Admissions Dean's Evaluation. The Dean will review the work history, transcripts, and resume of alternative admissions applicants and admit those for whom admission is deemed appropriate. Any student with a CGPA below 2.5 who has not completed an Alternative Admissions Dean's Evaluation will not be admitted to the program.

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- Achieve a passing grade on the standardized admission examination that evaluates basic academic skills. Additional information about the exam is available through the School of Nursing.
- Submit an official high school and/or college transcript with a minimum cumulative GPA of 2.5 on high school and any previously completed college coursework.

REQUIREMENTS FOR GRADUATES OF FOREIGN NURSING PROGRAMS

Students who graduated from foreign nursing programs must be licensed to practice in at least one U.S. state in order to be admitted to the Bachelor of Science in Nursing program. As part of the state licensure process, they must submit an official course-by-course translation and evaluation of their nursing program to a foreign credential evaluation service. Kaplan University will accept an official copy of the foreign transcript evaluation submitted at the time of licensure in the U.S. The transcript translation and evaluation must be received by the Prior Learning Assessment Center by the last day of the first term of enrollment. The evaluation must be

completed by an approved agency listed by the National Association of Credential Evaluation Services at www.naces.org/members.htm or by another service approved by Kaplan University.

Criminal Background Check Policy

All prospective or new students in associate's and bachelor's degree programs in the School of Nursing must complete a criminal background check through Kaplan University's designated provider, CertifiedBackground.com. All expenses incurred for the criminal background check will be paid by prospective or new students directly to CertifiedBackground.com. Costs for the background check will vary based on student's domicile history for the past seven years.

Additional criminal background check information may be required for students based on their state and/or clinical setting requirements. The state of Iowa requires that criminal background checks include information from the Iowa Department of Human Services relating to child abuse and dependent adult abuse. Prospective or new students residing in Iowa must authorize Kaplan University to obtain this information.

In the event that a criminal background check reveals a conviction or other issue, the Office of the Dean will notify prospective or new students of one of the following:

1. Denied admission to the program.
2. Withdrawal from the program.
3. Admitted to or may continue in the program for minor offenses that do not restrict eligibility to enter clinical settings and/or complete application for licensure.

Prospective or new students will not be admitted to or permitted to continue in a School of Nursing program if information reveals a felony conviction or other issue that the School of Nursing deems unacceptable, or that prevents a student from being accepted into a clinical setting.

Students seeking readmission to a nursing program will be required to complete a criminal background check prior to readmission into the program.

The Office of the Dean will maintain confidentiality of all information related to criminal background checks.

CRIMINAL BACKGROUND CHECK PROCEDURE

1. Prior to admission into the School of Nursing, each prospective student will receive information in writing about a required criminal background check, including instructions about how to complete the criminal background check online at CertifiedBackground.com.
2. If additional criminal background check information or authorizations are necessary, the prospective or new student will be notified by the Office of the Dean.
3. Students admitted into the Associate of Science in Nursing program must complete the criminal background check by the last day of their first term at Kaplan University.
4. Students admitted into the Bachelor of Science in Nursing degree completion program must complete the criminal background check prior to registration for NU 499: Bachelor's Capstone in Nursing.

5. The Office of the Dean will monitor criminal background checks and review the results for each prospective or new student as they are available.
6. A copy of the completed criminal background check report will be provided to the Office of the Registrar for inclusion in each student's record.
7. Prospective or new students with reported offenses will be notified by the Office of the Dean. Cleared prospective or new students may proceed without any notification.

Externships and Clinical Experiences

In particular phases of study, some programs include an externship or clinical experience that is to be completed without compensation. Although students are supervised by professionals at their externship or clinical site, they must continue to maintain contact with the University Externship Coordinator/Clinical Coordinator. Onsite Associate of Science in Nursing students will be supervised by a faculty clinical instructor.

In order for students to become eligible for an externship or clinical, the following academic requirements must be met prior to starting the externship or clinical:

1. Students must pass all required prerequisite courses, as indicated in this Catalog.
2. Students may not have a grade of "F" for any major course, unless their academic record reflects that the course has been satisfactorily repeated.
3. Students may not have an incomplete grade ("I") for any major course.
4. Students must have a 2.0 GPA for externships.

During externship or clinical training, students are expected to perform in an ethical, safe, and professional manner, and to assist in all matters appropriate to the scope of practice. Failure to do so may result in course failure and dismissal from the program.

All externship and clinical sites are carefully selected based on an evaluation of site personnel, facilities, geographic location, availability, and type of learning experience provided.

The University maintains affiliation agreements with a variety of facilities. Students should be aware that some facilities may have special requirements that must be met. If a student has a particular interest in a facility with which the University is not affiliated, the student may bring this to the attention of the Externship Coordinator/Clinical Coordinator so the site may be evaluated.

Students may arrange the days or times of externship or clinical training only with written permission from the University. If a student is absent from externship or clinical training, both the site and the Clinical Instructor must be informed by the student.

Progression Requirements

In addition to the general undergraduate student progression and satisfactory academic progress requirements, the School of Nursing stipulates for Associate of Science in Nursing and Bachelor of Science in Nursing students that:

- In addition to meeting Kaplan University's requirements, students must achieve a minimum grade of "C" in each of the major or core requirements for the program and attain a minimum CGPA of 2.5.
- Students in nursing programs will be withdrawn from their pro-

gram if unable to successfully complete a major or core course on the second attempt.

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- Kaplan University's Bachelor of Science in Nursing program has an articulation plan by which RN-to-BSN degree completion students can obtain higher education academic credit and avoid a repetition of previous coursework. The articulation options are determined using the student's state of residency, current licensure, and original transcripts from the ADN or diploma/degree-granting institution. Each student's transcripts shall be evaluated in their entirety for possible transfer of prior academic credits.
- Prior to beginning NU 499, the student will meet all applicable health and safety requirements as requested by the practice site for NU 499: Bachelor's Capstone in Nursing. The student must also complete a criminal background check, as required by applicable federal and/or state regulatory agencies.
- Failure to submit the required documentation to the clinical coordinator prior to beginning the clinical project will delay completion of this course and may result in dismissal from the Bachelor of Science in Nursing program.
- Prior to the end of the first term, students enrolled in the Bachelor of Science in Nursing program will be required to submit the following:
 - Proof of student nurse professional liability insurance coverage in the amount of at least \$1 million per incident/\$3 million aggregate.
 - Official transcripts indicating a cumulative GPA of 2.5 from all previous coursework. If official transcripts are not submitted by the end of the first term, the student will be blocked from future classes and their academic credentials will be withheld until such documentation is provided. If, for any reason, the student does not submit a transcript or the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.

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- Associate of Science in Nursing students must also achieve a minimum of "S" (satisfactory) for the clinical components of nursing courses.
- Prior to the end of the first term, students enrolled in the Associate on Science in Nursing program will be required to submit the following:
 - A Health assessment/physical examination completed within the six months prior to admission, including applicable immunization records and drug screening results.
 - A criminal background check, as required by applicable federal and/or state regulatory agencies. The background check must be able to qualify the student for practice as a nursing student under the requirements of the state of their clinical placements.
 - Prior to beginning a clinical experience, students must provide documentation of required health examinations, tests, and immunizations. Some facilities may require additional documentation as necessary to comply with specific federal and/or state requirements for student nurse candidates. Failure to submit appropriate documentation by the deadline will result in dismissal from the University.



Graduation Requirements

In addition to the general requirements for graduation, the School of Nursing requires that Associate of Science in Nursing and Bachelor of Science in Nursing students must:

- Achieve a minimum grade of “C” in each of the major and core requirements for the program.
- Successfully complete all clinical nursing courses with a minimum grade of “C” for the didactic portion of the courses and a grade of “S” (satisfactory) for the clinical portion of the courses, and
- Comply with all applicable policies and requirements related to the clinical educational experiences.

Certification, State Board, and National Board Exams

ASSOCIATE OF SCIENCE IN NURSING

The Associate of Science in Nursing program is designed to prepare students to become academically and clinically qualified to provide outstanding patient care. Upon successful completion of the program of study for the Associate of Science in Nursing, students may be academically prepared to apply to take the national licensure examination for registered nurses (NCLEX-RN).

The Associate of Science in Nursing program is designed to provide students with the background and practical experience that meet state and nationally recognized standards for such degrees; however, individual state licensing requirements vary and are subject to change. Thus, Kaplan University makes no representations or warranties as to whether the degree program meets the specific licensing requirements of any individual state. Kaplan University suggests that students independently research the licensing requirements of any state in which they intend to seek licensure.

Bachelor of Science in Nursing

The Bachelor of Science in Nursing program is designed to provide registered nurses with the education needed to enhance their skills, better meet the complex demands of health care, and pursue employment in numerous nursing and management specialties. Additionally, the program is designed as a foundation from which students can pursue graduate nursing studies.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate-level education, the University cannot guarantee that students will be granted admission to any graduate programs.

The Bachelor of Science in Nursing degree is considered essential for registered nurses seeking broader professional responsibilities and career opportunities. Kaplan University's degree program emphasizes professional growth and continuous learning. The program features a capstone course and a professional development plan that include career planning.

In addition to possessing an associate's degree or diploma in nursing, students applying for admission must also complete all prerequisites for the bachelor's degree courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours.

This program blends online coursework with a community-based experience. Students participate in a supervised learning experience, which is the capstone course (NU 499). The capstone experience will need to be completed in the state of licensure.

The Bachelor of Science in Nursing program consists of a minimum of 180 quarter credit hours. Upon successful completion of the program, graduates will receive a bachelor of science degree.

Program Outcomes

1. General Education: Integrate theoretical and empirical knowledge from the humanities, behavioral and biophysical sciences, and nursing as a basis for formulating nursing practice decisions.
2. Professional Roles: Synthesize core knowledge, core competencies, and professional values in the delivery of nursing care to individuals and groups within the three professional nursing roles (provider of care, manager of care, and member of the profession).
3. Leadership: Incorporate nursing leadership skills within the three nursing roles.
4. Research: Evaluate research for application and utilization in nursing practice.
5. Health Care Technology: Analyze methods that integrate and evaluate health care technologies in the delivery of nursing care.
6. Values: Incorporate ethical, political, legal, and economic values into professional practice.
7. Communication and Problem Solving: Design communication and problem-solving strategies for nursing practice in the current diverse global environment.
8. Participation in the Profession: Participate in the improvement of the nursing profession, the health care delivery system, and the formulation of health policy.
9. Professional Development Plan: Appraise one's own professional growth toward the achievement of self-initiated goals.

Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S DEGREE/PREREQUISITE REQUIREMENTS	
MA 104: Anatomy and Physiology I	5
MA 107: Anatomy and Physiology II	5
MA 126: Pharmacology	5
SC 115: Principles of Nutrition	5
100/200-level: Composition/Communication Course	8
100/200-level: History/Humanities Course	5
100/200-level: Mathematics Course	5
100/200-level: Science (Microbiology) Course	5
100/200-level: Social Science (Human Growth and Development) Course	5
100-level and above: Prior Nursing Credits	42
TOTAL PRIOR DEGREE CREDITS	90
CORE REQUIREMENTS	
CM 220: College Composition II	5
HU 280: Bioethics	5
IT 133: Software Applications	5
MM 207: Statistics	5
SS 124: Psychology OR	5
SS 144: Sociology	5
100/200-level: Diversity and Culture Elective	5
300/400-level: Electives	12
(Complete from two of the following areas: Communication, History, Humanities, Mathematics, Science, or Social Science)	
TOTAL CORE REQUIREMENTS	42
MAJOR REQUIREMENTS	
NU 300: Professional Leadership Transitions	6
NU 304: Health/Wellness Assessment and Strategies	6
NU 310: Nursing Research	6
NU 420: Leadership and Management in the Changing Health Care Environment	6
NU 450: Leadership Concepts in Population-Focused Nursing	6
300/400-level: Nursing Electives	12
NU 499: Bachelor's Capstone in Nursing	6
TOTAL MAJOR REQUIREMENTS	48
TOTAL PROGRAM REQUIREMENTS	180

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

Associate of Science in Nursing

The Associate of Science in Nursing program is a prelicensure, nursing education program. The program is designed to support the learner through the organization and integration of content, skills, and procedures along with a dynamic curriculum designed to increase student knowledge and competence, and provide the foundation for progressively higher levels of nursing practice. A student successfully completing the required plan of study and all other graduation requirements may be academically prepared to apply to take the licensing examination for registered nurses (NCLEX-RN). Students who complete the associate's degree and successfully pass the National Council Licensure Examination (NCLEX-RN) will be eligible to enter the Kaplan University Bachelor of Science in Nursing degree-completion program.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The Associate of Science in Nursing program is designed to provide students with the background and practical experience that meet state and nationally recognized standards for such degrees; however, individual state licensing requirements vary and are subject to change. Thus, Kaplan University makes no representations or warranties as to whether the degree program meets the specific licensing requirements of any individual state. Kaplan University suggests that students independently research the licensing requirements of any state in which they intend to seek licensure.

The program blends online coursework with on-ground, facility-based clinical practicum experiences. Students will be required to successfully complete both components of the coursework to fulfill program requirements.

This program is offered in select locations only and enrollment is limited. Contact an Admissions Advisor for details.

The Associate of Science in Nursing degree program consists of a minimum of 94 quarter credit hours. Due to state-specific nursing education requirements, the student may need to take more than 94 credits to complete the prelicensure program. Upon successful completion of the program, graduates will receive an associate of science degree.

Program Outcomes

1. Foundational Nursing Skills: Apply the nursing process to restorative, rehabilitative, preventive, and palliative care delivery.
2. Professional Roles: Apply core knowledge, core clinical competencies, and ethical behaviors in the delivery of nursing care to individuals and groups across the life span.
3. Leadership and Team Skills: Use team and leadership skills to provide patient care, direct patient care, and serve as a member of the nursing profession.
4. Research: Apply evidence-based care in clinical practice.
5. Health Care Technology: Utilize health care technologies in the delivery of nursing care.
6. Values: Explain the importance of ethical and legal considerations in the clinical practice of nursing.
7. Communication and Problem Solving: Apply communication and problem-solving strategies for nursing practice in the diverse global environment.
8. Participation in the Profession: Describe the role of nurses in the improvement of the health care delivery system and the formulation of health policy.
9. Professional Development Plan: Analyze one's own professional growth and progress toward the achievement of self-initiated goals.

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CS 118: Academic Strategies for the Nursing Professional	5
CM 108: College Composition I—Effective Writing I for the Nursing Professional	5
MM 201: College Algebra (or higher)	5
NU 200: LPN Professional Role Transition*	2
SS 124: Psychology	5
SS 144: Sociology	5
100/200-level: Science Elective	5
TOTAL CORE REQUIREMENTS	30–32
MAJOR REQUIREMENTS	
MA 104: Anatomy and Physiology I	5
MA 107: Anatomy and Physiology II	5
NU 101: Nursing Fundamentals	5
NU 110: Medical-Surgical Nursing I	5
NU 120: Care of Special Populations—Obstetrics	5
NU 130: Medical-Surgical Nursing II	7
NU 220: Care of Special Populations, Family II—Pediatrics	5
NU 230: Pharmacology	5
NU 240: Care of Special Populations-Mental Health Nursing II	5
NU 260: Medical-Surgical Nursing III	7
NU 270: Transitions Course—Issues and Trends	5
100/200-level: Additional Nursing Courses†	0–10
NU 299: Associate's Degree Integrated Care Strategies Capstone	5
TOTAL MAJOR REQUIREMENTS	64–74
TOTAL PROGRAM REQUIREMENTS	94–104

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

* This course is required only for LPNs entering the program, who are substituting prior learning to fulfill NU 101, NU 110, and NU 230. The credits earned will be included in the additional nursing electives category.

† The number of additional nursing electives required will be based on the number of credits needed to meet individual state education requirements for nursing students.

Practical Nursing Diploma—Iowa

(Available in Cedar Rapids, Cedar Falls, Des Moines, and Mason City)

The objective of the Practical Nursing Diploma program is to teach students the knowledge, technical skills, and work habits required to pursue an entry-level position as a practical nurse. Students will be instructed to give direct care to clients under the supervision of a physician or a registered nurse.

Nursing responsibilities may include direct patient care, the administration of medication, and the application of procedures and treatments.

This program is designed to prepare graduates to pursue entry-level employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The length of the program for day students is 44 weeks. All students must complete the program with 68 quarter credit hours. Upon successful completion of the program, graduates will be awarded a diploma.

Students must complete all allied health and practical nursing coursework with a grade of “C-” or better to progress in the Practical Nursing Diploma program. This program is designed to prepare the practical nursing graduate to apply for and register to take the NCLEX exam and become a licensed practical nurse upon successfully passing the exam. Although the program is designed to prepare students to take various certification exams, the University cannot guarantee the student will pass those exams.

The program is only available onsite.

Curriculum

Courses	Credits
DIPLOMA REQUIREMENTS	
CM 102X: College Composition I	4
CM 122: Oral Communications/Speech	4
MM 103X: College Mathematics	4
AH 101: Anatomy and Physiology I	4
AH 120: Anatomy and Physiology II	4
PN 101: Introduction to Human Dynamics, Nursing and Health Care	4
PN 105: Nursing Fundamentals	6
PN 109: Introduction to Nursing Pharmacology	4
PN 113: Nursing Across the Life Span	6
PN 117: Adult Chronic Medical-Surgical Nursing	8
PN 121: Adult Acute Medical-Surgical Nursing	10
PN 123: Practical Nursing Ethics and Rules	2
PN 125: Comprehensive Career Preparation for Practical Nursing	4
SS 124X: Psychology	4
TOTAL PROGRAM REQUIREMENTS	68

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

Practical Nursing Diploma—Nebraska

(Available in Omaha and Lincoln)

The objective of the Practical Nursing Diploma program is to teach students the knowledge, technical skills, and work habits required to pursue an entry-level position as a practical nurse. Students will be instructed to give direct care to clients under the supervision of a physician or a registered nurse.

Nursing responsibilities may include direct patient care, the administration of medication, and the application of procedures and treatments.

This program is designed to prepare graduates to pursue entry-level employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The length of the program for day students is 50 weeks and 100 weeks for evening students. All students must complete the program with 84 quarter credit hours. Upon successful completion of the program, graduates will be awarded a diploma.

Students must complete all allied health and practical nursing coursework with a grade of “C-” or better to progress in the Practical Nursing Diploma program. This program is designed to prepare the practical nursing student to apply for and register to take the NCLEX-PN exam, and then apply to become a licensed practical nurse. After licensure, the student may be prepared to pursue an entry-level position. Although the program is designed to prepare students to take various certification exams, the University cannot guarantee the student will pass those exams.

This program is only available onsite.

Curriculum

Courses	Credits
DIPLOMA REQUIREMENTS	
PN 127: Nursing Foundations	8
PN 129: Anatomy and Physiology I	4
PN 131: Anatomy and Physiology II	4
PN 134: Nursing Skills	4
PN 138: Human Growth and Development	4
PN 141: Pharmacology	4
PN 144: Medical-Surgical Nursing Care I	4
PN 147: Clinical I—Chronic Care	4
PN 150: Nutrition	4
PN 153: Mental Health Nursing	4
PN 156: Medical-Surgical Nursing Care II	4
PN 159: Clinical II—Chronic Care	4
PN 162: Genitourinary Nursing	4
PN 165: Medical-Surgical Nursing Care III	4
PN 168: Maternal Child Nursing Care	4
PN 171: Clinical III—Acute Care	4
PN 174: Cardiorespiratory Nursing	4
PN 177: Career Preparation/Leadership Supervision	4
PN 180: Medical-Surgical Nursing Care IV	4
PN 190: Clinical IV—Supervised Leadership	4
TOTAL PROGRAM REQUIREMENTS	84

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.



Undergraduate Course Descriptions

Courses offered at the University are identified by a code indicating subject area, followed by a three-digit number indicating the level of the course offering. The following subject codes and numbers are used:

ALLIED HEALTH	AH
BUSINESS	
Accounting	AC
General Business	BU
Human Resources	HR
Management	MG/MT
Retail Management	RT
Security and Assurance	SA
Travel and Hospitality Management	TH
CHILDHOOD EDUCATION	CE
COMMUNICATION AND COMPOSITION	CM
CRIMINAL JUSTICE	CJ
DENTAL ASSISTING	DA
EDUCATIONAL PARAPROFESSIONAL	EP
FOUNDATIONS	KU
HEALTH SCIENCES	
Exercise and Fitness	EF
Health and Wellness	HW
Health Science	HS
Medical Assisting	MA
Medical Office Management	MO
Medical Records	MR
Nutrition Science	NS
HUMANITIES	HU
INFORMATION SYSTEMS AND TECHNOLOGY	IT
INTERDISCIPLINARY STUDIES	IS
LEGAL STUDIES	LS
MASSAGE THERAPY	MS
MATHEMATICS	MM
NURSING	
Nursing	NU
Practical Nursing	PN
PARALEGAL STUDIES	PA
PROFESSIONAL STUDIES	CS
PSYCHOLOGY	PS
SCIENCE	SC
SOCIAL SCIENCE	SS

COURSE NUMBERING:
100–199 First-year courses
200–299 Second-year courses
300–399 Third-year courses
400–499 Fourth-year courses

ALLIED HEALTH

AH 101: ANATOMY AND PHYSIOLOGY I

This course introduces the structure and function of the human body from cells to body systems.
Onsite only
 4 Quarter Credit Hours
 Prerequisite: None

AH 120: ANATOMY AND PHYSIOLOGY II

This course is a continuation of AH 101, in which students are introduced to the structure and function of the human body from cells to body systems.
Onsite only
 4 Quarter Credit Hours
 Prerequisite: AH 101

AH K102: ALLIED HEALTH INDUSTRY AND FUNDAMENTALS (BLACK)

The Allied Health Industry and Fundamentals module is one of the two prerequisite modules for entering allied health students. This module includes an overview of academic strategies, law and ethics, math fundamentals, pharmacology, infection control and vital signs, and complementary and alternative medicine. This module is also designed to develop professional skills and proactive career management.
Onsite only
 6 Quarter Credit Hours
 Prerequisite: None

AH W102: ALLIED HEALTH CAREERS AND COMMUNICATION (WHITE)

The Allied Health Careers and Communication module is one of the two prerequisite modules for entering allied health students. This module includes an overview of English fundamentals, computer applications, medical terminology, anatomy and physiology, human behavior and communications, and medical emergencies, including first aid and CPR. This module is also designed to develop professional skills and proactive career management.
Onsite only
 6 Quarter Credit Hours
 Prerequisite: None

BUSINESS

Accounting

AC 114: ACCOUNTING I

This course reviews the complete accounting cycle and the creation and management of accounting information for business entities. Particular emphasis will be placed on the fundamental principles and skills of the accounting profession, including recording of transactions, financial presentation of accounting data, and the uses of accounting information.
 5 Quarter Credit Hours
 Prerequisite: None

AC 116: ACCOUNTING II

This course continues the study of accounting principles by further exploring the assets, liabilities, and stockholders' equity sections of a corporation's balance sheet.
 5 Quarter Credit Hours
 Prerequisite: AC 114

AC 122: PAYROLL ACCOUNTING

This course introduces federal laws affecting personnel and payroll records and covers in detail how to process a payroll. Topics covered include the calculation and recording of gross pay and overtime, federal income taxes, social security taxes, and federal and state unemployment taxes. Required federal tax and information returns and deposit rules are also covered.
 5 Quarter Credit Hours
 Prerequisite: AC 114

AC 152: COMPUTERIZED ACCOUNTING

This course familiarizes students with an accounting software package and its use in providing important accounting information. Students learn how to build, maintain, and operate a computerized accounting system.
 5 Quarter Credit Hours
 Prerequisite: AC 114

AC 239: MANAGERIAL ACCOUNTING

This course emphasizes the way in which accounting information can be used to aid management in planning and controlling business activities. Topics covered include financial statement analysis, job order cost systems, cost-volume-profit analysis, budgeting, performance evaluation using standard costs, differential analysis, and product pricing.
 5 Quarter Credit Hours
 Prerequisites: AC 114 and AC 116, or permission of the Dean

AC 256: FEDERAL TAX

This course introduces students to the procedures to decipher tax information on an individual federal tax basis. Basic concepts in federal income taxation are explored, including gross income, exclusions, adjusted gross income, deductions, exemptions, and credits. Introductory tax concepts including cash and accrual methods, like-kind exchanges, and passive loss rules are covered. Additionally, students will familiarize themselves with a tax software package and will explore the tax software's use in generating a tax return.
 5 Quarter Credit Hours
 Prerequisites: AC 114 and AC 116

AC 293–296: ASSOCIATE'S-LEVEL ACCOUNTING EXTERNSHIP

These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer.
Onsite only
 AC 293: 3 Quarter Credit Hours
 AC 294: 4 Quarter Credit Hours
 AC 295: 5 Quarter Credit Hours
 AC 296: 6 Quarter Credit Hours
 Prerequisite: Permission from Registrar's Office, Program Coordinator, and Externship Coordinator

AC 300: INTERMEDIATE ACCOUNTING I

This course examines the full accounting process and covers selected conceptual accounting issues, aspects of financial reporting, and structure and reporting requirements for the balance sheet, income statement, and statement of cash flows. In-depth analyses of current and long-term assets are also included.

6 Quarter Credit Hours

Prerequisites: AC 114 and AC 116

AC 301: INTERMEDIATE ACCOUNTING II

This course covers the accounting theory and practices associated with corporate accounting issues of pensions, leases, earnings per share, bonds, and investments. The time value of money and how it applies to business transactions is also examined. In-depth analyses of liabilities, stockholder's equity, and accounting changes and errors analysis are also included.

6 Quarter Credit Hours

Prerequisites: AC 114, AC 116, and AC 300

AC 410: AUDITING

This course examines the role of the auditor in a technological global business environment. Students are exposed to the scope of auditing as a profession, the rules governing the professional ethics of the CPA, and the components of the auditing process, along with the legal liabilities and responsibilities of an auditor.

6 Quarter Credit Hours

Prerequisites: AC 114, AC 116, and AC 300

AC 420: COST ACCOUNTING

This course is an introduction to the fundamentals of cost accounting. Topics include comparisons with financial accounting, basic cost accounting terminology and principles, cost classification, and manufacturing of inventories. Students analyze cost behavior and receive an introduction to various costing systems. The study of cost accounting for managerial purposes is also examined. Specific concepts include variance analysis, cost allocation, and cost-volume-profit analysis. Inventory costing methods, budgeting, and strategies are also explored.

6 Quarter Credit Hours

Prerequisites: AC 114 and AC 116

AC 430: ADVANCED TAX—CORPORATE

This course overviews federal income tax requirements, procedures, and tax planning for business entities, with an emphasis on C and S Corporations.

6 Quarter Credit Hours

Prerequisites: AC 114 and AC 116

AC 440: ADVANCED AUDITING

This course examines the role of the external auditor in each of the major activities performed during an audit. Students are exposed to realistic and focused cases involving all aspects of the auditing process.

6 Quarter Credit Hours

Prerequisites: AC 114, AC 116, AC 300, AC 301, and AC 410

AC 450: ADVANCED ACCOUNTING

This course covers the accounting theory and practices associated with intercorporate investments, foreign currency transactions, and accounting for state and local governments.

6 Quarter Credit Hours

Prerequisites: AC 114, AC 116, AC 300, and AC 301

AC 455: GOVERNMENTAL AND NONPROFIT ACCOUNTING

This course emphasizes the accounting principles and reporting requirements for government units and not-for-profit entities. Topics include the accounting cycle, budgeting and fund accounting, and accounting for state and local governments, colleges and universities, and for not-for-profit organizations.

6 Quarter Credit Hours

Prerequisites: AC 114 and AC 116

AC 460: INTERNATIONAL ACCOUNTING

This course introduces students to international accounting with special emphasis on four major topics: 1) accounting systems as expressions of cultural, political, and ideological forces, 2) comparative international accounting patterns, 3) efforts to harmonize international accounting standards world wide, and 4) accounting issues faced by multinational corporations.

6 Quarter Credit Hours

Prerequisites: AC 114 and AC 116

AC 465: ADVANCED FORENSIC ACCOUNTING

This course provides a survey of advanced forensic accounting topics. A critical component of this course includes an examination of the legal aspects of the profession. In addition to covering accounting fraud investigation and prevention techniques, students will learn how to collect evidence, provide legal support, and testify in court.

6 Quarter Credit Hours

Prerequisites: AC 114, AC 116, AC 300, and AC 410

AC 475: ACCOUNTING FRAUD EXAMINATION CONCEPTS

This course provides a survey of forensic accounting, and white-collar financial and fraud examination issues. Students will discover how financial fraud can be detected and deterred. The relationship between fraud, asset valuation, and financial statement analysis will be explored.

6 Quarter Credit Hours

Prerequisites: AC 114, AC 116, AC 300, and AC 410

AC 485: ADVANCED FEDERAL TAX

Students develop knowledge of how tax laws affect partnerships, corporations, S Corporations, other business entities, and their owners. In addition, the tax law applicable to not-for-profit entities, estates, trusts, and multijurisdictional issues are explored. Tax reporting, tax planning, and tax research skills are emphasized.

6 Quarter Credit Hours

Prerequisites: AC 114 and AC 116

AC 493–496: BACHELOR'S-LEVEL ACCOUNTING EXTERNSHIP

These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer.

Onsite only

AC 493: 3 Quarter Credit Hours

AC 494: 4 Quarter Credit Hours

AC 495: 5 Quarter Credit Hours

AC 496: 6 Quarter Credit Hours

Prerequisite: Permission from Registrar's Office, Program Coordinator, and Externship Coordinator

General Business

BU 100: INTRODUCTION TO BUSINESS

This course provides a fundamental working knowledge of the varied aspects of business and prepares students for future studies in more specialized topics within the subject area. Students may increase their awareness of the overall environment and function of business, as well as observe its contributions to society. This course also covers communication technology, globalization, and business ethics.

5 Quarter Credit Hours

Prerequisite: None

BU 204: MACROECONOMICS

This course includes analysis and study of macroeconomic theory, principles, and practice. Students examine topics such as national income determination, monetary and fiscal policy, and global economics.

5 Quarter Credit Hours

Prerequisites: 100-level computer course and 200-level mathematics course

BU 224: MICROECONOMICS

This course is an introduction to the principles of microeconomics, which introduces students to the study of the allocation of scarce resources by individual economic actors (consumers and firms) in a market economy. Students will examine the role of markets (supply and demand) in determining prices, consumer and household behavior, and the application of the cost function of a firm in different market structures to maximize profits. Particular attention will be given to integrating economic principles with the study of "real-world" problems.

5 Quarter Credit Hours

Prerequisites: 100-level computer course and 200-level mathematics course

BU 481–486: INDEPENDENT DIRECTED STUDY I–VI

In this course, students in the School of Business will engage in an independent, directed-studies project focused on a self-selected research project. The students will select a topic of inquiry that is of interest and relevant to their professional goals. There is flexibility built into the course with the intent of giving students some options to synthesize and apply the concepts presented into their own unique career field, company, and/or industry.

BU 481: 1 Quarter Credit Hour

BU 482: 2 Quarter Credit Hours

BU 483: 3 Quarter Credit Hours

BU 484: 4 Quarter Credit Hours

BU 485: 5 Quarter Credit Hours

BU 486: 6 Quarter Credit Hours

Prerequisite: None

Human Resources

HR 400: EMPLOYMENT AND STAFFING

In this course, students explore the role of personnel administration in the area of human resource management by examining the areas of employee recruiting, retention, and development. Topics focus on how an organization can implement effective recruiting and development policies. These factors will include the topics of compensation and benefits

packages, recruitment sources and techniques, electronic recruitment, competency-based recruiting and interviewing, why employees leave, rewards, recognition and opportunities, and balancing work with personal life.

6 Quarter Credit Hours
Prerequisite: MT 203

HR 410: EMPLOYEE TRAINING AND DEVELOPMENT

This course focuses on the issues related to employee training and employee development. Topics focus on how an organization's mission and goals provide guidance for employee training and development and how to assess an organization's job needs in terms of the knowledge, skills, and attitudes needed by employees to complete the organization's mission and achieve its goals.

6 Quarter Credit Hours
Prerequisite: MT 203

HR 420: EMPLOYMENT LAW

This course focuses on the issues related to federal statutes that affect the human resources function. Among topics addressed are employment relationships and procedures, employment discrimination, and employment regulations. Some specific issues covered in the course are EEO, affirmative action, OSHA, employee privacy, and wrongful discharge.

6 Quarter Credit Hours
Prerequisites: MT 203 and HR 400

HR 435: COMPENSATION

This course examines different methods for developing a compensation strategy and the use of compensation strategies for motivating and rewarding employee performance. Compensation and reward systems are important tools that are used to motivate employees and to gain employee commitment to a company's mission. Methods of determining the relative value of jobs, in relation to compensation, are also examined. This course covers how to assess and diagnose compensation issues and how to develop appropriate solutions. In addition, students analyze the role of the government and identify methods for managing compensation structures.

6 Quarter Credit Hours
Prerequisites: MT 203 and HR 400

HR 485: STRATEGIC HUMAN RESOURCE MANAGEMENT

This course focuses on the importance of a strategic approach to human resources. It looks at the elements that support these strategies as well as the factors that can affect them. Students explore how to effectively manage human resources to achieve organizational goals and advance the strategies of an organization.

6 Quarter Credit Hours
Prerequisite: 100/200-level business/management course

Management

MG 110: PRINCIPLES OF MANAGEMENT

This course provides an overview of the core functions of management and the development of management science. Emphasis is placed on

leadership styles, employer-employee relations, and organizational structure.

Onsite only
5 Quarter Credit Hours
Prerequisite: None

MT 103: INFORMATION AND OFFICE MANAGEMENT

This course provides an overview of skills, tasks, and procedures commonly performed in an office environment. Students also develop critical thinking skills in the production of basic office documents and presentations.

5 Quarter Credit Hours
Prerequisite: None

MT 203: HUMAN RESOURCE MANAGEMENT

In this course, students will examine the processes involved in human resources from a managerial perspective. Students will examine the functions of human resource management, including job analysis, staffing, performance appraisal, training and development, compensation, labor relations, and legal requirements.

5 Quarter Credit Hours
Prerequisite: None

MT 209: SMALL BUSINESS MANAGEMENT

In this course, students will create a business plan applying the principles of small business organization and management. Students will enhance problem-solving skills and develop a foundational understanding of entrepreneurial principles.

5 Quarter Credit Hours
Prerequisite: None

MT 211: BUSINESS LAW

This course introduces the fundamentals of the U.S. legal system as they apply to business in the contemporary global economy. Areas covered include business organizations, contracts, torts, employment law, and debtor/creditor relations. The course will also look at the relationship of business and law in the context of current events that impact our communities.

5 Quarter Credit Hours
Prerequisite: None

MT 217: FINANCE

This course covers basic financial concepts, principles, and techniques used in making personal and corporate decisions. It provides students with the tools necessary for analyzing the time value of money, financial statements, interest rates, the values of bonds and stocks, corporate costs of capital, corporate asset investment decisions, and corporate capital structure and dividend policies.

5 Quarter Credit Hours
Prerequisites: AC 114 and MM 207, or permission of the Dean

MT 219: MARKETING

This is an introductory course emphasizing key concepts and issues underlying the modern practice of marketing. The role of marketing in the organization and in society is examined and analyzed. Course content includes the general nature and role of marketing, the marketing concept, buyer behavior, and the environment in which marketing operates. The marketing planning

process is analyzed through the four main decision areas of products and services, distribution, promotion, and pricing.

5 Quarter Credit Hours
Prerequisite: 100/200 level business/management course

MT 230: ADVANCED APPLICATIONS

This course will cover advanced computer applications concepts using current office software. Students will increase their ability to produce and edit office documents, spreadsheets, presentations, and reports using appropriate skills required in business and industry.

5 Quarter Credit Hours
Prerequisite: IT 133

MT 298: ASSOCIATE'S CAPSTONE IN ACCOUNTING

This course applies accounting theories to real-world business environments through the study and practice of problem-solving techniques, supportive communication, team building, and self-awareness development.

3 Quarter Credit Hours
Prerequisite: Completion of at least two-thirds of the associate's degree program

MT 299: ASSOCIATE'S CAPSTONE IN MANAGEMENT

This course applies management theories to real-world business environments through the study and practice of problem-solving techniques, supportive communication, team building, and self-awareness development.

3 Quarter Credit Hours
Prerequisite: Completion of at least two-thirds of the associate's degree program

MT 300: MANAGEMENT OF INFORMATION SYSTEMS

This course provides students with an understanding of the role of computer-based information systems in business organizations. It emphasizes management and the technical concepts essential to business application and management control of information systems. Students learn the procedures and controls used in maintaining communication channels.

6 Quarter Credit Hours
Prerequisite: 100/200-level computer course

MT 302: ORGANIZATIONAL BEHAVIOR

This course explores human behavior in organizations. Students examine individual behavior, attitudes, personality, values, perception, and emotions and how these affect organization outcomes. The course also looks at the theories, concepts, and application of motivation, as well as the importance of stress management and professional ethics and etiquette. Students gain an understanding and appreciation for communication processes, channels, and styles. They also gain a set of organizational design tools.

6 Quarter Credit Hours
Prerequisite: 200/300-level business/management course

MT 305: HEALTH CARE ORGANIZATION AND DELIVERY

This course enhances the competence of health service managers from a variety of professional and vocational backgrounds. Using a combination of theory and practice, students look critically at the relationship between management and medical care. The course stresses the unique nature of the health care industry. Students also examine what

drives change in health care management and the role of leaders in managing that change.

6 Quarter Credit Hours

Prerequisite: 100/200-level business/management course

MT 310: ETHICS AND THE LEGAL ENVIRONMENT

Students apply ethical theories to business situations and evaluate the effects various decisions have on stakeholders. Topics include the foundations of moral development and ethical decision making; business ethics; corporate social responsibility and stakeholder management; and the responsibilities of business to employees, the environment, community, customers, and shareholders.

6 Quarter Credit Hours

Prerequisite: 100/200-level business/management course

MT 315: OPERATIONS MANAGEMENT IN HEALTH CARE

Day-to-day operations in health care settings require the application of statistical controls, continuous improvement, process analysis, and cost accounting to ensure the successful delivery of health care services. This course provides a custom-made, manager's toolkit of techniques and practices tailored to fit the demands of frontline managers in organizations that deliver and support health care services.

6 Quarter Credit Hours

Prerequisites: AC 114 and 100/200-level business/management course

MT 320: RESEARCH AND PRESENTATION

This course provides hands-on study and evaluation of research methods used in a management/technological environment, including an overview of statistical analysis for reporting and decision making. Students prepare research critiques of journal articles and develop a framework for specific research projects. Students learn to report and present findings in a manner that stimulates critical thinking and ideas, and look at the impact of technology in the management setting.

6 Quarter Credit Hours

Prerequisite: 100/200-level business/management course

MT 340: CONFLICT RESOLUTION AND TEAM DYNAMICS

This course addresses the dynamics of organizations in the increasingly complex work environment. Students examine group behavior, team building, and decision making. This course also looks at the theories and issues of leadership, as well as the implications of power, politics, and conflict in the workplace. Students develop a better understanding of individual and group interactions and learn the components and styles of effective negotiation. Students gain an appreciation of organizational culture, diversity, and the role of human resource practices along with an understanding of managing organizational change.

6 Quarter Credit Hours

Prerequisite: 200/300-level business/management course

MT 351: ECONOMICS OF INFORMATION

Successful managers must understand the integral ties between the Internet and other forms of communication and the development of a successful business. This course examines the Information Age from the perspective of applied management, preparing students to manage in the digital, network environment. It provides context for the growth of the information society, connecting the

role of American business with the expansion of various information technologies.

6 Quarter Credit Hours

Prerequisite: 100/200-level economics course

MT 355: MARKETING RESEARCH

This course explores how an organization collects and interprets information about the marketplace to develop effective strategies. It covers the use of statistical and analytical techniques used to measure and predict consumer behavior, assist product and service developers, guide sales or service management decisions, and evaluate marketing initiatives. The use of the Internet in marketing research is an integral part of the course.

6 Quarter Credit Hours

Prerequisites: MM 207 and MT 219

MT 359: ADVERTISING IN THE 21ST CENTURY

This course looks at integrated marketing communications through a comprehensive plan that evaluates the strategic roles of general advertising, direct response, sales promotion, and public relations. It examines both established advertising media (print, radio, and television) and alternative and emerging medias (the Internet and beyond), focusing on how they influence communication strategies to manage demand and to sell products and services.

6 Quarter Credit Hours

Prerequisite: MT 219

MT 420: EXTERNSHIP

This course is designed to give students practical job experience in their chosen career field. Students apply for externships with assistance from their Program Advisor and the Director of Career Services.

Onsite only

6 Quarter Credit Hours

Prerequisite: This course will be taken during the student's last two term's of the program, or earlier, with permission of the Program Coordinator

MT 425: MANAGERIAL FINANCE AND ACCOUNTING

This senior-level managerial finance course ties together theory and principles of financial management. It emphasizes the objectives, tasks, and decisions made by financial managers. These tasks include asset valuation, capital restructuring, asset risk and return, forecasting and performance evaluation, and merger decisions.

6 Quarter Credit Hours

Prerequisites: AC 114 and AC 116, or permission of the Dean

MT 429: POLITICAL ECONOMY

This course will examine, analyze, and evaluate the interrelationship between economics and politics on both a domestic and global level. This course will examine, analyze, and evaluate how this interrelationship between politics and economics shapes and defines not only the political dynamics, but also the cultural values of societies, both domestically and globally.

6 Quarter Credit Hours

Prerequisite: 100/200-level economics course

MT 435: OPERATIONS MANAGEMENT

This course focuses on the importance of the operations function in organizations. Students examine the fundamental issues of facilities location, output

planning, inventory control, scheduling, and quality control. The course emphasizes quality and its impact in securing a strategic advantage for manufacturing and service entities.

6 Quarter Credit Hours

Prerequisite: 100/200-level business/management course

MT 445: MANAGERIAL ECONOMICS

In this course, students examine, analyze, and evaluate the relationship between economics and managerial decision making. An emphasis will be placed on microeconomics. Macroeconomic issues will be placed in the context of their impact on businesses.

6 Quarter Credit Hours

Prerequisite: None

MT 450: MARKETING MANAGEMENT

This course examines the concepts and principles involved in marketing analysis and implementation of the marketing strategy in consumer, industrial, and service organizations. It explains all the elements of the marketing mix, including product, price, promotion, and distribution. Students analyze the social forces and international aspects of marketing.

6 Quarter Credit Hours

Prerequisites: MM 207 and MT 219

MT 451: MANAGING TECHNOLOGICAL INNOVATION

In this course, students will observe how business leaders manage the adoption and/or application of technological innovation. Students will be introduced to the technology adoption life cycle, several methods of technology forecasting, and the fostering/hindering effects of internal company culture. Finally, students will trace the technology life cycle of a specific technology of their own choosing, discuss how the innovation has affected business, and prepare a projection of its use in industry for the foreseeable future.

6 Quarter Credit Hours

Prerequisites: AC 114, MT 217, and 100/200-level business/management course

MT 455: SALESFORCE MANAGEMENT

This course focuses on the management of an organization's personal selling function. Recruiting, developing, motivating, and retaining a talented salesforce are essential to an enterprise's ability to compete. Through readings and other educational activities, students learn the tactical issues and strategies for developing the salesforce into an effective sales team, the fundamentals of strategic planning, the people aspects of personal selling, and how to evaluate and control personal selling activities.

6 Quarter Credit Hours

Prerequisite: MT 219

MT 459: CONSUMER BEHAVIOR

This course provides an overview of consumer behavior and explains how it impacts marketing strategy. It covers consumer research, market segmentation, and motivation, focusing on individual personality, perceptions, attitudes, and learning, as well as the influence of groups on consumer behavior. The consumer decision-making process is highlighted.

6 Quarter Credit Hours

Prerequisite: MT 219

MT 460: MANAGEMENT POLICY AND STRATEGY

This course demonstrates how to create a strategic business plan. Students learn how to craft, communicate, implement, and monitor a strategic plan, reformulating it as the need arises.

6 Quarter Credit Hours

Prerequisites: 100/200-level management course and 100/200-level computer course

MT 471: THE LEGAL AND ETHICAL ENVIRONMENT OF HEALTH CARE

This course introduces students to the legal, regulatory, and ethical environment of health care administration. Students examine the various issues facing a manager in such an environment and look at the legal and ethical concerns a medical practitioner deals with from a managerial perspective.

6 Quarter Credit Hours

Prerequisite: MT 203

MT 475: OUTCOMES ASSESSMENT AND QUALITY MANAGEMENT

In this course, students will learn how to apply Total Quality Management (TQM) principles and Continuous Quality Improvement (CQI) processes to a health care organization. Students will compare appropriate total quality tools and performance measures, and examine leadership and teamwork in the health care management.

6 Quarter Credit Hours

Prerequisites: AC 114, MT 315, and 100/200-level business/management course

MT 480: CORPORATE FINANCE

Corporate Finance is an upper-level finance course designed to provide a framework for understanding and analyzing investment and financial decisions of corporations. A basic understanding of how financial assets are priced is necessary to understand how to make a good decision for the corporation.

6 Quarter Credit Hours

Prerequisites: AC 114, MM 207, and MT 217

MT 481: FINANCIAL MARKETS AND INSTITUTIONS

This course examines the various types of securities and the factors that influence their value, as well as the markets in which they are traded. Students focus on how these markets work with the corporate finance function.

6 Quarter Credit Hours

Prerequisites: AC 114, MM 207, and MT 217

MT 482: FINANCIAL STATEMENT ANALYSIS

Financial Statement Analysis is designed to prepare students to analyze and utilize financial statements and valuation models to assess the value of a firm. The four key components of this course are: (1) financial ratio and cash flow analysis, (2) accounting analysis and valuation, (3) business strategy and valuation analysis, and (4) forecasting and risk analysis.

6 Quarter Credit Hours

Prerequisites: AC 114, MM 207, and MT 217

MT 483: INVESTMENTS

This course examines the principles and methods of investing in equity, fixed-income instruments, and derivatives. Students study types of investments,

perform analysis of markets, and learn the mechanics of trading.

6 Quarter Credit Hours

Prerequisites: AC 114, MM 207, and MT 217

MT 493–496: BACHELOR'S-LEVEL MANAGEMENT EXTERNSHIP

These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer.

Onsite only

MT 493: 3 Quarter Credit Hours

MT 494: 4 Quarter Credit Hours

MT 495: 5 Quarter Credit Hours

MT 496: 6 Quarter Credit Hours

Prerequisite: Permission from Registrar's Office, Program Coordinator, and Externship Coordinator

MT 499: BACHELOR'S CAPSTONE IN BUSINESS AND MANAGEMENT

This senior-level course builds on the concepts of all the courses taken within the program of study. The capstone course provides graduating students with an opportunity to integrate their previous coursework in a meaningful review of their learning and to assess their level of mastery of the stated outcomes of their degree program.

4 Quarter Credit Hours

Prerequisite: Completion of at least two-thirds of the bachelor's degree program

Retail Management

RT 101: PRINCIPLES OF RETAILING

This course provides an overview of the retail industry and explores significant developments in the retailing field such as consolidation, multi-channel offerings, centralization, and globalization. Students will examine the key retail decision variables (location, merchandise management, pricing, communications, store design, customer service, and store management), and explore the principles and practices of successful retail management through contemporary examples. Students will also observe a variety of management theories applied in a retail context.

5 Quarter Credit Hours

Prerequisite: None

RT 201: BUILDING CUSTOMER SALES AND LOYALTY

This course studies the use of the following promotional tools and their applications: advertising, sales promotions, events, and loyalty and frequency shopper programs. It looks at the application of these tools to increase customer market share. This course examines the effect that consumer behavior and customer management have on brand image and loyalty.

5 Quarter Credit Hours

Prerequisite: None

RT 301: STORE MANAGEMENT

This course examines theories and practices that are related to building and managing an effective store. It includes store management responsibilities, store layout and design, visual merchandising, and customer service. Students will gain an understanding of the different types of retail store

formats, multichannel retailing, and retail consumer behavior.

6 Quarter Credit Hours

Prerequisite: None

RT 401: MERCHANDISING MANAGEMENT

This course examines the merchandising industry and the context of both retailers and e-tailers, focusing on the planning, budgeting, procurement, pricing, and promotion of merchandise. Students explore the application of display principles related to store layout and visual merchandising. Sales forecasting, inventory management systems, technology, and merchandise assortment considerations are emphasized.

6 Quarter Credit Hours

Prerequisites: RT 101 or RT 201, AC 116, and MT 217

RT 441: SUPPLY CHAIN MANAGEMENT

Students study systems supporting retail operations, such as supply chain management and information systems. The course examines the flow of information and merchandise in a retail chain and explores concepts and techniques for designing, operating, and optimizing the service value chain while maintaining quality.

6 Quarter Credit Hours

Prerequisites: RT 101 or RT 201, and MT 435

RT 461: RETAIL STRATEGY

The course focuses on the development of strategic methods to gain a competitive advantage in the marketplace. It will expose students to theories and best practices in order that they understand factors leading to significant retail success. Students explore the need to coordinate decisions when designing and implementing retail market strategies. The evaluation of growth opportunities, such as international expansion, market penetration, and product expansion are emphasized. The course also covers the use of key business performance indicators and the use of information technology.

6 Quarter Credit Hours

Prerequisites: RT 301, RT 401, RT 441, and MT 460

Security and Assurance

SA 400: BUSINESS PROCESS ANALYSIS

This course studies business process analysis through the business process management (BPM) model. Topics include BPM phase steps, outputs in relation to the model as a whole, and the roles of the essential elements that define the model universe: leadership, project management, and people change management. Common risks and mitigation strategies will be assessed throughout the course of study.

6 Quarter Credit Hours

Prerequisites: None

SA 410: RISK ANALYSIS AND STRATEGY

This course provides an overview of risk management with a focus on the risk assessment process. Students will learn how to identify strategies for countering or avoiding threats, as well as providing countermeasures for future contingencies using qualitative and quantitative analysis methods. The

course enables students to determine an organization's vulnerabilities and assess ways and means to avoid threats that might compromise its mission.

6 Quarter Credit Hours

Prerequisite: None

SA 411: RISK MANAGEMENT

In this course, students will learn risk management techniques and how they are applied in different situations. Students will learn to analyze threats through both insurance and economic theories, and learn to propose counter measures for future contingencies. The course further enables students to understand how organizations use risk management to mitigate their exposure to risk.

6 Quarter Credit Hours

Prerequisite: SA 101

SA 421: ETHICS AND COMPLIANCE—SARBANES-OXLEY AND SEC REGULATIONS

In this course, the student will learn about the Sarbanes-Oxley Act, how it relates to SEC regulations, and the management controls necessary to ensure ongoing compliance. The integration of ethics as the foundation for long-term as well as day-to-day operations of an entity is emphasized.

6 Quarter Credit Hours

Prerequisite: SA 400

SA 422: ETHICS AND COMPLIANCE—HIPAA AND HEALTH INDUSTRY REGULATIONS

For the student interested in the allied health industry, this course covers national standards for the protection of individual's health information as applied to health plans, health care clearinghouses, and health care providers. The student will also learn of other health industry regulations that protect patients and providers. The integration of ethics as the foundation for long-term as well as day-to-day operations of an entity is emphasized.

6 Quarter Credit Hours

Prerequisite: SA 400

SA 423: ETHICS AND COMPLIANCE—FEDERAL ACTS AND REGULATIONS

This course will cover all federal acts and resulting regulations that impact the various facets of an entity's operations and processes. Knowledge gained from this course will allow the student to make credible business decisions based on regulatory standards, such as the Privacy Act and the Federal Records Act. The integration of ethics as the foundation for long-term as well as day-to-day operations of an entity is emphasized.

6 Quarter Credit Hours

Prerequisite: SA 400

Travel and Hospitality Management

TH 101: TRAVEL CONCEPTS

In this course, students will learn how to use basic travel concepts to assist their customers. They will learn how to identify key criteria for selecting a travel product and to define rates, codes, and regulations. Students will also describe trends in the travel industry and evaluate career opportunities.

5 Quarter Credit Hours

Prerequisites: None

TH 102: SALES, MARKETING, AND CUSTOMER SERVICE

This course provides an overview of key business concepts, sales, marketing, and customer service used in travel and hospitality. The students will learn the marketing mix as applied to their industry and develop an appropriate sales plan. The legal and ethical issues for travel professionals will be emphasized throughout this course.

5 Quarter Credit Hours

Prerequisite: None

TH 110: DESTINATION GEOGRAPHY WEST

This course presents the western hemisphere as a wide variety of tourist destinations and recreational opportunities. Students explore the locations of major cities, waterways, capitals, tourist attractions, and transportation systems, as well as examine the climates and cultural trends. Throughout this course, students will become familiar with professional airport codes and industry terminology. Point-of-entry requirements will be reinforced.

5 Quarter Credit Hours

Prerequisite: None

TH 117: GLOBAL HOSPITALITY

In this course, aspiring managers learn about the many global opportunities available in the hospitality industry. Highlights include the service and travel and tourism industries, hospitality careers, club organization and operation, the cruise industry, and casino hotels. Students gain a better understanding of the organization and structure of hotels, restaurants, and clubs from a management perspective, including franchising and management contracts, business ethics, human resources, and marketing.

5 Quarter Credit Hours

Prerequisite: None

TH 200: DESTINATION GEOGRAPHY EAST

This course presents the eastern hemisphere as a wide variety of tourist destinations and recreational opportunities. Students explore the locations of major cities, waterways, capitals, tourist attractions, and transportation systems, as well as examine the climates and cultural trends. Throughout this course, students will become familiar with professional airport codes and industry terminology. Point-of-entry requirements will be reinforced.

5 Quarter Credit Hours

Prerequisite: None

TH 206: HOTEL MANAGEMENT AND OPERATIONS

In this course, students learn how management techniques can increase front-office efficiency and customer sales. Topics include yield management techniques, the latest computer technology, and team-building skills. Students learn how front-office activities and functions affect other departments, as well as how to manage the front office to ensure that the property's goals are met.

5 Quarter Credit Hours

Prerequisite: None

TH 210: TRAVEL TECHNOLOGY SYSTEMS

In this course, students learn an airline reservation system, which includes schedule display, reservations, fare display, autopricing, building a passenger name record (PNR), explaining fare rules, and car and hotel reservations. Additionally, students

review Internet research and booking procedures for both domestic and international travel.

5 Quarter Credit Hours

Prerequisite: TH 110

TH 225: SPECIAL TOPICS IN TOURISM

This course familiarizes students with current issues and industry trends utilizing Internet research. Special topics may include cruises and tours. This information is enhanced by an introduction to an industry database management program.

5 Quarter Credit Hours

Prerequisites: TH 101 and TH 102

TH 230: DYNAMICS OF TRIP/EVENT PLANNING

In this course, students learn the important elements of organizing group travel using team-building and critical thinking skills. This course is designed to educate students to understand and experience the planning, participation, and evaluation of a preplanned familiarization trip/special event by working as a flexible team. Onsite students will complete a well-defined journal of their experiences upon return from their trip to a tourist destination.

5 Quarter Credit Hours

Prerequisite: Last term or permission of the Chair/Dean

TH 280: GLOBAL APPLICATIONS

This course applies industry theories to real-world environments through the study and practice of problem-solving techniques, supportive communication, team building, and customer service development. Onsite students will apply knowledge either through community service or an internship that includes comprehensive employability skills and professional image. Students will complete a final comprehensive test or project. The final test may be the Travel Agent Proficiency (TAP) Test if the instructor approves and the student so chooses. However, the additional cost to take the exam will be the student's responsibility, unless otherwise informed by the instructor.

5 Quarter Credit Hours

Prerequisite: Last term or permission of the Chair/Dean

TH 299: ASSOCIATE'S CAPSTONE IN GLOBAL TRAVEL AND HOSPITALITY MANAGEMENT

This course applies industry theories to real-world environments through the study and practice of problem-solving techniques, supportive communication, team building, and customer service development. Onsite students will apply knowledge either through community service or an internship that includes comprehensive employability skills and professional image. Students will complete a final comprehensive test or project. The final test may be the Travel Agent Proficiency (TAP) Test if the instructor approves and the student so chooses. However, the additional cost to take the exam will be the student's responsibility, unless otherwise informed by the instructor.

3 Quarter Credit Hours

Prerequisite: Completion of at least two-thirds of the associate's degree program

CHILDHOOD EDUCATION

CE 101: INTRODUCTION TO EARLY CHILDHOOD EDUCATION AND CURRICULUM PLANNING

Studies reveal that important learning occurs in an individual's first five years of life. This course is designed to provide students with the foundations necessary to provide safe, healthy, high-quality care for young children. Students will learn how to design and apply developmentally appropriate curriculum and practices to facilitate learning through course-work application exercises. Topics include history, ethics, issues, current trends, teaching practices, licensing standards, and career opportunities in the field of early childhood education.

5 Quarter Credit Hours

Prerequisite: None

CE 114: INFANT, TODDLER, AND EARLY CHILDHOOD DEVELOPMENT

This course will survey the physical, social, emotional, and cognitive development of children from birth through age five. Topics include: landmarks of development, attachment issues, importance of developmental milestones, and developmentally appropriate practice. Using their understanding of how infants and toddlers develop, students will discuss contemporary issues in group care; assess infant and toddler developmental levels; apply guidance techniques; and develop strategies to provide developmentally appropriate care giving, nurturing, and instruction for the most important developmental years in life.

5 Quarter Credit Hours

Prerequisite: None

CE 210: PROFESSIONALISM AND ETHICAL CONDUCT IN CHILD CARE

This course is designed to help students develop effective professional practices in the early childhood care field. Students will be introduced to professional practices and explore values and ethics in the early childhood care profession. They will learn how to become an advocate for children and their families, and how to identify resources for continuing personal and professional growth and education in the field. Students also will apply the National Association for the Education of Young Children (NAEYC) Code of Ethics to solve real-world problems.

5 Quarter Credit Hours

Prerequisite: CE 101

CE 220: CHILD SAFETY, NUTRITION, AND HEALTH

This course is designed to help students develop effective professional practices in the early childhood care field. Students will be introduced to professional practices and explore values and ethics in the early childhood care profession. They will learn how to become an advocate for children and their families, and how to identify resources for continuing personal and professional growth, and education in the field. Students also will apply the National Association for the Education of Young Children (NAEYC) Code of Ethics to solve real-world problems.

5 Quarter Credit Hours

Prerequisite: CE 114

CE 230: CREATIVE ACTIVITIES FOR YOUNG CHILDREN

This course is designed to help early childhood care professionals provide developmentally appropriate, creative activities in a child care environment. Participants will select, construct, deliver, and evaluate materials, activities, and experiences that will help foster children's social, emotional, cognitive, and physical development. Students also will examine cross-curricular strategies for providing children with experiences that encourage independence, exploration, risk-taking, and opportunities to think and act creatively.

5 Quarter Credit Hours

Prerequisite: CE 101

CE 240: CARING FOR INFANTS AND TODDLERS WITH SPECIAL NEEDS

This course introduces the early childhood education emphasis area student to the needs of young children with disabilities and chronic conditions. The course provides a brief overview of various types and degrees of disabilities and chronic illnesses that can affect infants and toddlers. Topics include age and developmentally appropriate practices for including infants and toddlers with special needs, the care needs, and family dynamics relating to infants and toddlers with disabilities. Students will also be introduced to the Americans with Disabilities Act and the Individuals with Disabilities Education Act and why they are important for families and providers.

5 Quarter Credit Hours

Prerequisite: Completion of all early childhood development emphasis area courses

COMMUNICATION AND COMPOSITION

CM 100: FUNDAMENTALS OF ENGLISH

This course is designed to assist students who need additional preparation for college writing courses. Students examine and practice the writing process to strengthen their ability to produce well-organized essays, coherent paragraphs, and grammatically correct sentences. This course does not fulfill the composition or communications core requirement and is not eligible for "EC" or "TC" credit.

Onsite only

2 Quarter Credit Hours

Prerequisite: None

CM 102: COLLEGE COMPOSITION I

This course develops students' writing skills by focusing on research, prewriting, drafting, revising, and editing. Emphasis will be on developing the elements of form and style in writing.

5 Quarter Credit Hours

Prerequisite: Any Academic Strategies course (CS 111-CS 119) or any Eight Skills of the Effective Student course (CJ 100 or PA 100)

CM 102X: COLLEGE COMPOSITION I

This course develops students' writing skills by focusing on research, prewriting, drafting, revising,

and editing. Emphasis will be on developing the elements of form and style in writing.

Onsite only

4 Quarter Credit Hours

Prerequisite: Any Academic Strategies course (CS 111-CS 119) or any Eight Skills of the Effective Student course (CJ 100 or PA 100)

CM 103: COLLEGE COMPOSITION I—EFFECTIVE WRITING I FOR CRIMINAL JUSTICE MAJORS

Students will learn how to communicate effectively in their professional field using various writing styles. Students will also identify and further develop their own writing process. Grammar and mechanics will be reviewed, helping students focus on the areas that will improve their writing.

5 Quarter Credit Hours

Prerequisite: Any Academic Strategies course (CS 111–CS 119) or any Eight Skills of the Effective Student course (CJ 100 or PA 100)

CM 104: COLLEGE COMPOSITION I—EFFECTIVE WRITING I FOR LEGAL STUDIES MAJORS

Students will learn how to communicate effectively in their professional field using various writing styles. Students will also identify and further develop their own writing process. Grammar and mechanics will be reviewed, helping students focus on the areas that will improve their writing.

5 Quarter Credit Hours

Prerequisite: None

CM 105: COLLEGE COMPOSITION I—EFFECTIVE WRITING I FOR BUSINESS MAJORS

Students will learn how to communicate effectively in their professional field using various writing styles. Students will also identify and further develop their own writing process. Grammar and mechanics will be reviewed, helping students focus on the areas that will improve their writing.

5 Quarter Credit Hours

Prerequisite: Any Academic Strategies course (CS 111–CS 119) or any Eight Skills of the Effective Student course (CJ 100 or PA 100)

CM 106: COLLEGE COMPOSITION I—EFFECTIVE WRITING I FOR IT MAJORS

Students will learn how to communicate effectively in their professional field using various writing styles. Students will also identify and further develop their own writing process. Grammar and mechanics will be reviewed, helping students focus on the areas that will improve their writing.

5 Quarter Credit Hours

Prerequisite: Any Academic Strategies course (CS 111–CS 119) or any Eight Skills of the Effective Student course (CJ 100 or PA 100)

CM 107: COLLEGE COMPOSITION I—EFFECTIVE WRITING I FOR ARTS AND SCIENCES MAJORS

Students will learn how to communicate effectively in their professional field using various writing styles. Students will also identify and further develop their own writing process. Grammar and mechanics will be reviewed, helping students focus on the areas that will improve their writing.

5 Quarter Credit Hours

Prerequisite: Any Academic Strategies course (CS 111–CS 119) or any Eight Skills of the Effective Student course (CJ 100 or PA 100)

CM 108: COLLEGE COMPOSITION I—EFFECTIVE WRITING I FOR THE NURSING PROFESSIONAL

Students will learn how to communicate effectively in their professional field using various writing styles. Students will also identify and further develop their own writing process. Grammar and mechanics will be reviewed, helping students focus on the areas that will improve their writing.

5 Quarter Credit Hours

Prerequisite: Any Academic Strategies course (CS 111–CS 119) or any Eight Skills of the Effective Student course (CJ 100 or PA 100)

CM 109: COLLEGE COMPOSITION I—EFFECTIVE WRITING I FOR THE HEALTH CARE PROFESSIONAL

Students will learn how to communicate effectively in their professional field using various writing styles. Students will also identify and further develop their own writing process. Grammar and mechanics will be reviewed, helping students focus on the areas that will improve their writing.

5 Quarter Credit Hours

Prerequisite: Any Academic Strategies course (CS 111–CS 119) or any Eight Skills of the Effective Student course (CJ 100 or PA 100)

CM 114: COLLEGE COMPOSITION I—EFFECTIVE WRITING I FOR PARALEGAL STUDIES MAJORS

Students will learn how to communicate effectively in their professional field using various writing styles. Students will also identify and further develop their own writing process. Grammar and mechanics will be reviewed, helping students focus on the areas that will improve their writing.

5 Quarter Credit Hours

Prerequisite: Any Academic Strategies course (CS 111–CS 119) or any Eight Skills of the Effective Student course (CJ 100 or PA 100)

CM 115: COMMUNICATING IN THE 21ST CENTURY

Effective communication in an information-based and globally connected society is crucial for all professions. This course introduces: verbal and nonverbal communication skills; determinants of successful and unsuccessful communications; the influence of linguistic, cultural, gender, and social differences on communication effectiveness; and efficient and effective use of various media as communication channels. Students will be provided with some of the knowledge and tools necessary to live and succeed in a multicultural community and global economy.

5 Quarter Credit Hours

Prerequisite: None

CM 122: ORAL COMMUNICATIONS/SPEECH

This course presents elements of the oral communications process with emphasis on developing skills in preparing and delivering speeches through the study of organization, support, and audience analysis. Students gain confidence as they develop skills in research, persuasion, discussion, and interaction.

Onsite only

4 Quarter Credit Hours

Prerequisite: None

CM 202: MASS COMMUNICATIONS

This course examines the roles of creators, consumers, and advertisers in a variety of mass media industries, including print, radio, film, television, and the World Wide Web. Discussions focus on the

effects of technological advancements, government and industry regulation, advertiser and consumer feedback, and economic factors on mass media in the professional world, as well as legal and ethical issues in mass communication and industry.

5 Quarter Credit Hours

Prerequisite: Any College Composition I course (CM 102–CM 109 or CM 114)

CM 206: INTERPERSONAL COMMUNICATIONS

This course helps students become more effective communicators in their personal and professional interpersonal relationships. Emphasis is placed on surveying interpersonal communications in varying contexts, including personal, social, professional, and cultural dimensions. Topics include the communication process, the influence of perception on communication, verbal and nonverbal elements of interaction, listening, the communication of emotions, and effective communication strategies.

5 Quarter Credit Hours

Prerequisite: Any College Composition I course (CM 102–CM 109 or CM 114)

CM 214: PUBLIC SPEAKING

This basic public speaking course will provide students with practical advice and essential skills for public speaking. In addition to learning how to be effective oral communicators, students will explore addressing diverse audiences and the ethical impact of their oral communication. Students will explore diverse topics and formats, including visual aids, and how to use organization and research to support their views. Students will use a provided Web camera to prepare and present speeches via the Internet, allowing viewing and feedback from instructors and peers. Students will also view and critique examples from professional speeches.

5 Quarter Credit Hours

Prerequisite: CM 107 or any College Composition I course

CM 220: COLLEGE COMPOSITION II

This course is a continuation of CM 102 and focuses on the development of critical thinking skills presented in written short and long response and research papers. Methods of research documentation will be emphasized.

5 Quarter Credit Hours

Prerequisite: Any College Composition I course (CM 102–CM 109 or CM 114)

CM 240: TECHNICAL WRITING

This course is an introduction to various writing formats and styles designed specifically to facilitate workplace communication. Students will study and practice audience analysis, and evaluate the components of successful business correspondence, technical reports, instructions, proposals, and presentations. Students create a portfolio of technical documents written for professional audiences, and demonstrate proficiency in technology and research, document design, and organization and writing style consistent with business and technical communication.

5 Quarter Credit Hours

Prerequisite: Any College Composition I course (CM 102–CM 109 or CM 114)

CM 250: FUNDAMENTALS OF GRAMMAR AND EDITING

Writing well is an important communication skill for technical writers and those in other professional

writing careers. This course addresses grammar basics, punctuation, sentence structure, style, and editing. Students will practice editing their own writing at different stages, correcting and refining their writing skills.

5 Quarter Credit Hours

Prerequisite: Any College Composition I course (CM 102–CM 109 or CM 114)

CM 270: WRITING FOR MULTIMEDIA

Interactive multimedia involves engaging and dynamic presentations that interact with the user. The multimedia writer is required to understand and work with text-based content in combination with graphics, audio, video, still images, and animation. This course is designed to introduce students to the principles and techniques required to produce and write material for the world of multimedia and production. The course focus is on familiarizing students with emerging technologies, including the Web and presentation software, that enhance their skills as journalists and editors.

Students will engage in interactive documentary creation using a variety of media in combination with critical thinking.

5 Quarter Credit Hours

Prerequisites: CM 240 and CM 250; students enrolled in a Bachelor of Science in Communication program only

CM 310: COMMUNICATION AND CONFLICT

This course focuses on the nature of communication and conflict in interpersonal and organizational contexts. Students learn theories of conflict and conflict resolution with an emphasis on ways to manage conflict in order to create more productive and satisfying interpersonal and organizational relationships.

6 Quarter Credit Hours

Prerequisite: CM 220

CM 312: COMMUNICATION AND ORGANIZATIONAL CHANGE

Through this course, students will analyze the management of organizational change and the importance of communication skills in adopting change. The focus will be on communicating and implementing change programs and new ideas and practices in the workplace, and coping with change that occurs in organizational settings. Topics include: persuasion, bargaining and negotiation, ethical issues surrounding change and communication, and organizational campaigns.

6 Quarter Credit Hours

Prerequisite: CM 410; students enrolled in a Bachelor of Science in Communication program only

CM 315: GROUP DYNAMICS AND TEAM BUILDING

Group dynamics and team building come into play whether working together as a team of professional colleagues or as a family. This course is designed to help students learn to communicate effectively and ethically in different group settings. By participating in real-world group projects, students will critically examine how members of a team can successfully interact, collaborate, and make decisions. Students also will reflect on their personal role in the group process.

6 Quarter Credit Hours

Prerequisites: CM 220 and a 100/200-level communication elective

CM 318: ADVOCACY AND OPPOSITION IN THE MODERN WORKPLACE

This course will focus on a practical approach to argumentation and critical thinking for the modern workplace. Students will learn how to apply argumentation techniques to address ethical and workplace issues for diverse audiences. Topics include basic reasoning and logic, issue analysis, evidence, research, and reasoning in oral and written communication.

6 Quarter Credit Hours

Prerequisites: CM 410; students enrolled in a Bachelor of Science in Communication program only

CM 320: INTERVIEWING SKILLS FOR THE TECHNICAL WRITER

Successful technical writers know how to write well and how to identify and write for specific audiences. Technical writers may spend a large portion of their time gathering information and interviewing prior to and on completion of a project. Good interviewing and listening skills are the basis for gathering and analyzing technical information. This course will provide students with a foundation for the interviewing skills that are necessary to technical writers in today's workplace. Students will learn how to set up, prepare for, conduct, analyze, and write up interviews and information obtained through interviews.

6 Quarter Credit Hours

Prerequisite: CM 240; students enrolled in a Bachelor of Science in Communication program only

CM 340: ADVANCED TECHNICAL WRITING

CM 340: Advanced Technical Writing, builds on the skills learned in CM 240: Technical Writing, and furthers the student's proficiency and understanding of opportunities and responsibilities for technical writers. In this course, students will study ways that technical writers work on the job, such as facilitating and performing group work; planning, organizing, and writing a variety of technical documents; and advancing their writing and review skills and knowledge of document design. Students will also learn how to deal with ethical situations and reach global audiences. These topics will be explored in relation to the current state of the profession where students will research, locate, review, and share contemporary news related to issues in technical writing. The course is designed so that students will create documents and work in similar situations that technical writers encounter in the workplace.

6 Quarter Credit Hours

Prerequisites: CM 240 and CM 250; students enrolled in a Bachelor of Science in Communication program only

CM 345: PROPOSAL AND GRANT WRITING

Proposal writing can play a major role in institutions (such as universities), research and development companies, and even for-profit businesses. This course provides students with an overview of the process of writing grant proposals seeking funding for for-profit and not-for-profit organizations. Students will explore the basic rules that apply to all grant proposals, learn how to read and use RFPs, and examine topics such as identifying and targeting specific funding sources, focusing an idea, and researching and organizing documentation.

Students will create a real-world project that includes an assessment and implementation plan.

6 Quarter Credit Hours

Prerequisite: CM 340; students enrolled in a Bachelor of Science in Communication program only

CM 350: PUBLIC RELATIONS STRATEGIES

Public Relations Strategies builds a basic understanding of public relations processes and practices. Students will study how public relations practitioners work, the theories and processes of public relations, and the roles public relations plays in organizations. The role of public relations in issues management and ethical situations public relations professionals encounter will be addressed. Throughout the course, students will engage in the types of research conducted in public relations and will compose public relations documents for a variety of audiences and delivery methods.

6 Quarter Credit Hours

Prerequisite: CM 410; students enrolled in a Bachelor of Science in Communication program only

CM 410: ORGANIZATIONAL COMMUNICATION

This course focuses on the study and implementation of effective organizational communication. Different theories will be identified, discussed, and critiqued. Students will study the major components of organizational communication including leadership, conflict, and ethics. Additionally, students will read and critique case studies showing organizational communication in professional applications.

6 Quarter Credit Hours

Prerequisite: CM 220

CM 415: EFFECTIVE AND APPROPRIATE COMMUNICATION IN THE WORKPLACE

CM 415 is an advanced writing course that teaches effective analysis and writing strategies for careers in communications. The goal of this course is to teach the components of professional writing so that students will be proficient communicators in their career fields. Students study the characteristics of professional writing; develop strategies for addressing internal, external, and global audiences; and practice writing professional business letters, memos, emails, and other communication relevant to their careers.

6 Quarter Credit Hours

Prerequisites: CM 240 and CM 250; students enrolled in a Bachelor of Science in Communication program only

CM 420: INTERPERSONAL COMMUNICATION IN ORGANIZATIONS

Effective interpersonal communication skills are essential for professional success. In this course, students will apply interpersonal communication theories and concepts to analyze interactions in organizational settings. Students will examine how interpersonal communication impacts their workplace relationships, and develop strategies for understanding and improving interactions with managers, subordinates, coworkers, and clients. Students will learn how to use these interpersonal communication strategies to improve their ability to lead, give and receive feedback, participate effectively in a group, appreciate diverse perspectives, and engage in constructive conflict.

6 Quarter Credit Hours

Prerequisite: CM 410; students enrolled in a Bachelor of Science in Communication program only

CM 430: THEORIES AND APPLICATION IN ORGANIZATION SETTINGS

The focus of this course is on theories and applications of organization theory as they relate to organizational communication. Topics include media literacy; leadership; group development, dynamics, and teamwork; diversity; global organizations and cultures; and ethics.

6 Quarter Credit Hours

Prerequisites: CM 220 and CM 410; students enrolled in a Bachelor of Science in Communication program only

CM 445: TECHNICAL WRITING FOR THE PROFESSIONS

This course reviews the conventions and genres associated with five professions most in need of technical writers. Students will learn about opportunities and expectations for technical writers within these five professional fields (business, science, medical, information technology, and legal). Within each field, students will explore commercial, trade, and scholarly writing, and how to use stylistic and visual devices to make technical information accessible to general audiences, as well as write with precision and expertise to specialized audiences. This is a course that transitions students from college-level writing to the real world of professional communication.

6 Quarter Credit Hours

Prerequisite: CM 340; students enrolled in a Bachelor of Science in Communication program only

CM 450: PROFESSIONAL DEVELOPMENT IN TECHNICAL WRITING

The goal of this course is to acquaint students with professional development, what it means, how to participate in professional venues associated with their career field, and how to become a lifelong learner. Students will learn how to prepare for professional opportunities in technical writing that reach beyond their occupations. This type of involvement creates active professionals that have increased promotion potential and employment prospects.

6 Quarter Credit Hours

Prerequisite: CM 340; students enrolled in a Bachelor of Science in Communication program only

CM 460: RHETORICAL ANALYSIS OF NON-FICTION WRITING

Skillfully used language and symbols have historically been used to change attitudes and behavior. In this course, students will study basic theory about rhetoric and how it applies to mainstream communication. They will learn how to identify agendas in writing and how to write to an agenda. Topics include assumptions about humans as symbol users, methods of rhetorical analysis, and evaluation of public rhetoric. Students will analyze news reports (written and oral), editorials, news magazines, and other popular media (written, electronic, and verbal) in order to find the meaning behind the written and spoken word.

6 Quarter Credit Hours

Prerequisites: CM 240 and CM 250; students enrolled in a Bachelor of Science in Communication program only

CM 499: BACHELOR'S CAPSTONE IN COMMUNICATION

This capstone course is the culminating experience for the Bachelor of Science in Communication. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the

opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.

4 Quarter Credit Hours

Prerequisite: Last term or permission of the Dean; students enrolled in a Bachelor of Science in Communication program only

CRIMINAL JUSTICE

CJ 100: EIGHT SKILLS OF THE EFFECTIVE CRIMINAL JUSTICE STUDENT

Eight Skills of the Effective Criminal Justice Student is an important component of the new student experience in the undergraduate criminal justice program at Kaplan University. It is designed to ensure criminal justice students' successful social and academic transition into and pursuit of academic excellence within the University community, and provide a foundation for success within the profession. Students will be introduced to eight key skills (reading, writing, research, planning, observing, thinking, interviewing, and communicating) of criminal justice professionals through dynamic and engaging interactions and presentations by practicing professionals in many areas of criminal justice. Real-life examples and interactions with practicing professionals will provide students with a sense of the culture and nuances of the field. The goal of this course is for students to become academically, personally, and socially successful within and beyond this intellectual community.

5 Quarter Credit Hours

Prerequisite: None

CJ 101: INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM

This course provides an overview of the criminal justice system in the United States. Students gain an understanding of the philosophy and development of the criminal justice system, the current state of the criminal justice agencies and institutions, and the issues and challenges facing them.

5 Quarter Credit Hours

Prerequisite: None

CJ 102: CRIMINOLOGY I

This course presents a framework for studying the nature and causes of crime and antisocial behavior. It focuses on explanations provided through criminal topologies and criminological theories, using a variety of multidisciplinary perspectives. Topics range from crime causation to the extent of crime, victimization, social and psychological theories, and various types of criminality including violent, property, and public order offenses.

5 Quarter Credit Hours

Prerequisite: None

CJ 110: INTRODUCTION TO CRIME ANALYSIS

This course is designed to provide students with a basic understanding of the functions of a crime analyst. Students will explore crime analysis methodology and procedures that have been authored by leaders in the field and endorsed by the International Association of Crime Analysts. As

a result, they will gain an understanding of the history and importance of crime analysis in the law enforcement field, as well as the responsibilities of tactical, strategic, and administrative crime analysts.

5 Quarter Credit Hours

Prerequisite: CJ 101

CJ 125: INTRODUCTION TO FRAUD EXAMINATION

The goal of this course is to provide students with the fundamental skills needed to practice in the field of fraud investigation and examination. It will provide the necessary foundation for understanding advanced, complex cases and to begin preparation for certification as a fraud examiner. Students will study actual cases of fraud and topics ranging from cash larceny thefts and reimbursement schemes to corruption and witness interviewing.

5 Quarter Credit Hours

Prerequisite: CJ 101

CJ 130: INTRODUCTION TO CORRECTIONS

This course examines the administrative and operational aspects of modern corrections in the United States. The historical development of corrections, the philosophy of punishment and corrections, correctional institutions, programs, and services, as well as topics such as inmate rights and correctional staffing, are examined. Contemporary issues, such as overcrowding and privatization are also explored.

5 Quarter Credit Hours

Prerequisite: None

CJ 140: INTRODUCTION TO CONSTITUTIONAL LAW

This course is designed to acquaint the student with the U.S. Constitution, the Bill of Rights, and constitutional amendments as they relate to criminal law and the collection of criminal evidence. It will introduce students to criminal evidence through landmark Supreme Court cases and provide background in search and seizure and due process as they relate to criminal justice practice.

5 Quarter Credit Hours

Prerequisite: CJ 101

CJ 142: CLIENT GROWTH AND DEVELOPMENT

The course is designed to explore the relationship of the biopsychosocial development of juvenile and adult offenders; other influences on client behaviors; and the selection of appropriate intervention strategies, including institutionalization and community alternatives to incarceration.

5 Quarter Credit Hours

Prerequisite: CJ 130 or permission of the Dean

CJ 150: JUVENILE DELINQUENCY

This course involves the study of the historical development of the juvenile justice system, the current programs and services available to juvenile offenders, as well as delinquency hearings and criminal trials.

5 Quarter Credit Hours

Prerequisite: None

CJ 180: PRIVATE SECURITY

This course introduces students to the private security profession in the United States. Topics covered include current trends and the role of private security compared to that of police officers. Students explore specialized security fields and career opportunities in various industries. The

course also explains computer security, the organizational role for security, risk analysis, litigation, and technological advancements.

5 Quarter Credit Hours

Prerequisite: None

CJ 210: CRIMINAL INVESTIGATION

This course explains the importance and legal significance of evidence. It demonstrates how the investigative process works, from crime scene preservation to case preparation and courtroom presentation. It also examines various techniques used during criminal investigations, such as photography, interviewing, evidence handling, and scene reconstruction, and how each applies to specific types of crimes.

5 Quarter Credit Hours

Prerequisite: CJ 101

CJ 211: POLICE OPERATIONS

This course examines the roles, responsibilities, issues, and trends related to contemporary law enforcement organizations. It also provides an in-depth look at community policing, policing in selected foreign countries, stress recognition and management, civil liability, public expectations, and police careers.

5 Quarter Credit Hours

Prerequisite: CJ 101

CJ 212: CRIME PREVENTION

This course provides an overview of the diverse field of crime prevention with a heavy emphasis on primary prevention and a minor focus on secondary and tertiary prevention. Students will explore such elements of crime prevention as physical environmental design, the role of the community and the mass media, deterrence, community policing, school programs, drug abuse issues, and rehabilitation.

5 Quarter Credit Hours

Prerequisite: CJ 101

CJ 213: COMMUNITY POLICING

This course analyzes both the community-oriented policing philosophy and its practical application through strategic-oriented, neighborhood-oriented, and problem-oriented policing methods. Students also review the various roles in the systemic approach, police department organization and management styles, implementation methods, evaluation methods, and past and future practices in community-oriented policing.

5 Quarter Credit Hours

Prerequisite: CJ 211

CJ 215: EXPLORATION OF COMPUTER CRIME

This course will explore the historical foundations of computer/high-tech crime and will make concrete connections to current issues. It is designed so that students develop an understanding of the multidisciplinary relationships involved in "computer crime." It will begin with a review of computer crime and an exploration of what is being protected. The course will explore sociological and theoretical aspects of computer crime, including the social and economic impact of cybercrime. Additional topics will examine laws and regulations, preventing cybercrime, and future trends in the management of high-tech computer crime.

5 Quarter Credit Hours

Prerequisite: CM 103

CJ 216: COMPUTERS, TECHNOLOGY, AND CRIMINAL JUSTICE INFORMATION SYSTEMS

This course is an introduction to information systems used within the criminal justice system at the local, state, and federal levels. Included is an overview of existing systems, such as NCIC and AFIS, the impact of technology upon criminal justice agencies, and a summary of future needs.
5 Quarter Credit Hours
Prerequisite: CM 103

CJ 220: INTRODUCTION TO CRIMINAL INTELLIGENCE ANALYSIS

This course is designed to provide students with a working knowledge of the intelligence process within law enforcement organizations. It will provide an overview of the analytical methods and products that assist in the investigation. It will look at database applications in terms of construction and their relationship to intelligence gathering. The intelligence unit, including its staffing and management as well as operating procedures, will also be examined.
5 Quarter Credit Hours
Prerequisites: CJ 101 and CJ 110 (recommended)

CJ 225: FRAUD INVESTIGATION

This course is designed to provide students with the skills to successfully investigate the most common fraud scams committed against individuals and businesses. It builds upon the basics of fraud investigation by focusing on specific fraudulent offenses and how to effectively identify and resolve these crimes. Students will learn how to recognize fraud, prevent fraudulent activity, and ultimately investigate acts of theft.
5 Quarter Credit Hours
Prerequisites: CJ 101 and CJ 125

CJ 227: CRIMINAL PROCEDURE

This course examines the constitutional protection and due process afforded every person arrested in the United States. It provides students with a thorough understanding of the U.S. justice system from the time of arrest through the sentencing of the criminal offender. In addition, this course examines such matters as victims' rights and the effects of gangs on the crime problem.
5 Quarter Credit Hours
Prerequisite: CJ 101

CJ 228: RISK MANAGEMENT

The essence of the field of security is to protect the assets of the employer or client and to prevent and control losses. This course is designed to give students an advantage upon entering the security field by providing a solid foundation in the techniques of risk analysis and risk management. It will help students understand the decision-making process regarding loss prevention, which will allow them to communicate and work with superiors as the process moves from basic security surveys to selection of loss-prevention techniques.
5 Quarter Credit Hours
Prerequisites: CJ 101 and CJ 180

CJ 230: CRIMINAL LAW FOR CRIMINAL JUSTICE

This course examines the development of criminal law, the elements and types of criminal offenses, as well as principles of criminal culpability.
5 Quarter Credit Hours
Prerequisite: CJ 101

CJ 233: INTRODUCTION TO FORENSIC PSYCHOLOGY

This course introduces the student to the field of forensic psychology and encourages the student to examine the legal system through the use of psychological concepts, methods, and research results. Topics covered include the theories of crime, the role of psychology in the legal system, the police and the criminal justice system, and the use of forensic assessments in both criminal and civil cases. Using case law and landmark Supreme Court decisions, the student will explore the foundations of forensic psychology and its impact on the criminal justice system.
5 Quarter Credit Hours
Prerequisites: CJ 101 and SS 124

CJ 235: CANINES IN CRIMINAL JUSTICE

This course will explore the many uses of police service dogs by law enforcement agencies, prisons, fire marshals, volunteer search and rescue teams, and others. It will explain their historical applications, anatomy of scent, operations, and training techniques, and the advantages of using dogs versus humans under specific circumstances, agency policy and procedures, and current legal opinions.
5 Quarter Credit Hours
Prerequisite: CJ 101

CJ 240: LEGAL ISSUES IN CORRECTIONS

The course examines the U.S. court system, processes, and constitutional protections related to corrections processes, institutions, and programs. Special emphasis is given to prisoner rights, contemporary legal issues in corrections, and civil and criminal liabilities of corrections personnel.
5 Quarter Credit Hours
Prerequisite: CJ 130 or permission of the Dean

CJ 242: CRITICAL ISSUES IN CORRECTIONS

This course provides students with a set of thoughtful and critical readings on contemporary correctional issues in the United States. Topics include prisons, jails, and other correctional facilities; management and policies governing these facilities; alternatives to incarceration; community and societal perceptions; sentencing; inmate-related themes, such as health issues, elderly inmates, and female offenders; and programs in prison.
5 Quarter Credit Hours
Prerequisite: CJ 130

CJ 244: CLIENT RELATIONS IN CORRECTIONS

The course examines the social implications of discrimination and the meaning and functions of ethnicity, peer influences, and popular culture on self-perceptions, societal perceptions, and behaviors as they relate to offenders and custodial situations.
5 Quarter Credit Hours
Prerequisite: CJ 130 or permission of the Dean

CJ 246: HUMAN RELATIONS IN A DIVERSE SOCIETY

This course assists students in understanding the pervasive influence of culture, race, and ethnicity in the workplace and communities. It focuses on the cross-cultural contact that police officers and civilian employees have with citizens, victims, suspects, and coworkers from diverse backgrounds. The major themes include the need for awareness,

for understanding of cultural differences, and for respect toward those of different backgrounds.
5 Quarter Credit Hours
Prerequisite: None

CJ 264: WHITE-COLLAR CRIME

This course examines the various types of white-collar crime, as well as the methods used to investigate and prosecute economic crime. This course also includes a study of the economic, social, and political impact of white-collar crime on society.
5 Quarter Credit Hours
Prerequisite: CJ 101

CJ 266: DEVIANCE AND VIOLENCE

This course explores research in the field of behavioral deviance. Students analyze case studies of various types of serial killers, focusing on causal explanations, police investigative strategies, and research-based recommendations for preventing and responding to these violent acts. Students also examine the responses of the justice system and victimization profiles, along with situational factors such as victim-offender relationships. This course presents a special concentration on stalking, domestic violence, abusive behavior, and public policy efforts to reduce the threat of violence.
5 Quarter Credit Hours
Prerequisite: CJ 101

CJ 290: TERRORISM TODAY

This course explores the historical development of both domestic and international terrorism, provides a foundational knowledge of current terrorist groups and their tactics, as well as examines counterterrorism methods.
5 Quarter Credit Hours
Prerequisite: None

CJ 292, 294, 296, AND 298: ASSOCIATE'S-LEVEL CRIMINAL JUSTICE EXTERNSHIP

These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer.
Onsite only
CJ 292: 3 Quarter Credit Hours
CJ 294: 4 Quarter Credit Hours
CJ 296: 5 Quarter Credit Hours
CJ 298: 6 Quarter Credit Hours
Prerequisite: Permission from Registrar's Office, Program Coordinator, and Externship Coordinator

CJ 293: INVESTIGATING TERRORISM

This course covers the contemporary issues faced by the U.S. government and criminal justice professionals in containing terrorism. Students discuss and evaluate government strategies in combating terrorism. They also explore important issues linked to terrorism, including the effects on federal laws, the use of the media by terrorists, and the impact on civil liberties and the economy.
5 Quarter Credit Hours
Prerequisite: None

CJ 295: WORLD CONFLICT

This course provides a global perspective on conflict, and in particular the cultural, political, and religious beliefs that have helped to define the concept of terrorism in the twenty-first century. This global treatment of conflict analyzes all major

regions of the world, with an emphasis on the historical and contemporary influences that impact regional and worldwide understanding of terrorism today.

5 Quarter Credit Hours

Prerequisite: None

CJ 299: ASSOCIATE'S CAPSTONE IN CRIMINAL JUSTICE

The capstone project applies problem-solving techniques and research skills to real-world situations by building on the criminal justice concepts learned by the student in their courses. Students will complete the project in their emphasis area.

3 Quarter Credit Hours

Prerequisite: Last term or permission of the Dean

CJ 302: CRIMINOLOGY II

This course expands on previous study of the nature and causes of crime and antisocial behavior. Lessons will focus on furthering the ability to apply, explain, and combine theoretical concepts. Topics range from crime causation and the extent of crime, to victimization, social and psychological theories, the role criminology plays in criminal justice policy, and various types of criminal offenses.

6 Quarter Credit Hours

Prerequisite: CJ 102

CJ 305: LEGAL FOUNDATIONS OF CRIMINAL EVIDENCE

This course explores the trial process, the definitions and types of evidence, and proof. Students will learn about trial proceedings and the role of the prosecutor and defense counsel. They will gain a thorough understanding of the different types of evidence, including real or physical evidence, testimonial evidence, documentary evidence, and demonstrative evidence. They will also study constitutional concepts such as the Exclusionary Rule, search and seizure, and discovery.

6 Quarter Credit Hours

Prerequisites: CJ 101 and CJ 140 (recommended)

CJ 307: TERRORISM, WMD, AND DISASTER RESPONSE METHODOLOGY

This course will cover the methodology and rationale behind the unified response to a terrorist, Weapons of Mass Destruction (WMD), or disaster incident within the National Incident Management System (NIMS) and Incident Command System (ICS). Students will explore the management and incident command response to terrorist, WMD, or disaster events, including elements of logistics, budgeting, prioritization, staffing, and support. Students will examine these methodologies from the perspective of crisis management and consequence management.

6 Quarter Credit Hours

Prerequisites: CJ 101 and CM 103, or permission of the Dean

CJ 315: INTERNET VULNERABILITIES AND THE LEGAL IMPLICATIONS OF MONITORING CRIMINAL ACTIVITY IN CYBERSPACE

This course will provide techniques and develop strategies for properly documenting investigations involving crimes committed by way of the Internet. Students will review legal information and procedures that affect Internet investigations.

6 Quarter Credit Hours

Prerequisite: None

CJ 316: INVESTIGATING CYBERCRIME

This course focuses on the legal challenges of cybercrime and technology-based fraud. Students learn about techniques for cybercrime investigation through real-world examples. Online intelligence gathering, the nature of evidence in high-tech crime, and tracking methodologies for cybercrime are explored. Through the use of actual cases, students examine the threats presented by hackers and high-tech terrorists, as well as the dangers presented by online pedophiles. Students will learn how to properly respond and investigate high-tech crime with current technology.

6 Quarter Credit Hours

Prerequisite: None

CJ 317: COMPUTER FORENSICS

Topics in the course will include an overview of computer forensics, computer forensic software, and techniques for capturing and analyzing data from various digital storage media such as Apple iPods, GPS (Global Positioning System) devices, and portable USB (Universal Serial Bus) memory sticks.

6 Quarter Credit Hours

Prerequisite: CJ 215

CJ 325: PSYCHOLOGY FOR LAW ENFORCEMENT

The goal of this course is to provide the student with practical knowledge and information pertaining to the field of psychology within law enforcement. It will cover fundamental issues regarding crisis/hostage negotiations and the various psychological services provided to police officers by the organizations they work for. This course will aim to counter any myths about using these services by illustrating the benefits they can provide officers and their families.

6 Quarter Credit Hours

Prerequisites: CJ 101 and SS 124

CJ 327: CRIME SCENE PHOTOGRAPHY

This course provides the student with introductory knowledge of crime scene photography. The course will cover the fundamentals of photography, as well as photography's application to law enforcement. The course examines the mechanics of a camera, the methodology of photography at crime scenes, advances in digital photography and image enhancement, videography, and recent court decisions regarding the admissibility of photographic evidence in court.

6 Quarter Credit Hours

Prerequisites: CJ 210 and CJ 305

CJ 328: FORENSIC FINGERPRINT ANALYSIS

This course provides the student with a historical view of the science of fingerprints, as well as a look at the struggle to develop a universal classification system. It will discuss the basic fundamentals of the formation of friction ridge skin and the functions of the different layers of human skin. As the course explores the systematic approach to processing crime scenes for latent fingerprints, the student will experience hands-on fingerprint processing techniques. In addition, various types of computer software and photography equipment will be evaluated as latent print enhancement and documentary tools. In summation, the course will delve into the actual evaluation and comparison of

latent prints, ending with a discussion of the latent print examiner as an expert witness in court.

6 Quarter Credit Hours

Prerequisites: CJ 210 and CJ 305

CJ 330: CRIME ANALYSIS METHODOLOGY AND PRACTICE

Designed to follow an introductory study of crime analysis, this course examines modern practices and tools used to analyze and measure crime, including various charting techniques, reports, statistics, and tables. It describes the many available techniques used daily by crime analysts in law enforcement organizations. Students will learn how to apply specific analytical methods to aid investigations of violent crime, organized crime, narcotics, white-collar crime, and street crime.

6 Quarter Credit Hours

Prerequisites: CJ 101 and CJ 110 (recommended)

CJ 333: FAMILY AND DOMESTIC VIOLENCE

This course discusses the relationship between criminal justice and social service systems that deal with family and domestic violence, including, but not limited to, how the criminal justice, research, and social service communities work to provide a multiagency approach to this devastating issue.

6 Quarter Credit Hours

Prerequisite: CJ 101

CJ 340: APPLIED CRIMINAL JUSTICE ETHICS

This course teaches students the fundamentals of morality and ethics in the context of applied criminal justice. Topics covered include the role of ethics as it pertains to the recruitment, hiring, and promotion of personnel; the mission of the criminal justice system; the importance of maintaining public trust; the responsible use of discretionary authority; the devastating consequences of official misconduct and recommendations for its control; the importance of organizational leadership; the role of training; and the future of the criminal justice system.

6 Quarter Credit Hours

Prerequisite: CJ 101

CJ 341: ETHICS OF FRAUD INVESTIGATION

This course introduces the ethical theories applicable to fraud investigation and expands on previous study into the nature and causes of crime and unethical behavior. Units will increase students' ability to apply, explain, and combine theoretical concepts through assessment, application, and comparative exercises. Topics include the philosophy of ethics, theories on unethical/criminal behavior, and the application of these philosophies and theories to fraud investigation.

6 Quarter Credit Hours

Prerequisites: CJ 101 and CJ 125

CJ 343: COMPARATIVE JUSTICE SYSTEMS

This course compares and contrasts justice systems around the world. Topics covered include crime on the world scene, legal traditions, substantive law and procedural law, and an international perspective on policing, the courts, corrections, and juvenile justice. The study of other cultures and countries is an important feature of a comprehensive educational experience. In this course, students discuss the

positive and negative attributes of the various justice systems of England, France, Sweden, Japan, and Russia.

6 Quarter Credit Hours

Prerequisite: CJ 101

CJ 345: SUPERVISORY PRACTICES IN CRIMINAL JUSTICE

This course combines state-of-the-art behavioral theory with numerous cases that allow students to identify and resolve personnel and organizational problems. It prepares students for effective police management and supervision.

6 Quarter Credit Hours

Prerequisite: CJ 101 or MT 310

CJ 350: ORGANIZED CRIME

The course investigates the international phenomenon of organized crime from historical origins through future trends in organized criminal enterprise. Special emphasis is given to domestic organized crime involving different racial and ethnic groups. Law enforcement's efforts to describe, understand, and combat organized crime are discussed.

6 Quarter Credit Hours

Prerequisite: CJ 101

CJ 355: HOMELAND SECURITY

The course provides an introduction to homeland security and the agency role in preparing national security for threats of domestic and international terrorism. This role ensures homeland security management and operational assistance for federal, state, and local agencies. The goal of this course is to ensure students develop an understanding of how the Department of Homeland Security prepares and addresses domestic and international terrorism.

The student should be able to apply this knowledge from both an academic and practitioner perspective. Students will demonstrate the ability to apply this knowledge by identifying and applying homeland security management principles and practices.

6 Quarter Credit Hours

Prerequisite: CJ 101 or permission of the Dean

CJ 370: CRIME SCENE INVESTIGATION II

This course provides students with a general understanding of the contributions that experts can make in dispute resolution both inside and outside the courtroom. It explains when expert testimony is necessary and when a person is qualified to testify as an expert. Students learn the relevancy of evidence and how to provide the expert testimony necessary to substantiate the results of the examined evidence.

6 Quarter Credit Hours

Prerequisites: CJ 210 and CJ 305

CJ 385: FORENSIC CHEMISTRY AND TRACE EVIDENCE ANALYSIS

This course enhances the student's understanding of forensic science and its application to criminal investigations. It examines the history and development of the crime laboratory, forensic services provided to the law enforcement community, and the function of the forensic scientist. It provides an overview of the various types of physical evidence commonly submitted to the forensic laboratory for analysis. Students will explore how the forensic

scientist uses analytical instruments and microscopes to examine, identify, and compare chemical and physical properties of suspected drug and toxicology samples, and trace evidence (e.g., glass, soil, metal, hair, fibers, paint, flammable liquids, and explosives).

6 Quarter Credit Hours

Prerequisites: CJ 370; science course highly recommended

CJ 386: FORENSIC BIOLOGY AND IMPRESSION EVIDENCE

In this course, students will explore historical serological and modern DNA techniques used to examine, identify, and compare types of biological evidence. This course will enhance the student's understanding of how forensic scientists examine and compare types of impression evidence. This course also provides an overview of other forensic science disciplines, including document examination, voice identification, and the recent field of computer forensics.

6 Quarter Credit Hours

Prerequisite: CJ 385

CJ 390: FIELDWORK IN CRIMINAL JUSTICE

This course is intended to provide students with the opportunity to apply theory to practice. This mutually acceptable internship agreement between Kaplan University criminal justice students and a criminal justice agency of their choice at either the local, state, or federal level offers students the opportunity to gain hands-on experience in a specific area of the criminal justice field while receiving academic credit for participation. This experience is also designed to assist students in integrating and synthesizing their academic experiences into professional practice. Students must submit the required documents at the beginning of the term prior to the term of enrollment.

3 Quarter Credit Hours

Prerequisite: Last term or permission of the internship coordinator

CJ 394: INDEPENDENT STUDY IN CRIME SCENE INVESTIGATION

This course is designed to afford students, who either do not elect to complete CJ 390: Fieldwork in Criminal Justice or cannot find an appropriate agency, the opportunity to identify a specific crime scene investigation topic of interest and relevance. Under the direct supervision of a faculty member, students conduct a systematic literature review of the identified topic and demonstrate mastery of this topic through a variety of andragogical techniques. This course is restricted to students enrolled in the Crime Scene Technician Certificate.

3 Quarter Credit Hours

Prerequisite: Permission of internship coordinator or chair

CJ 407: CRISIS NEGOTIATION

This course will cover crisis intervention and hostage situations where people are being held against their will as hostages, or in cases where a person has threatened violence or has barricaded themselves in preparation for a law enforcement response. Students will explore the reasons for the increase in school, workplace, and domestic violence and formulate comprehensive strategies to resolve the conflict.

6 Quarter Credit Hours

Prerequisites: CJ 101 and CM 103, or permission of the Dean

CJ 411: DRUGS AND ALCOHOL IN THE CRIMINAL JUSTICE SYSTEM

This course examines all phases of drug abuse, with the goal of providing students with the information and insight necessary to evaluate the policy options available in response to this significant social problem. Distinctions between the pharmacology, psychology, and the sociology of drug abuse are quite artificial; while the interaction of these three dimensions can explain drug use, the value of each by itself is limited. Students learn about the historical, legal, biological, psychological, and sociological dimensions of drug abuse in order to understand treatment, prevention, and policy alternatives.

6 Quarter Credit Hours

Prerequisite: CJ 101

CJ 416: PROTECTING DIGITAL ASSETS

This course will provide a comprehensive introduction to network protection issues including basic physical security and network protections such as cryptography, digital signatures, authentication, and firewalls. Topics will include how to identify what is at risk, how to develop a personnel security program, identification of threats, and design and implementation of personnel security measures.

6 Quarter Credit Hours

Prerequisites: CJ 216, IT 101 (recommended), and IT 102 (recommended)

CJ 420: JUVENILE JUSTICE

This course provides an overview of the juvenile justice system in the United States. It focuses on the design and application of the juvenile justice system. Upon completion of the course, students will have a full understanding of the interrelationships among philosophy, notions of causation, and procedural requirements provided to youthful offenders and abused children. Students will also be able to discuss and identify diversion and prevention programs, the effects of incarceration, and possible alternatives to incarceration. Last, the future of juvenile courts and the juvenile justice system will be addressed.

6 Quarter Credit Hours

Prerequisite: CJ 101

CJ 425: CRIME MAPPING

This course is designed to provide students with a conceptual understanding of crime mapping by exploring various crime mapping applications. As a result, they will learn the importance and usefulness of being able to geographically visualize crime patterns and situations through crime mapping procedures used in the criminal justice field.

6 Quarter Credit Hours

Prerequisites: CJ 101 and CJ 110 (recommended)

CJ 430: PSYCHOLOGICAL PROFILING

This course examines psychological profiling within the context of crime analysis. Students will learn the importance of crime scene analysis, modus operandi (MO), and criminal signatures in identifying certain types of offenders. Case studies will be used to critically evaluate and assess the techniques used in this process. This will provide students with the

necessary foundation for understanding cases that benefit from this analytical technique.

6 Quarter Credit Hours

Prerequisites: CJ 101, CJ 110, CJ 220 (recommended), and CJ 330 (recommended)

CJ 433: PROBATION AND PAROLE

This course provides an introduction to probation, the most common response to criminal offenders, and parole. As the problem of prison overcrowding continues, probation and parole will expand, and so will the controversy surrounding their use. Students gain an understanding not only of probation and parole history, administration, policy, and procedures, but also areas of controversy. The course also provides insight into the difficult but interesting work performed by probation and parole officers.

6 Quarter Credit Hours

Prerequisite: CJ 130

CJ 440: CRISIS INTERVENTION

The goal of this course is to provide the student with practical knowledge and information to effectively mediate in a crisis situation. This course will review empirically validated approaches to crisis intervention. It will describe the evolution of crisis intervention as a field, theoretical bases, and the role of law enforcement in crisis situations. In addition, assessment and diagnosis of psychological issues commonly found in crisis situations will be covered.

6 Quarter Credit Hours

Prerequisite: SS 440

CJ 441: FINANCIAL INVESTIGATION AND FORENSIC ACCOUNTING

This course is designed to give students the ability to analyze the financial records and actions of business personnel to determine fraud. Students learn how to conduct a basic fraud examination and identify situations in which certified public accountants should become involved in the fraud investigation.

6 Quarter Credit Hours

Prerequisites: CJ 101 and CJ 125 (recommended)

CJ 442: LEGAL ELEMENTS OF FRAUD

The goal of this course is to provide upper-division students with a highly developed familiarity with the legal elements of fraud in a criminal law context. It connects previous study of substantive and procedural criminal law to legal concepts through analysis and assessment exercises. Topics include an in-depth analysis of what constitutes fraud, case studies, and legal rights and privacy issues.

6 Quarter Credit Hours

Prerequisites: CJ 101, CJ 125, and CJ 225 (recommended)

CJ 443: SECURITY MANAGEMENT AND ADMINISTRATION

This course will guide students toward an understanding of the role of management within a security organization and explain techniques and offer practical methods that will help them achieve effective security department management. During the course, students will examine the following issues and topics: basic management and organizational theory; individual roles of security management personnel; policy and procedure; current computer applications that can help all aspects of the security function; the importance of security statistics; and how to sell security to the organization. One

of the course's major themes is the importance of security within the organization and within the community.

6 Quarter Credit Hours

Prerequisite: CJ 180

CJ 444: MANAGING CRIMINAL JUSTICE ORGANIZATIONS

This course deals with concepts and theory in the field of organizational behavior. The course focuses on the historical perspectives of organizational theorists, theories of motivations and leadership, and future trends and developments in modern organizations.

6 Quarter Credit Hours

Prerequisite: CJ 101

CJ 445: CASE MANAGEMENT

This course provides an overview of case management approaches within a juvenile justice context. Students will explore the use of case management strategies to reduce recidivism, prevent unnecessary incarceration, and address problematic issues facing juvenile offenders. Students will examine the use of a comprehensive range of treatment perspectives and alternative sanctions, and understand the complexities of integrating multidisciplinary services. Additional topics include case management models and related components; managing caseloads while working with schools, courts, parents, and service providers; effective communication and relationship building; selecting appropriate intervention strategies; and traditional and innovative community-based prevention and treatment approaches to youth sentencing.

6 Quarter Credit Hours

Prerequisite: CJ 150

CJ 475: BUGS AT THE SCENE OF THE CRIME (FORENSIC ENTOMOLOGY)

This course will give the student an exciting look into the relationship between insects and death investigations. The study of forensic entomology and how it intertwines with death often can assist law enforcement and our judicial system. The course will examine insect species involved in human death, proper collection and lab rearing of these specimens, and the effects of different climates and seasons on insect colonization. A careful look at how drugs, toxins, and insect artifacts could lead to misinterpretation of forensic evidence will also be discussed. Historical case studies that effectively assisted in establishing the time of death in homicide investigations will be reviewed.

6 Quarter Credit Hours

Prerequisite: None

CJ 481-486: INDEPENDENT STUDY IN CRIMINAL JUSTICE

This course is designed to afford students, who either do not elect to complete the student internship or cannot find an existing criminal justice elective course to suit their academic needs, with the opportunity to identify a specific criminal justice topic of interest and relevance. Under the direct supervision of a faculty member, students will conduct an exhaustive literature review of the identified topic and demonstrate mastery of this topic through a variety of andragogical techniques.

CJ 481: 1 Quarter Credit Hour

CJ 482: 2 Quarter Credit Hours

CJ 483: 3 Quarter Credit Hours

CJ 484: 4 Quarter Credit Hours

CJ 485: 5 Quarter Credit Hours

CJ 486: 6 Quarter Credit Hours

Prerequisite: A minimum of 30 quarter credit hours of criminal justice coursework completed

CJ 490: RESEARCH METHODS IN CRIMINAL JUSTICE

This course is designed to provide students with a fundamental understanding of applied research in the context of criminal justice. Topics covered include quantitative, qualitative, evaluation, and predictive research; principles of the scientific perspective; research ethics; methodology and design; sampling procedures; survey research; non-reactive data collection techniques; measurement of data; relationships between variables; descriptive statistics; and preparing and reading research reports.

6 Quarter Credit Hours

Prerequisite: CJ 101

CJ 491, 493, 495, AND 497: BACHELOR'S-LEVEL CRIMINAL JUSTICE EXTERNSHIP

These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer.

Onsite only

CJ 491: 3 Quarter Credit Hours

CJ 493: 4 Quarter Credit Hours

CJ 495: 5 Quarter Credit Hours

CJ 497: 6 Quarter Credit Hours

Prerequisite: Permission from Registrar's Office, Program Coordinator, and Externship Coordinator

CJ 496: CRIMINAL JUSTICE INTERNSHIP

This course provides students with the opportunity to apply theory to practice. This mutually acceptable internship agreement between Kaplan University criminal justice students and a criminal justice agency of their choice at either the local, state, or federal level will offer broad-based exposure for students at all levels of their chosen organization. This experience is designed to help students integrate and synthesize their academic experiences into professional practice. Students will spend 20 hours per week at their internship site to complete course requirements.

6 Quarter Credit Hours

Prerequisite: A minimum of 30 quarter credit hours of criminal justice coursework completed

CJ 499: BACHELOR'S CAPSTONE IN CRIMINAL JUSTICE

This course is designed as the culminating experience of the baccalaureate program in criminal justice. This course comprises a series of assignments that integrate concepts from the criminal justice curriculum. The assignments are designed to test application skills in working through fact-based scenarios as well as critical thinking skills through analysis of issues affecting contemporary practice.

4 Quarter Credit Hours

Prerequisite: Last term or permission of the Dean

DENTAL ASSISTING

DA B150: RADIOLOGY (BLUE)

The Radiology module focuses on one of the dental assistant's key areas of competence. This module focuses on the tasks associated with X-ray equipment, nature of X-rays, film placement, angulation of X-rays, and developing techniques. This module is also designed to develop professional skills and proactive career management.

Onsite only

4.5 Quarter Credit Hours

Prerequisites: AH K102 and AH W102

DA G150: PATIENT INTERACTION (GREEN)

The Patient Interaction module includes an overview of a variety of skills in the dental assistant profession. Students learn about essential nutrients, their sources, and their effect on the diet, as well as exploring the types and physical characteristics of microorganisms and their method of study. Emphasis is placed on the most common diseases found in the oral cavity, the prenatal development of teeth, and development of structures of the surrounding tooth and tissues of the oral cavity. The student is prepared to present a plaque control program in the office, as well as prophylaxis. Additionally, the student learns office procedures, such as appointment book entries, telephone techniques, filing, insurance forms, accounts receivable, and accounts payable. This module is also designed to develop professional skills and proactive career management.

Onsite only

6.5 Quarter Credit Hours

Prerequisites: AH K102 and AH W102

DA O150: OPERATIVE ASSISTING (ORANGE)

The Operative Assisting module includes an overview of general dentistry and chairside assisting. This module focuses on the tasks associated with working with the dentist, equipment, instruments, tray setups, patient seating, four-handed dentistry, charting, anesthetic, amalgams, resins, and various other chairside procedures. This module also focuses on passing instruments correctly and the operation and maintenance of dental equipment, in addition to fundamental skills such as oral evacuation, placing rubber dams, syringe pass, and assembling the matrix band.

Onsite only

5 Quarter Credit Hours

Prerequisites: AH K102 and AH W102

DA P150: DENTAL MATERIALS (PURPLE)

The Dental Materials module includes an overview of the properties and proper uses of dental materials. The lab portion of this module focuses on mixing materials, taking impressions, pouring and trimming study models, and fabricating custom trays and temporary crowns. This module is also designed to develop professional skills and proactive career management.

5.5 Quarter Credit Hours

Prerequisites: AH K102 and AH W102

DA R150: CHAIRSIDE SPECIALTIES (RED)

The Chairside Specialties module focuses on the specialty practices, such as periodontal surgery, root canal treatment, extractions, orthodontics, crown preparations, assisting with a child patient, assisting with crown and bridge procedures, and the process of fabricating a denture or partial in the Chairside Specialties unit. Students learn critical regulations issues in the Law and Ethics unit. This module is also designed to develop professional skills and proactive career management.

Onsite only

6 Quarter Credit Hours

Prerequisites: AH K102 and AH W102

DA Y150: DIAGNOSTIC ASSISTING (YELLOW)

The Diagnostic Assisting module includes an overview of general dentistry and chairside assisting, and focuses on the tasks associated with working hand-in-hand with the dentist. Emphasis is placed on equipment, instruments, tray setups, patient seating, four-handed dentistry, charting, anesthetic, and various other chairside procedures. There is also a focus on maintaining dental equipment, oral evacuation, instrument passing, placing rubber dams, syringe passing, and matrix band assembly. This module is also designed to develop professional skills and proactive career management.

Onsite only

5 Quarter Credit Hours

Prerequisites: AH K102 and AH W102

DA V150: SPECIALTY DENTISTRY EXTERNSHIP (TAN)

The Specialty Dentistry Externship module is the opportunity for students to focus on dental assisting skills in a specialty practice. The externship is designed to provide practical, on-the-job experiences that augment the student's in-class experiences. Students are required to complete the 80-hour externship program at a work site connected with their field of study, which will normally include health care facilities such as private or group practices, clinics, and industrial clinics.

Onsite only

2.5 Quarter Credit Hours

Prerequisites: AH K102 and AH W102

DA Z150: GENERAL DENTISTRY EXTERNSHIP (TAN)

The General Dentistry Externship module is the opportunity for students to focus on dental assisting skills in a general practice. The externship is designed to provide practical, on-the-job experiences that augment the student's in-class experiences. Students are required to complete the 240-hour externship program at a work site connected with their field of study, which will normally include health care facilities such as private or group practices, clinics, and industrial clinics.

Onsite only

8 Quarter Credit Hours

Prerequisites: AH K102 and AH W102

EDUCATIONAL PARAPROFESSIONAL

EP 101: INTRODUCTION TO CLASSROOM MANAGEMENT

This course will provide students with an overview of the paraprofessional's role in effective classroom management. Topics include an introduction to classroom culture, the importance of communication and positive interpersonal relationships in the classroom, motivation and learning methods, and working with educational specialists to manage challenging student behavior. Emphasis is placed on managing individuals and small groups, and enhancing the learning environment.

5 Quarter Credit Hours

Prerequisite: SS 114 or concurrent enrollment in SS 114

EP 210: MATH METHODS

This course is designed to prepare students in the paraprofessional emphasis area to proficiently assist pupils with basic math skills. Students will be provided with opportunities to explore mathematical ideas using a problem-solving approach and a variety of manipulative materials. Emphasis is on problem solving, reasoning, and the ability to communicate mathematical thinking orally and in writing in accordance with current educational reform.

5 Quarter Credit Hours

Prerequisite: SS 114

EP 220: READING AND WRITING METHODS

This course is designed to familiarize students in the paraprofessional emphasis area with a developmental approach to balanced literacy instruction. Emphasis will be placed on key reading and writing elements including phonics, phonemic awareness, fluency, comprehension, spelling, writing, listening, speaking, and vocabulary development. Students will explore strategies that enable the paraprofessional classroom assistant to support language arts programs.

5 Quarter Credit Hours

Prerequisite: SS 114

EP 230: SURVEY OF SPECIAL NEEDS

This course is designed to help future paraprofessionals become effective advocates for students with special needs by applying strategies to address learning differences. Students will explore some of the more common learning differences and disabilities currently encountered in the mainstreamed and special education classrooms. Students will also address issues of giftedness, learning strategies, and behavior modification, as well as relevant federal legislation.

5 Quarter Credit Hours

Prerequisite: SS 114

EP 240: ASSISTING ESL LEARNERS

This course is designed to help future educational paraprofessionals meet the unique needs of second language learners. Students will explore their roles in supporting ESL instruction in the classroom. This exploration will include identifying strategies

to address the social, emotional, and academic needs of culturally diverse students.

5 Quarter Credit Hours

Prerequisite: SS 114

FOUNDATIONS

KU 106: INTRODUCTION TO UNDERGRADUATE ONLINE LEARNING

This course will review essential skills in writing and mathematics in order to build a foundation for success in undergraduate studies at Kaplan University. Students will be introduced to basic concepts in algebra, review basic math skills, and learn writing essentials. In addition, students will review time management and study skills and be introduced to reading comprehension strategies for reading informational texts and materials.

5 Quarter Credit Hours

Prerequisite: None

KU 120: INTRODUCTION TO READING SKILLS AND STRATEGIES

Students will be introduced to reading techniques designed to increase comprehension and retention of informational texts. Students will develop a skill set to increase their vocabulary, word recognition, and contextual understanding. These skills will be introduced, implemented, and honed in this class so students can apply them to all future coursework, increasing their reading effectiveness when reading scholastic material.

5 Quarter Credit Hours

Prerequisite: None

KU 121: INTRODUCTION TO WRITING SKILLS AND STRATEGIES

This course will review basic skills in grammar and mechanics, spelling, and written expression in order to prepare students for success in College Composition I and subsequent courses. Students will be introduced to the writing process and will implement each step of the process, developing a personal writing process to fulfill specific writing tasks. In addition, students will examine the importance of peer review and revision in improving written expression.

5 Quarter Credit Hours

Prerequisite: None

KU 122: INTRODUCTION TO MATH SKILLS AND STRATEGIES

Students will review basic math skills and be introduced to foundational concepts in algebra. Students will develop a skill set to increase their understanding of mathematical operations and to increase their ability to solve problems accurately. These skills will be introduced, implemented, and honed in this class so students can apply them to all future coursework.

5 Quarter Credit Hours

Prerequisite: None

HEALTH SCIENCES

Exercise and Fitness

EF 205: SCIENTIFIC FOUNDATIONS OF EXERCISE AND FITNESS

This course familiarizes students with the scientific basis of exercise and fitness physiology and related human anatomy, including cardiopulmonary anatomy and physiology. Students learn about energy metabolism as it relates to exercise and how aging affects human physiology, exploring current strategies in exercise and fitness training to facilitate disease prevention and healthy aging.

5 Quarter Credit Hours

Prerequisite: HS 130

EF 310: CURRENT TRENDS IN EXERCISE AND FITNESS—AGING WELL ACROSS THE LIFESPAN

This course focuses on the issues in exercise and fitness that each major age group encounters in society today. Students learn the unique challenges that senior adults, middle-aged and younger adults, and children and adolescents are confronted with, as well as the sociological, psychological, and economic factors that can impact favorable outcomes. Motivational strategies, techniques, and plans for designing age-appropriate exercise and fitness programs will be discussed and practiced, and current research in models of exercise and fitness programs in community- and corporate-based settings will be studied and evaluated for effectiveness.

6 Quarter Credit Hours

Prerequisite: EF 205

Health and Wellness

HW 205: VITAMINS, HERBS, AND NUTRITIONAL SUPPLEMENTS

This course introduces the most commonly used vitamins, herbs, and nutritional supplements. Single vitamins—their benefits, dosage, precautions, and contraindications—will be reviewed, as well as vitamin formulas routinely recommended. Nutritional supplements will be introduced and their categories, benefits, and safety issues will be explored and discussed. The principal systems of herbal medicine found worldwide will be illustrated along with their individual characteristics and common usage. This course also examines the growing popularity of herbal medicines from a sociological and ecological standpoint.

5 Quarter Credit Hours

Prerequisite: None

HW 210: COMPLEMENTARY AND ALTERNATIVE MEDICINE

In this course, students explore the field of complementary and alternative medicine (CAM), becoming familiar with the variety of professions that comprise it and their major concepts, methodological approaches, and theoretical foundations. Students investigate the multifaceted meaning of the term “holistic” and investigate how each CAM profession uniquely describes itself in light of this. Current research will be explored,

including the impact of the National Institute of Health’s CAM division.

5 Quarter Credit Hours

Prerequisite: None

HW 215: MODELS FOR HEALTH AND WELLNESS

This course introduces students to the concepts of health, healing, and wellness from a broad historical and multicultural perspective. Students will investigate how changing ideas about religion, philosophy, science, and psychology have influenced our understanding of health, and how the practice of medicine continues to be affected by global, social, and economic pressures. Contemporary models of health and wellness will be illustrated by drawing upon selected writings from each major proponent, and students will undertake the development of an original model of health and wellness based on an understanding of and sensitivity to current geopolitical and multicultural issues.

5 Quarter Credit Hours

Prerequisite: None

HW 220: CONTEMPORARY DIET AND NUTRITION

This course explores current dietary trends and examines the role geopolitical and economic forces have on our day-to-day food choices. The impact of the globalization of world food markets will be investigated, as will the ongoing controversies of genetic engineering, food-borne illnesses, and the organic food movement. The spectrum of popular diets and their advocates and critics will be discussed along with the current scientific research available for each. Students will reflect on the diversity of food choices, prohibitions, and taboos that exist within our multicultural and multiethnic communities, with an eye toward increasing awareness and sensitivity.

5 Quarter Credit Hours

Prerequisite: SC 115

HW 410: STRESS—CRITICAL ISSUES IN MANAGEMENT AND PREVENTION

This in-depth course offers students a detailed look at the extensive research and practical approaches for identification, management, and prevention of stress. The health consequences of stress—physiological and psychological—will be discussed, as well as the sociological and economic effects of untreated stress on society as a whole. Current approaches to stress reduction and prevention will be illustrated, including mind/body therapies that have shown remarkable rates of success.

6 Quarter Credit Hours

Prerequisite: HW 215

HW 420: CREATING WELLNESS—PSYCHOLOGICAL AND SPIRITUAL ASPECTS OF HEALING

In this course, students explore the burgeoning fields of meditation, “mindfulness,” and transpersonal psychology in theory and practice. Students will assess the role of personal mindset toward self and others as a foundation for wellness, and appraise the impact of positive/negative relationships in maintaining good health. A wide array of source material will be studied, including current research, and the shifting paradigms of curing, healing, and wholeness will be investigated.

6 Quarter Credit Hours

Prerequisite: None

HW 425: HEALTH AND WELLNESS PROGRAMMING—DESIGN AND ADMINISTRATION

This course acquaints students with the components and essential design elements of comprehensive health and wellness programming. Students will create programs for community and corporate settings, learning to identify key constituents and the diversity of funding sources both public and private. Instruments for measuring outcomes will be discussed for both short- and long-term programs, as well as the essential administrative tasks, functions, and responsibilities required for successful results.
6 Quarter Credit Hours
Prerequisite: HW 215

HW 499: BACHELOR'S CAPSTONE IN HEALTH AND WELLNESS

This capstone course is the culminating experience for the Bachelor of Science in Health and Wellness. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.
4 Quarter Credit Hours
Prerequisite: Last term

Health Science

HS 101: MEDICAL LAW AND BIOETHICS

This course emphasizes the basic principles and applications of law, ethics, and bioethics as they relate to the medical arena. It covers legal terms, consent, contracts, physician/patient relationships, professional liability, and various medical issues. Through lectures, class discussions, case studies, and library research, students acquire knowledge of the importance of their professional, legal, and ethical responsibilities.
5 Quarter Credit Hours
Prerequisite: None

HS 111: MEDICAL TERMINOLOGY

This course provides a logical understanding of the language of medicine. Basic prefixes, suffixes, word roots, and rules for taking a singular term and making it plural are studied, along with word analysis, word building, spelling, and pronunciation. These principles are applied to study the following systems: integumentary, skeletal, muscle/joints, blood and lymphatic, nervous, respiratory, and cardiovascular. Each body system is reviewed with anatomy and physiology; diagnostic, lab, and surgical procedures; as well as pharmacology for interest and knowledge.
5 Quarter Credit Hours
Prerequisite: None

HS 120: ANATOMY AND PHYSIOLOGY I

This course is an integrated study of the human body. The course presents the chemical basis of life, a basic understanding of cells, cellular metabolism, and tissue composition and functions. The course also includes the study of the structures and functions of the following systems: integumentary, skeletal, muscular, nervous, and somatic.
5 Quarter Credit Hours
Prerequisite: None

HS 130: ANATOMY AND PHYSIOLOGY II

This course is a continuation of the integrated study of the human body. The course emphasizes the morphology and physiology of the following systems: circulatory, lymphatic, endocrine, digestive, respiratory, urinary, and reproductive.
5 Quarter Credit Hours
Prerequisite: HS 120

HS 140: PHARMACOLOGY

This course is a systematic study of the most commonly prescribed drugs, their classification, and therapeutic and toxic effects. The course reviews mathematical skills for dosage calculation. Methods and routes of administration will be explored, demonstrated, and practiced.
5 Quarter Credit Hours
Prerequisite: 100/200-level mathematics course

HS 200: DISEASES OF THE HUMAN BODY

Studies include the most common diseases of bodily systems, including disease etiology, symptoms, diagnostic tests, therapeutic methods, and disease prognosis. Students also study alternative treatments and pain management.
5 Quarter Credit Hours
Prerequisite: HS 130

HS 210: MEDICAL OFFICE MANAGEMENT

The course explores procedural guidelines for accomplishing various administrative tasks in the health care setting. Topics include management of patient information, medical office software skills, and general workplace competencies of health care employees.
5 Quarter Credit Hours
Prerequisite: IT 133

HS 220: MEDICAL CODING AND INSURANCE

Using ICD-9-CM, CPT, and HCPCS codes, students learn basic coding principles used in filing insurance claims. Students also become acquainted with various types of health insurance and insurance terminology.
5 Quarter Credit Hours
Prerequisites: HS 111 and HS 200

HS 230: HEALTH CARE ADMINISTRATION

This course discusses the scope and practice of health care administration. Students learn various models of health care delivery systems and social, political, individual, and organizational forces which impact health care delivery. Studies will include marketing, operations, financial, and human resources management, as well as effective communication strategies involved in health care administration.
5 Quarter Credit Hours
Prerequisite: None

HS 240: MEDICAL OFFICE ACCOUNTING

This course will introduce students to the fundamental concepts and practice of medical office accounting. Topics include basic bookkeeping procedures, accounts receivable, payroll, banking processes, petty cash, and billing and collection procedures.
3 Quarter Credit Hours
Prerequisite: None

HS 305: RESEARCH METHODS FOR HEALTH SCIENCES

This course enables students to explore research methodologies, including statistical analyses and study designs used in health sciences, and critically appraise the research published in scientific literature and popular media. Students learn to identify and discuss current trends in research in health sciences, nutrition, health psychology, exercise science, and complementary and alternative medicine.
6 Quarter Credit Hours
Prerequisites: MM 201 and CM 220

HS 310: EPIDEMIOLOGY AND BIostatISTICS

This course familiarizes students with principles of epidemiology and its role in prevention and control of communicable and non-communicable diseases prevalent in a determined geographical area. Students further explore the biostatistical methods used in epidemiological data gathering and analysis, and discuss the importance of epidemiological studies related to effective public health strategies.
6 Quarter Credit Hours
Prerequisite: HS 305

HS 315: PUBLIC HEALTH

This course introduces students to the scope and practice of public health. Studies include an introduction to demography, epidemiology, biostatistics, and other tools used to assess community health. Students discuss effective communication and education strategies geared toward building community partnerships in order to implement the principles and advancement of public health.
6 Quarter Credit Hours
Prerequisite: HS 305

HS 320: MICROBIOLOGY

This course introduces students to a diverse world of microorganisms, including their role in health and disease. Properties of prokaryotes and eukaryotes are discussed, with an emphasis on different characteristics of microorganisms, including morphology, metabolism, physiochemical characteristics, and genetics. Students learn how microorganisms contribute to all areas of their everyday life, including the food, water, environment, and industry. The studies include selected microbial diseases and their public health importance.
6 Quarter Credit Hours
Prerequisite: HS 130

HS 325: HISTOLOGY AND EMBRYOLOGY

The studies include histological structures of various tissues of the body and the correlation to their functions at the tissue and organ level. The study of embryology focuses on stages of human development with an emphasis on factors influencing development, including common developmental disorders.
6 Quarter Credit Hours
Prerequisite: HS 130

HS 330: IMMUNOLOGY

This course encompasses the study of the immune system, including its development and functions. Students learn about normal immune response and immunologic disorders, such as hypersensitivity, autoimmunity, and immunodeficiencies including AIDS. The applications of immunology in tumor

immunology, transplantation immunology, diagnosis, therapy, and prevention of various diseases are discussed in detail.

6 Quarter Credit Hours

Prerequisite: HS 130

HS 335: BIOCHEMISTRY

This course familiarizes students with proteins, lipids, carbohydrates, and nucleic acids, and their structure, chemical composition, and functions. Studies include chemical characteristics, nomenclature, kinetic control, and functions of enzymes.

6 Quarter Credit Hours

Prerequisite: SC 155

HS 415: ENVIRONMENTAL HEALTH

This course addresses environmental issues and the principles, scope, and practice of environmental sciences, including investigative methodologies, natural resource management, pollution prevention, and pollution control. The local, state, and federal environmental agencies and regulations governing environmental health are discussed.

6 Quarter Credit Hours

Prerequisite: HS 135

HS 430: MOLECULAR AND CELL BIOLOGY

Studies of eukaryotic cell structure and function introduce students to the exciting and rapidly expanding world of molecular and cell biology. Coursework includes regulation of the cell cycle, genomics, proteomics, and bioenergetics. The application of principles of molecular and cell biology to cell signaling, cell death, cell renewal, cancer, and stem cell research are discussed.

6 Quarter Credit Hours

Prerequisite: HS 325

HS 435: GENETICS

This course explores the molecular basis of genetics as applied to human health, including developmental genetics, immunogenetics, and cancer genetics. Using case studies, students learn the role of dominant and recessive genes in various diseases and the importance of genetic counseling. In addition, students will discuss gene mapping methodologies and ethical issues in the context of clinical genetics.

6 Quarter Credit Hours

Prerequisite: HS 325

HS 499: BACHELOR'S CAPSTONE IN HEALTH SCIENCE

This capstone course is the culminating experience for the Bachelor's of Science in Health Science.

This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in health sciences.

4 Quarter Credit Hours

Prerequisite: Last term

Medical Assisting

MA 104: ANATOMY AND PHYSIOLOGY I

This course is an integrated study of the human body. The course presents the chemical basis of life, a basic understanding of cells, cellular metabolism, and tissue composition and functions. The course also includes the study of the structures and functions of the following systems: integumentary, skeletal, muscular, nervous, and somatic.

5 Quarter Credit Hours

Prerequisite: None

MA 107: ANATOMY AND PHYSIOLOGY II

This course is a continuation of the integrated study of the human body. The course emphasizes the morphology and physiology of the following systems: circulatory, lymphatic, endocrine, digestive, respiratory, urinary, and reproductive.

5 Quarter Credit Hours

Prerequisite: MA 104

MA 126: PHARMACOLOGY

This course is a systematic study of the most commonly prescribed drugs, their classification, and their therapeutic and toxic effects. The course reviews mathematical skills for dosage calculation. Methods and routes of administration will be explored, demonstrated, and practiced.

5 Quarter Credit Hours

Prerequisite: None

MA 156: PATHOPHYSIOLOGY

Studies include the most common diseases of bodily systems, including disease etiology, symptoms, diagnostic tests, therapeutic methods, and disease prognosis. Students also study alternative treatments and pain management.

5 Quarter Credit Hours

Prerequisite: None

MA 260: CLINICAL COMPETENCIES I

This course introduces students to procedures commonly performed in a health care setting with special attention to aseptic technique, documentation, and safety. Specific competencies will include phlebotomy, specimen processing, instrumentation, methods of quality control, capillary puncture, CLIA-waived testing, microbiology procedures, and urinalysis. The online version of MA 260 will include a minimum of 20 hours of clinical instruction to be performed at an approved clinical site.

5 Quarter Credit Hours

Prerequisites: HS 111 and HS 200

MA 270: CLINICAL COMPETENCIES II

This course introduces students to procedures commonly performed in a health care setting with special attention to aseptic technique, documentation, and safety. Specific competencies will include health history, vital signs, specialty exams, injections, EKG, sterilization, minor surgical procedures, and respiratory testing. The online version of MA 270 will include a minimum of 20 hours of clinical instruction to be performed at an approved clinical site.

5 Quarter Credit Hours

Prerequisite: MA 260

MA 290: MEDICAL ASSISTING EXTERNSHIP AND EVALUATION

Successful completion of this course will require 160 hours of clinical and administrative experience at an approved health care setting. Students will be evaluated on the performance of expected competencies at the end of the course. The course requires a final presentation. The online version of MA 290 requires each student to work with the KU Health Sciences Clinical staff to locate an externship site a minimum of two terms prior to beginning the externship.

5 Quarter Credit Hours

Prerequisite: Completion of all medical assisting courses

Medical Office Management

MO 260: CLINICAL COMPETENCIES FOR THE MEDICAL OFFICE MANAGER

This course introduces students to procedures commonly performed in a health care setting with special attention to aseptic technique, documentation, and safety. Specific competencies will include vital signs, medical office emergencies, exam preparation, and basic pharmacology.

5 Quarter Credit Hours

Prerequisites: HS 111 and HS 200

MO 270: ADVANCED MEDICAL OFFICE MANAGEMENT

The course explores guidelines for running the medical office. Topics include personnel management, governmental compliance, risk assessment, and basic business practices.

5 Quarter Credit Hours

Prerequisite: HS 210

MO 290: MEDICAL OFFICE MANAGEMENT EXTERNSHIP AND EVALUATION

Successful completion of this course will require 90 hours of administrative experience at an approved health care setting. Students will be evaluated on the performance of expected competencies at the end of the course. The course requires a final presentation. The online version of MO 290 requires each student to work with the KU Health Sciences Clinical staff to locate an externship site a minimum of two terms prior to beginning the externship.

3 Quarter Credit Hours

Prerequisite: Completion of all medical office management core courses

Medical Records

MR 100: ADVANCED KEYBOARDING

Students work on improving technique, speed, and accuracy. Advanced reports, correspondence, tables, and medical office applications are included. Language arts skills are further reviewed, practiced, and reinforced. Communication and letter-writing skills required in health settings are emphasized.

5 Quarter Credit Hours

Prerequisite: None

MR 108: KEYBOARDING LABORATORY

Students with a demonstrated proficiency refine keyboarding skills by focusing on technique, speed, and accuracy. Reports, correspondence, and tables are introduced using Microsoft Word. Language

arts skills are reviewed, practiced, and reinforced. The importance of proofreading is stressed.

Onsite only

2 Quarter Credit Hours

Prerequisite: None

MR 250: MEDICAL RECORDS TRANSCRIPTION I

Using computers and industry-specific software, the students learn proper format, grammar, punctuation, proofreading, and usage, transcribing beginner-level dictation into a variety of core medical reports. Students are introduced to industry reference materials.

5 Quarter Credit Hours

Prerequisites: HS 111 and HS 200

MR 260: MEDICAL RECORDS TRANSCRIPTION II

This course is a continuation of Medical Records Transcription I. Using computers and industry-specific software, the students advance their knowledge of proper format, grammar, punctuation, proofreading, and usage, transcribing intermediate-level dictation into a variety of specialty reports. Students advance their familiarity with industry reference materials.

5 Quarter Credit Hours

Prerequisite: MR 250

MR 270: MEDICAL RECORDS TRANSCRIPTION III

This course is a continuation of Medical Records Transcription II. Using computers and industry-specific software, the students advance their knowledge of proper format, grammar, punctuation, proofreading, and usage, transcribing advanced-level dictation into a variety of specialty reports. Students increase their familiarity with industry reference materials, including online resources and productivity tools.

5 Quarter Credit Hours

Prerequisite: MR 260

MR 290: MEDICAL TRANSCRIPTION EXTERNSHIP AND EVALUATION

Successful completion of this course will require 160 hours of transcription experience at an approved health care setting. Students will be evaluated on the performance of expected competencies at the end of the course. The course requires a final presentation. The online version of MR 290 requires each student to work with the KU Health Sciences Clinical staff to locate an externship site a minimum of two terms prior to beginning the externship.

5 Quarter Credit Hours

Prerequisite: All medical transcription courses must be completed

Nutrition Science

NS 205: FOOD SAFETY AND MICROBIOLOGY

This course encompasses the major issues in ensuring a safe food supply. Various toxins, pesticides, and other chemicals and microbiological contaminants in the food supply are discussed. Microbiological characteristics and methods of testing for microbial contamination of food are addressed. Local, state, and federal regulations and protocols that govern food safety are explored.

5 Quarter Credit Hours

Prerequisite: None

NS 210: NUTRITIONAL ANALYSIS AND ASSESSMENT

This course includes the study of methods and equipment used for nutritional analysis in health, obesity, and malnutrition. Students learn how to utilize the software based on manual data-gathering systems to assess nutritional status.

5 Quarter Credit Hours

Prerequisite: None

NS 215: PHARMACOLOGY OF NUTRITION

This course presents the physiologic basis of macronutrients, enzymes, amino acids, and fatty acids consumption in health and disease. Pharmacotherapy of malnutrition is explored in detail. Nutrient deficiencies induced by pharmacotherapy and underlying mechanisms are discussed.

5 Quarter Credit Hours

Prerequisite: None

NS 220: NUTRITION PLANNING AND MANAGEMENT

This course addresses the nutritional planning for the maintenance of health and wellness. The studies include identification, assessment, and management of nutritional deficiencies occurring due to food choices and pharmacotherapy.

5 Quarter Credit Hours

Prerequisite: None

NS 315: NUTRITIONAL BIOCHEMISTRY

The course examines the physiochemical aspects of energy metabolism, and macro- and micronutrients. Mechanisms underlying the metabolism of proteins, carbohydrates, vitamins, and special nutrients are discussed. The biochemical basis of various nutritional disorders, including metabolic and genetic disorders, is studied.

6 Quarter Credit Hours

Prerequisite: SC 155

NS 320: NUTRITIONAL RESEARCH

This course prepares students to identify, critically appraise, and use the latest nutrition research sources. Coursework includes designing a nutritional research study and determining the application of current research to clinical practice.

6 Quarter Credit Hours

Prerequisites: MM 201 and CM 220

NS 325: NUTRITION ACROSS THE HUMAN LIFE CYCLE

Studies in this course encompass the nutritional issue across the life cycle, including pregnancy, childbirth, and lactation. The course considers nutritional aspects related to neonates, infants, and children. The special needs of adolescents and disorders affecting this age group are discussed. The coursework will also include a discussion of nutritional demands and food choices in the geriatric population.

6 Quarter Credit Hours

Prerequisite: None

NS 335: NUTRITION FOR SPECIAL POPULATIONS

Studies in this course emphasize the nutrition and dietetic considerations for healthy individuals with special needs, such as geriatric and gender-specific needs. The coursework includes analyzing nutritional and dietetic needs, and designing appropriate protocols for clients with chronic, progressive, degenerative diseases and metabolic disorders, as well as for special needs children and infants. The

course addresses the underlying principles of total parenteral nutrition and nasogastric tube feeding.

6 Quarter Credit Hours

Prerequisite: None

NS 415: FOOD SCIENCE WITH LAB

This course addresses the scientific basis of dietary exchange lists for healthy and special populations. The coursework includes studies of methodologies and equipment used for nutritional values and constituents of food. Contemporary issues in food science, such as genetically modified foods, functional foods, and foods with nutritional value, are discussed.

6 Quarter Credit Hours

Prerequisite: None

NS 420: NUTRITIONAL COUNSELING

This course addresses various aspects of a nutritional counseling session, including client encounters, documentation, and data gathering. Analytical strategies, planning, implementation, and assessment of progress of nutrition therapy for individual clients are discussed.

6 Quarter Credit Hours

Prerequisite: SC 115

NS 425: SPORTS NUTRITION

This course encompasses the application of physiologic principles, such as protein, carbohydrate, and fat metabolism, to athletic needs and performance. Various loading protocols for phosphates and carbohydrates in relation to athletic events are discussed. Popular performance-enhancing supplements and drugs and the regulatory aspects of their use are addressed in detail.

6 Quarter Credit Hours

Prerequisite: None

NS 430: WHOLE FOODS PRODUCTION

This course explores various aspects of whole foods, including their production, preservation, transport, storage, and costs. Studies will address geographic, climatic, and societal influences on whole foods production. Students will learn strategies to inform and educate producers and consumers of the financial issues, governmental assistance, and alternative methods of whole foods production.

6 Quarter Credit Hours

Prerequisite: None

NS 435: ECOLOGICAL AND ENVIRONMENTAL PERSPECTIVES ON FOOD

This course presents ecological and environmental impacts on food choices and food production. Studies include the changes in food quality due to air, water, and ground pollution. Students learn the current trends in methods to prevent and manage the ecological and environmental pollution as it relates to food.

6 Quarter Credit Hours

Prerequisite: None

NS 440: LEGAL AND REGULATORY ENVIRONMENT IN FOOD PRODUCTION

This course covers the legal and regulatory aspects of food production. Studies include major elements in and the rationale behind food labeling. This course further addresses the regulatory agencies and their role in enforcement, and the legal

and ethical responsibilities of the food producers, suppliers, and retailers in maintaining a safe food supply. Special attention is given to regulatory aspects of food production relative to livestock handling, and the import and export of food.

6 Quarter Credit Hours

Prerequisite: None

NS 499: BACHELOR'S CAPSTONE IN NUTRITION SCIENCE

This capstone course is the culminating experience for the Bachelor of Science in Nutrition Science.

This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in nutrition science.

4 Quarter Credit Hours

Prerequisite: Last term

HUMANITIES

HU 201: VOICES OF WESTERN CULTURE—ARTS AND IDEAS

This course explores the human experience as expressed through literature, painting, sculpture, music, theater, architecture, and philosophy. Students study the major historical developments and learn how to critically read the classic texts of Western political, moral, and religious thought; students will also discuss the practical relevance of these texts to their own lives.

5 Quarter Credit Hours

Prerequisite or corequisite: Any College Composition I course (CM 102–CM 109 or CM 114)

HU 245: ETHICS

In this course, students develop sound ethical reasoning and judgment through the study of practical applications of ethical theories. Topics studied include ethics as it relates to business, health care, society, and the environment. Emphasis is on practical applications of ethical principles and analytical methods.

5 Quarter Credit Hours

Prerequisite: CM 220

HU 280: BIOETHICS

In this course, students develop and apply sound ethical reasoning and judgment to important issues in health care. Topics studied include access to health care, medical privacy, end-of-life care, genetic screening, and emerging genetic technologies. Emphasis is on practical applications of ethical principles and analytic methods.

5 Quarter Credit Hours

Prerequisite: Any College Composition I course (CM 102–CM 109 or CM 114)

HU 310: CULTURE, SOCIETY, AND ADVANCED TECHNOLOGY

How will technological innovation continue to transform culture, professional life, health, business, and education? Can technology spin out-of-control? Will developments, such as artificial intelligence,

bioengineering, nanotechnology, the knowledge economy, and online education, lead to new cultural and social forms? In this course, students will explore some of the possibilities and perils of advanced technology. The course will draw lessons from a wide range of scholarly and fictional responses to the questions of culture, society, and advanced technology, and students will work to craft creative responses and informed, critical questions of their own.

6 Quarter Credit Hours

Prerequisite: CM 220

Fulfills humanities or social science core requirement

HU 320: CULTURE—RELIGION AND IDENTITY

We live in a diverse world with global economies, internationally mobile workforces, and networked conference/call centers, as well as mega churches, cathedrals, synagogues, ashrams, mosques, and temples. In order to communicate effectively with people from a variety of religious backgrounds, students must be knowledgeable about the origins and belief systems of the main contemporary religions. This course will provide a journey into the philosophical, historical, and sociological elements of religions that have both influenced and been influenced by cultures. Through historical accounts, stories, virtual fieldtrips, and philosophical readings, students will discover the values and meaning that religions provide to individual people and thus the common threads that should allow effective communication.

6 Quarter Credit Hours

Prerequisite: CM 220

Fulfills diversity and culture or humanities core requirement

HU 345: CRITICAL THINKING

In this course, students learn how to use methods of critical thinking to evaluate arguments and claims, construct good arguments of their own, and identify and respond to fallacies, biases, ambiguities, and other aspects of bad reasoning. They then learn how to apply these concepts to real-world cases of personal significance to them.

6 Quarter Credit Hours

Prerequisite: CM 220

HU 410: FREEDOM AND JUSTICE

This course is designed to introduce the student to the foundational philosophies of freedom and justice that underlie the stability of the free world. Social stability is not a natural occurrence. A delicate balance of individual rights and freedoms weighed against the need for justice and equality under the law must be maintained not only by law, but by individual expression in a free society. The tools gained in this class will prepare a student or enhance a student's ability to fulfill this vital individual role, as well as analyze how just principles can dictate the ideal compromise between individual and social freedoms within their own profession, community, and worldview.

6 Quarter Credit Hours

Prerequisite: CM 220

INFORMATION SYSTEMS AND TECHNOLOGY

IT 101: INTRODUCTION TO INFORMATION TECHNOLOGY

This course introduces students to the elementary concepts of information systems and technology. Students will explore the basic concepts of hardware, software, the Internet, and relevant IT professions. Special emphasis is placed on today's working environment.

5 Quarter Credit Hours

Prerequisite: None

IT 102: INTRODUCTION TO INFORMATION TECHNOLOGY II

This course continues the exploration of information technology begun in IT 101. Course topics include security, network technologies, Web development concepts, databases, e-Commerce, and programming concepts. This course is designed for students preparing for careers in information technology and approaches its topics from the perspective of the skill set and knowledge base needed by professionals in the modern information technology industry.

5 Quarter Credit Hours

Prerequisite: IT 101

IT 117: INTRODUCTION TO WEB DESIGN

An essential first step for any Web designer, this course contains a comprehensive look at HTML, the language used to create Web pages. More specifically, this course covers the creation and formatting of HTML documents, including the incorporation of graphics, multimedia, forms, and tables. Students learn how to use layout and design principles and HTML scripting.

5 Quarter Credit Hours

Prerequisite: 100-level computer course

IT 133: SOFTWARE APPLICATIONS

This course teaches students to use application software. Topics include an introduction to the Windows operating system and to Microsoft Office applications such as Word, Excel, PowerPoint, and Outlook. Students also learn how to apply the use of software applications within a profession.

5 Quarter Credit Hours

Prerequisite: None

IT 153: SPREADSHEET APPLICATIONS

This course examines the basic spreadsheet concepts, including calculations, formulas, built-in functions, and spreadsheet design. Students create spreadsheets and manipulate data for a variety of business applications. The course introduces charts, databases, and Web data. Students research and compare spreadsheet packages. This course prepares students for product certification.

5 Quarter Credit Hours

Prerequisite: 100-level computer course

IT 163: DATABASE MANAGEMENT

This course is an introduction to database management systems. Students learn how to use a relational database management system to create, revise, and maintain a database. Other topics include creating queries, forms, and reports.

5 Quarter Credit Hours

Prerequisite: 100-level computer course

IT 182: INTRODUCTION TO PROGRAMMING

This course introduces the fundamentals of programming. Basic concepts and syntax used to write programs, including variables, input, output, looping, and program flow are introduced. The course also introduces structured programming design and development techniques, and presents an overview of object-oriented programming.

5 Quarter Credit Hours

Prerequisite: 100-level computer course

IT 185: INTRODUCTION TO SOFTWARE DEVELOPMENT

This course is an introduction to software development. Emphasis is placed on the systematic analysis of problems, as well as the development of algorithms. Topics include basic data structures, recursion and induction, searching and sorting, software design and development, ethics, privacy issues, and societal impact.

5 Quarter Credit Hours

Prerequisite: None

IT 190: COMPUTER HARDWARE AND OPERATING SYSTEMS

This course provides students with a practical understanding of how computer hardware and operating systems work. Topics include personal computer configuration and maintenance, and the fundamentals of operating system installation and administration.

5 Quarter Credit Hours

Prerequisite: 100-level computer course

IT 193: INTRODUCTION TO VISUAL BASIC

This course introduces the fundamentals of programming using Microsoft Visual Basic.NET. Students will design and develop simple, graphical user interface-based applications by using the Visual Studio development environment.

5 Quarter Credit Hours

Prerequisite: IT 182

IT 200: SOFTWARE ENGINEERING

This course is a broad first approach to the software engineering discipline. Software engineering concepts and practices will be introduced. Topics include fundamentals of software design and development, software implementation strategies, software quality, project management, and ethics in software development.

5 Quarter Credit Hours

Prerequisite: IT 101 or IT 182

IT 205: COBOL PROGRAMMING I

This course is an introduction to COBOL programming. Students will learn the concepts of structured program design. Variables, arithmetic statements, input/output statements, and decision making will be discussed. Students will create

batch and interactive COBOL programs to solve business problems.

Onsite only

5 Quarter Credit Hours

Prerequisite: IT 182

IT 207: COBOL PROGRAMMING II

This is an advanced course in COBOL programming. Advanced topics such as iteration, control break processing, data validation, arrays, sorting, file processing, and the report writer module will be discussed. Students will create batch and interactive COBOL programs using file processing techniques to solve business problems.

Onsite only

5 Quarter Credit Hours

Prerequisite: IT 205

IT 215: PROGRAMMING LANGUAGE STRUCTURES

In this course, students will explore different programming language paradigms. Students will recognize the basic structures of different types of programming languages and how to select the best one to use for a given programming problem. Students will identify the strengths and weaknesses of each type of programming paradigm and/or language and then evaluate different programming challenges.

5 Quarter Credit Hours

Prerequisites: IT 193 and IT 200

IT 245: WEBSITE DEVELOPMENT

This course introduces activities related to website development, including the identification of information objects, the creation of flow diagrams, the use of multimedia, the use of hyperlinks, navigational efficiency, text creation, and the appropriate use of maps, menus, and frames.

5 Quarter Credit Hours

Prerequisite: IT 117

IT 247: WEBSITE TOOLS

In this course, students learn how to create graphics with both vector and bitmap images, apply special effects, build buttons, add rollovers, and create an animated GIF.

5 Quarter Credit Hours

Prerequisite: IT 117

IT 250: ENHANCING WEBSITES WITH PHP

This course covers Web development using PHP. Students will learn how to display content using forms. Students will access databases and learn how to display data on a Web page.

5 Quarter Credit Hours

Prerequisite: None

IT 254: PROGRAMMING II

This course introduces the fundamentals of C#, an object-oriented programming language. Topics include producing and editing printed output, standard I/O processing, loop processing, user-defined functions, arrays, and accessing databases. Upon completion, students will be able to write programs to solve common business application problems.

5 Quarter Credit Hours

Prerequisite: IT 182

IT 255: E-COMMERCE DEVELOPMENT

This course explores Web-based commerce. Students learn technical and nontechnical approaches and study online and traditional commerce. The course covers business solutions for small to large businesses and examines a variety of approaches to electronic commerce. Topics include security, payment systems, legal and ethical considerations, tools, and technologies. Some business principles are also covered.

5 Quarter Credit Hours

Prerequisite: IT 117

IT 258: INTRODUCTION TO JAVA PROGRAMMING

This course is an introduction to object-oriented programming in Java, where students learn analysis and design techniques of software engineering. Projects and assignments cover numerous aspects of program development. Students successfully completing the course will have the necessary background to analyze, design, and implement basic software solutions in Java.

5 Quarter Credit Hours

Prerequisite: IT 182

IT 259: JAVA PROGRAMMING II

This course focuses on advanced programming concepts and techniques in Java. Students will expand upon their basic Java skills to develop more advanced software applications. Topics include GUI concepts, event-driven programming, serialization, multi-threading, Java beans, network programming, J2EE, XML, security, and Web applications. Students learn how to create interactive applications in Java that employ across multiple platforms.

5 Quarter Credit Hours

Prerequisite: IT 258

IT 260: GRAPHICS PROGRAMMING

This course examines the programming practices and effective graphic design for business applications and beginning game programming. Topics include code flow, user interface design, object-oriented programming, and graphics drawing. This course prepares the student for building visual applications.

5 Quarter Credit Hours

Prerequisite: IT 182

IT 261: DESKTOP ADMINISTRATION

This course prepares networking students to install, configure, and administer a desktop operating system. Students learn to automate operating system installation, set up and manage user accounts, and configure local file systems. They learn to configure and troubleshoot both local and network printers, manage and troubleshoot access to shared folders, and recover from system failures.

5 Quarter Credit Hours

Prerequisite: IT 102

IT 267: SYSTEMS PROGRAMMING AND UNIX

This course prepares students with more advanced concepts regarding UNIX, including file I/O, filters, and file manipulation, command line arguments, and environment variables; and UNIX programming, including process handling, process control, signal handling, daemon processes, and interprocess communication. Participants must be familiar with using the UNIX environment. This course will

address systems and Internet programming knowledge. The course will use NT, Linux, and Solaris, but will primarily focus on concepts and tools that are available on most platforms.

5 Quarter Credit Hours

Prerequisites: IT 200 and IT 215

IT 273: NETWORKING CONCEPTS

This course introduces the theoretical concepts behind today's networks. It outlines the framework of current network theory, explaining the OSI Model and the methods of carrying data over wire, fiber, and wireless media. Other topics include fundamental network design components, such as topologies and access methods, basic administration of popular network operating systems, and troubleshooting methods for data transmission and recovery.

5 Quarter Credit Hours

Prerequisite: 100-level computer course

IT 274: COMPONENT-BASED SOFTWARE DEVELOPMENT USING C#

This is an advanced course in the design and implementation of programs using C#. Topics include object-oriented programming, class construction, overloading, serialization, inheritance, abstraction, polymorphism, and other software component development methods.

5 Quarter Credit Hours

Prerequisite: IT 254

IT 275: LINUX SYSTEM ADMINISTRATION

This introductory Linux course prepares students to install, configure, and administer Linux as a network operating system. Students learn both command line and graphical user interface administration with full-feature Linux distributions. Emphasis is placed on applied skills that address real-world challenges such as managing file structure, network services, and system security.

5 Quarter Credit Hours

Prerequisites: IT 261 and IT 273

IT 276: WINDOWS SYSTEM ADMINISTRATION

This introductory course in Microsoft Windows system administration prepares students to install, configure, and manage a network operating system. Students perform common administrative tasks, such as disk and printer configuration, user authentication and resource access, security evaluation, and server service installation. Students practice troubleshooting server and network problems using hands-on projects that develop the skills needed in real-world settings.

5 Quarter Credit Hours

Prerequisites: IT 261 and IT 273

IT 278: NETWORK ADMINISTRATION

This course introduces students to the features and functions of common network operating systems and shared data management concepts. Students examine and compare both local and network operating system features, and practice basic installation and administration of network operating systems, including administrator tasks, server organization, user management and permissions, security features, and shared printing.

5 Quarter Credit Hours

Prerequisites: IT 190 and IT 273

IT 280: TECHNICAL WRITING AND DOCUMENTATION

This course teaches the fundamentals of technical writing. Students will learn technical style, how to plan and manage the document development process, and how to identify audience needs, distinguishing between various types of technical documents. Extra emphasis will be given to documents related to the software development cycle.

5 Quarter Credit Hours

Prerequisites: IT 182 and IT 200

IT 282: ARTIFICIAL INTELLIGENCE

This course will give the student a broad appreciation of the nature of the problems within artificial intelligence, a detailed understanding of some of the techniques used to address those problems, and an appreciation for the current research trends in artificial intelligence. Topics include knowledge representation, expert systems, natural language processing, neural networks, and robotics.

5 Quarter Credit Hours

Prerequisite: IT 200

IT 283: NETWORKING WITH TCP/IP

This course provides a thorough examination of the protocols and services in the TCP/IP protocol suite. Students gain an understanding of how network traffic is encapsulated and transported by TCP/IP on local area networks and on wide area networks, including the Internet. Students learn about message addressing and forwarding, and how network errors are resolved.

5 Quarter Credit Hours

Prerequisite: IT 273

IT 284: INTRODUCTION TO WIRELESS TECHNOLOGIES

This course provides students with a broad overview of wireless communications including in-depth coverage of protocols, transmission methods, and IEEE standards. It covers the new developments in wireless devices and the many real-world business applications available. Students learn wireless terminology, basic radio wave foundations, and the way to choose a workable wireless solution.

5 Quarter Credit Hours

Prerequisite: IT 273

IT 285: WIRELESS CASES

Wireless local area networks (WLANs) fit well into today's business world, giving mobile workers the freedom they need to access network resources. Students in this second wireless course take a hands-on approach to implementing these WLANs. With step-by-step instructions, real-world examples, in-depth discussions, and hardware suggestions, the course teaches students how to configure wireless hardware and software, and explains the best techniques for creating and managing WLANs.

5 Quarter Credit Hours

Prerequisite: IT 284

IT 286: INTRODUCTION TO NETWORK SECURITY

This course covers current topics in network security, such as threat detection and response methods. Introductory topics such as proxy servers, firewalls, and other threat detection and protection methods will be discussed.

5 Quarter Credit Hours

Prerequisite: IT 273

IT 287: INTRODUCTION TO ROUTING AND SWITCHING

This course focuses on introductory switch and router configuration, network segmentation, and traffic management. Common routing and routed protocols will be explored. Experiences will be provided to continue the development of connectivity and communication troubleshooting skills.

5 Quarter Credit Hours

Prerequisite: IT 273

IT 293: ADVANCED VISUAL BASIC

This is an advanced course in the design and implementation of programs using Visual Basic. Topics include object-oriented programming, database access, and software component development.

5 Quarter Credit Hours

Prerequisite: IT 193

IT 296: ASSOCIATE'S-LEVEL INFORMATION TECHNOLOGY EXTERNSHIP

This course gives students practical job experience in their chosen career field. Students apply for externships with assistance from their program advisor. Externships are for a minimum of 150 hours and are graded as pass/fail.

Onsite only

5 Quarter Credit Hours

Prerequisite: Last two terms of program or permission of the Dean or Program Coordinator; minimum GPA of 2.0

IT 298: ETHICAL PRACTICES IN SOFTWARE DEVELOPMENT

This course explores the impact of computing system development on society. Topics covered will include ethical issues in the design and development of computer software, as well as standards for professional behavior, the professional's responsibility to the profession, and techniques for maintaining currency in a dynamic field. Also covered is the Association for Computing Machinery (ACM) code of ethics.

5 Quarter Credit Hours

Prerequisite: IT 101 or IT 182

IT 299: ASSOCIATE'S CAPSTONE IN COMPUTER INFORMATION SYSTEMS

This course is designed to build on the concepts of all information technology courses students have taken as a part of their degree plans. The capstone project integrates problem-solving techniques and implementation solutions studied in the information technology courses. Students research particular problems or issues they select, analyze the major concerns, and recommend viable information technology solutions to resolve or improve the problems or issues.

3 Quarter Credit Hours

Prerequisite: Last term or permission of the Dean

IT 310: DATA STRUCTURES AND ALGORITHMS

This course teaches students how to create data structures and algorithms using proper programming techniques. The course uses an object-oriented programming language to apply concepts such as linked lists, recursion, searching and sorting, binary search, trees, and graphs. The program design process and program implementation involving multiple modules, verification of program correctness, and abstract data types are also stressed.

6 Quarter Credit Hours

Prerequisite: IT 258

IT 315: WRITING FOR THE WEB

This course examines effective techniques for presenting content in websites. Students will learn basic terminology and methods for presenting content in a clear and concise format. Students will also learn marketing concepts involved in developing Web content.

6 Quarter Credit Hours

Prerequisites: IT 117 and 100-level computer course

IT 320: OPERATING SYSTEM CONCEPTS

This course examines how modern computer operating systems work in tandem with hardware and applications. Specific topics include the design of processor, memory, and storage management, and the execution of processes that protect resources according to imposed controls. Various types of operating systems are discussed, including those used in general purpose machines as well as in real-time or embedded devices. Finally, the Java platform is explored as a portable operating system environment.

6 Quarter Credit Hours

Prerequisite: IT 190

IT 325: COMPILERS

This is a beginning course in the design and implementation of simple compilers and interpreters. Implementation will be accomplished using the Java programming language because of its object-oriented capabilities. Topics include the syntax and semantics of high-level programming languages, language processors and associated terminology, the principle phases of compilation, syntactic analysis, contextual analysis, and code generation.

6 Quarter Credit Hours

Prerequisite: IT 258

IT 331: TECHNOLOGY INFRASTRUCTURE

This course explores the concepts and purpose of information technology infrastructure. Emphasis is placed on expanding the student's knowledge of computer networks and data transmissions and applying those concepts to an organization's technology requirements.

6 Quarter Credit Hours

Prerequisite: IT 273

IT 350: STRUCTURED QUERY LANGUAGE

This course covers more advanced concepts of the SQL programming language, in particular the skills needed to develop a business application using SQL. Students expand their programming skills by designing, creating, and managing databases using SQL.

6 Quarter Credit Hours

Prerequisite: IT 163

IT 354: DATABASE DESIGN

This course covers the advanced concepts of database design and database security. Students expand their database skills by designing and creating databases using SQL. Emphasis is placed on the skills needed to develop and secure databases to meet business needs.

6 Quarter Credit Hours

Prerequisite: IT 350

IT 355: WEB PROGRAMMING DEVELOPMENT

Students will learn how to create and maintain interactive and dynamic Web applications within a server-based scripting environment. Topics include

Web applications, object-oriented programming, and Web databases.

6 Quarter Credit Hours

Prerequisite: IT 293

IT 373: GRAPHICS AND MULTIMEDIA FOR WEB DESIGN

Students learn about the use of color on the Web, Web graphic file formats, graphical text, buttons, backgrounds, and image maps. Issues pertaining to the use of graphics on the Web, including file size, graphics quality, and resolution are explored. Students learn to use graphics programs to produce appropriate graphics for their Web projects and multimedia, including audio and video.

6 Quarter Credit Hours

Prerequisite: IT 117

IT 374: LINUX SYSTEM ADMINISTRATION II

This advanced Linux course builds on the skills learned in IT 275. Students configure a Linux production system for authentication, network services, security, backup, and recovery. By completing lab exercises, students learn to monitor performance and set up SAMBA and Apache. The use of GUI and command line tools to troubleshoot client and server connectivity is also covered.

6 Quarter Credit Hours

Prerequisite: IT 275

IT 375: WINDOWS ENTERPRISE ADMINISTRATION

This advanced course in Microsoft Windows enterprise administration prepares students to install, configure, and manage key network services and Active Directory. Students perform administrative tasks, such as network service installation and configuration, Active Directory installation, Group Policy design and configuration, and configuration of network and Active Directory security. Students learn the theory behind Active Directory design and operation, and complete hands-on labs and projects that develop the skills needed for real-world settings.

6 Quarter Credit Hours

Prerequisite: IT 276

IT 380: NETWORKING OPERATING SYSTEMS

This course takes a hands-on approach to learning the features and functions of modern network operating systems. Students install, examine, configure, and monitor several common operating systems. By exploring design principles from file system structure and security to network connectivity, students compare network operating systems strengths and weaknesses, learning to select the right system to meet requirements.

6 Quarter Credit Hours

Prerequisite: IT 278

IT 386: WIDE AREA NETWORKING

Wide Area Networking is a networking course focused on the way data is transmitted around the globe. Students learn how wide area network (WAN) technologies enable long-distance transmission of data, voice, and video. During this course, students will focus on topics, such as WAN protocols, transmission methods, digital network services, and current carrier service trends.

6 Quarter Credit Hours

Prerequisite: IT 283

IT 388: ROUTING AND SWITCHING I

This course is the first of two routing and switching courses that prepare students to design, configure, and maintain network routing and switching. Students learn the basic concepts, protocols, and functions of network routers and switches. Emphasis is placed on hands-on practice of configuration and troubleshooting using live and simulated labs.

6 Quarter Credit Hours

Prerequisites: IT 283, IT 275, and IT 386

IT 430: PROJECT MANAGEMENT

This course explores the concepts utilized for effective information technology project management. Students learn about project management knowledge areas and process groups, as well as the use of project management software. Case studies are used to further demonstrate information technology project concepts.

6 Quarter Credit Hours

Prerequisites: IT 190 and IT 331 or IT 182

IT 441, 442, 443, 444, 445, AND 446: DIRECTED STUDIES, SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY

In this course, students in the School of Information Systems and Technology will engage in an independent, directed-study project focused on a student-submitted topic of inquiry within any of the current degree emphasis areas. The student will select a topic of inquiry that is of interest and relevance to her or his professional goals.

IT 441: 1 Quarter Credit Hour

IT 442: 2 Quarter Credit Hours

IT 443: 3 Quarter Credit Hours

IT 444: 4 Quarter Credit Hours

IT 445: 5 Quarter Credit Hours

IT 446: 6 Quarter Credit Hours

Prerequisite: CM 220; upper-level students only

IT 450: SOFTWARE DEVELOPMENT LEADERSHIP

This course prepares students to effectively manage the software development process. The course provides a brief introduction to the history of programming languages. Problem-solving techniques and software development models are introduced. Students will develop computer programs to solve simple problems.

6 Quarter Credit Hours

Prerequisite: 100/200-level computer or math course

IT 452: ADVANCED QUERY DESIGN AND REPORTING

This course covers the advanced concepts of database query design and the use of reporting tools. Students will expand their database skills by designing and creating queries using SQL. Emphasis will be placed on the skills needed to develop reports and queries to meet business needs.

6 Quarter Credit Hours

Prerequisite: IT 350

IT 456: DATABASE ADMINISTRATION

This course covers the database administration role for relational databases, focusing specifically on the following: hardware capacity planning, installation of database management software and utilities, control of access to data and resources, automation of administrative tasks, optimizing

database performance, and procedures for disaster recovery operations.

6 Quarter Credit Hours

Prerequisite: IT 354

IT 460: SYSTEMS ANALYSIS AND DESIGN

This course provides an overview of the system development and modification process. Students learn to evaluate and choose a system development methodology. It emphasizes the factors for effective communication with users and team members and all those associated with development and maintenance of the system.

6 Quarter Credit Hours

Prerequisite: IT 101 or IT 133

IT 461: ADVANCED VISUAL BASIC II

This course teaches students advanced Visual Basic programming techniques for desktop applications. Upon completion of this course, the student will be able to write, debug, compile, and execute Visual Basic programs for use in a desktop environment. During this course, students focus on building well-engineered and maintainable programs to meet business applications and programming standards.

6 Quarter Credit Hours

Prerequisite: IT 293

IT 464: ADVANCED OBJECT-ORIENTED PROGRAMMING WITH JAVA

This course focuses on object-oriented programming (OOP). A wide range of OOP concepts and principles and their use in programming are discussed. Object-oriented, event-driven, and interactive programming techniques are presented. Emphasis is placed on design process and structure.

6 Quarter Credit Hours

Prerequisite: IT 182

IT 466: ADVANCED OBJECT-ORIENTED PROGRAMMING USING C#

This course uses the C# language to teach advanced object-oriented techniques. Topics include class construction, inheritance, polymorphism, exception handling, Web applications, and database interaction. Upon completion, students will be able to write, test, and debug programs that solve common business application problems.

6 Quarter Credit Hours

Prerequisite: IT 274

IT 470: ADVANCED WEB LANGUAGES FOR WEB DESIGN

This course focuses on maximizing the impact and effectiveness of Web pages through the use of advanced HTML code and other Web programming tools and languages. Topics include developing and integrating complex tables, frames, style sheets, and forms and the use of DHTML, XHTML, and XML.

6 Quarter Credit Hours

Prerequisites: IT 117 and IT 182

IT 471: ROUTING AND SWITCHING II

This course is the second of two routing and switching courses and explores more advanced topics. Students design, configure, reconfigure, and maintain network routing and switching devices. Students learn advanced concepts in protocols, resource access, and disaster recovery.

Emphasis is placed on planning, proposing, and securing network infrastructure.

6 Quarter Credit Hours

Prerequisite: IT 388

IT 475: NETWORK MANAGEMENT

This course in network management explores the concepts and practices used to optimize and secure today's networks. Students will learn the fundamentals of network operations and maintenance, traffic management, and network performance configuration. The course also develops students' skills in evaluating and selecting various types of network management software for both local and WAN environments.

6 Quarter Credit Hours

Prerequisites: IT 386 and IT 388

IT 476: WEB MARKETING AND E-COMMERCE

Students learn the steps needed to develop and integrate Internet communication strategies. Starting with marketing basics, they learn to plan and target a Web marketing effort. The practical logistics of establishing and maintaining an e-commerce site, including legal and regulatory issues, are also explored.

6 Quarter Credit Hours

Prerequisite: IT 430

IT 478: WEB SERVERS AND SECURITY

This course teaches students to install and configure popular Web server software. Students learn to determine user access levels, as well as serve authentication and server-side programming. Various issues involving Web security are discussed, including Web/client security and intrusion detection and recovery.

6 Quarter Credit Hours

Prerequisites: IT 190 and IT 273

IT 480: SIMULATION AND MODELING

This course covers the fundamentals of computer-based modeling and simulation. Simulation techniques, such as random number generation and random variate generation, will be examined. Simulation analysis techniques, such as input analysis, will be discussed and applied. Students will assess various software simulation tools and programming languages commonly used for simulation.

6 Quarter Credit Hours

Prerequisite: IT 258

IT 482: NETWORK DESIGN

This course provides students with the information and skills needed to design local area networks. Emphasis is placed on planning and analysis skills. Students learn to design a network solution that supports network applications based on business needs.

6 Quarter Credit Hours

Prerequisite: IT 283 and IT 388

IT 484: NETWORKING SECURITY

This course teaches students how to defend network assets by evaluating threats and implementing appropriate countermeasures. The combination of protecting network availability, integrity, and confidentiality is the foundation of any good network security plan. By applying security technologies using cost-effective and balanced methods, even the smallest businesses can keep their networks

safe. Topics include analysis of threats, vulnerability, methods of protection, and adoption of policies and procedures to secure access for local and remote network users. The course also includes strategies for securing Internet access between private and public networks.

6 Quarter Credit Hours

Prerequisite: IT 482

IT 490: ANIMATION BEHAVIORS

The course incorporates the fundamentals of animation scripting for designers. Students will apply scripting to add interactivity to their websites. Topics will include programming and reusing animation code scripts, handling object collisions, and debugging and troubleshooting motion scripts. Students will work step-by-step through various scripts to create animation control for real-world website designs.

6 Quarter Credit Hours

Prerequisite: IT 373

IT 491, 493, 495, AND 497: BACHELOR'S-LEVEL INFORMATION TECHNOLOGY EXTERNSHIP

These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer.

Onsite only

IT 491: 3 Quarter Credit Hours

IT 493: 4 Quarter Credit Hours

IT 495: 5 Quarter Credit Hours

IT 497: 6 Quarter Credit Hours

Prerequisite: Permission from Registrar's Office, Program Coordinator, and Externship Coordinator

IT 492: WEBSITE ANIMATION INTEGRATION

This is an advanced course in which students plan and construct a substantial animated project of original design. Students learn the principles of animation and are provided with an overview of how animation fits into website architecture.

6 Quarter Credit Hours

Prerequisite: IT 490

IT 496: ANIMATION FOR GAMING

This course will introduce game theory using examples of single-player, Web-based games. Upon completion, students will be able to create real-time, 2D games that play within the browser. The student will create game-like applications with advanced animation techniques and ActionScript programming.

6 Quarter Credit Hours

Prerequisites: IT 182 and IT 490

IT 497: BACHELOR'S CAPSTONE IN NETWORKING TECHNOLOGY

The Bachelor's Capstone in Networking Technology demonstrates a synthesis of the knowledge gained in all courses students take as a part of their degree plans. In this course, students produce a comprehensive network design that covers requirements, infrastructure, applications, and security. Students also examine the viability and functionality of the designs of their peers and prepare proposals, recommendations, and implementation plans.

4 Quarter Credit Hours

Prerequisites: IT 430 and IT 482; last term or permission of the Program Chair and/or Dean

IT 498: BACHELOR'S CAPSTONE FOR SOFTWARE DEVELOPMENT

The Bachelor's Capstone for Software Development demonstrates a synthesis of knowledge gained in all courses students take as a part of their degree plan. In this course, students will examine current practices of software development, requirements, design, prototyping, measures, and evaluation. Students will produce a comprehensive software design. Students also examine the feasibility and functionality of the designs of their peers and prepare proposals, recommendations, and implementation plans.
4 Quarter Credit Hours
Prerequisites: IT 460 and IT 461; last term or permission of the Program Chair and/or Dean

IT 499: BACHELOR'S CAPSTONE IN INFORMATION TECHNOLOGY

The Bachelor's Capstone in Information Technology is designed to build on the concepts of all information technology courses students have taken as a part of their degree plans. The capstone project integrates problem-solving techniques and the development and implementation of viable, student-developed solutions to meet an identified technology or design need in a business or institutional environment.
4 Quarter Credit Hours
Prerequisite: Last quarter or permission of the Program Chair

INTERDISCIPLINARY STUDIES

IS 299: ASSOCIATE'S CAPSTONE IN INTERDISCIPLINARY STUDIES

The capstone course is designed to provide students with the opportunity to integrate the knowledge and skills acquired throughout their ASIS program of study. Students will use critical thinking skills and synthesize previous coursework in developing an original comprehensive capstone project. The capstone course is delivered to students at the end of a program of study for the purposes of a college assessment of student achievement of program outcomes, the student's written and oral communication skills, and knowledge of the subject matter, theories, and methods relating to interdisciplinary studies.
3 Quarter Credit Hours
Prerequisite: Last term or permission of the Dean

LEGAL STUDIES

LS 102: INTRODUCTION TO LAW

In this course, students will explore an introductory overview of law as developed historically, both within the American legal system and other legal forums. The role and influence of law in society, business and personal behavior, communication, and thought will be discussed, and theoretical and practical aspects of communications will be learned.
5 Quarter Credit Hours
Prerequisite: None

LS 302: ENVIRONMENTAL LAW

This course is an exploration of the statutory and regulatory basis of environmental law and will provide a basic overview of the major state and federal acts and regulations governing environmental law.
6 Quarter Credit Hours
Prerequisite: PA 110

LS 308: LAW AND SOCIETY

The student completing this course will learn about the law as a generic entity with pervasive influence in all aspects of social interaction, formation, and change. Theories of design, enforcement, and remediation under the American system, and interacting with different global systems will provide the student the opportunity to gain appreciation of the value, reach, and utility of a well-defined legal system.
6 Quarter Credit Hours
Prerequisite: LS 102

LS 320: HEALTH LAW SURVEY

This course introduces students to the legal issues associated with the health care delivery system, health care providers, and the regulation of health care. Among the topics to be covered are licensing, quality control, patient/professional relationships, health care organizations, regulatory aspects of health care, and liability of health care professionals and institutions.
6 Quarter Credit Hours
Prerequisites: PA 301 and PA 360

LS 420: HEALTH CARE POLICY

This course explores the legal, political, and socioeconomic principles underlying the development, implementation, and trends in public health policies related to national and international health care initiatives. Emphasis will be given to an analysis of the development of current health policies and future health policy directions.
6 Quarter Credit Hours
Prerequisite: LS 320

LS 425: HEALTH CARE LEGISLATION AND REGULATION

This course analyzes existing federal statutes dealing with health care. Emphasis will be given to Medicare and Medicaid, Start I and II, SCHIPP, and EMTALA, among others. The course will discuss the structure and purpose of the statutes and the relationship of statutes to the regulation of the health care industry. Finally, students will analyze reforms for each of the statutes and informal regulation provided by peer review, staff evaluations, and accreditation.
6 Quarter Credit Hours
Prerequisite: LS 420

LS 430: MANAGED CARE AND INSURANCE ISSUES

This course will explore the concept of managed care as opposed to fee-for-service care. It will also explore the variety of forms of managed care including HMO, PPO, POS, capitation, and referrals. The course will also explore principles of health care insurance regulation, insurance, and Employee Retirement Income Security Act (ERISA) issues and how they overlap.
6 Quarter Credit Hours
Prerequisite: LS 420

LS 435: BIOETHICS IN HEALTH CARE

This course examines legal, ethical, and political implications of biological and technological advances regarding human reproduction, fetal-maternal decision making, surrogacy, human genetics, death and dying of children and adults, physician-assisted suicide, and medical research. The course will consider these issues from the position of stakeholders—patients, providers, and government.
6 Quarter Credit Hours
Prerequisite: PA 253

LS 481–486: DIRECTED STUDIES IN LEGAL STUDIES

In this course, students in the School of Legal Studies will engage in an independent, directed studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to his or her professional goals.
LS 481: 1 Quarter Credit Hour
LS 482: 2 Quarter Credit Hours
LS 483: 3 Quarter Credit Hours
LS 484: 4 Quarter Credit Hours
LS 485: 5 Quarter Credit Hours
LS 486: 6 Quarter Credit Hours
Prerequisites: CM 202 and permission of the Dean; upper-level students only

LS 490: LEGAL PHILOSOPHY

This course provides the student with an opportunity to look at a number of historically significant philosophical and legal thinkers and theories. The student will analyze and compare them to the American theoretical and philosophical system. Critical thinking skills and communication competence are built through the individual and collaborative discussion and analysis process. Upon completion of the final project, the student will be able to identify the most historically significant legal philosophers and assess American legal philosophy in historical context. Further, philosophical thinking that contributed directly to the design of our system will be understood in current legal context.
6 Quarter Credit Hours
Prerequisites: LS 102, LS 308, and PA 253

LS 493: LEGAL STUDIES CAPSTONE (INTERNSHIP)

This course will provide students with practical experience in a professional field. One hundred and eighty (180) hours of internship service are required during the 10-week term (18 hours/week). This course is an opportunity to combine academic theory with new, career-related experience in legal studies. At least 15 hours per week must be devoted to tasks that apply theory and academic content in a professional setting for a minimum of 150 hours. Tasks must be delineated in the Learning Contract, which demonstrates an advanced application of academic theory in the workplace.
4 Quarter Credit Hours
Prerequisite: Permission of the Dean; upper-level students only

LS 497: BSLS CAPSTONE

This course will provide students in the BSLS program with preparation in critical thinking, logical reasoning, critical reading, and persuasive writing.
4 Quarter Credit Hours
Prerequisite: Permission of the Dean; upper-level students only

LS 498: BSLS CAPSTONE (RESEARCH OPTION)

This course is the thesis capstone option for students in the BSLS degree program. Students will conduct approved scholarly research under the supervision of a program chair or full-time faculty person in the School. Students will identify a topic for research, conduct a literature review and synthesize relevant scholarly literature, and prepare a formal research report of no less than 30 pages that conforms to American Psychological Association (APA) style, with a bibliography and properly formatted citations.

4 Quarter Credit Hours
Prerequisite: Permission of the Dean must be granted the term prior to taking the course

LS 499: BSLS CAPSTONE (COMPREHENSIVE EXAM)

This course is the comprehensive exam capstone option for the BSLS degree. Students will address questions that will require a synthesis of major concepts, themes, and content from across the BSLS program. Student responses are expected to cite relevant literature from their core coursework and the program and to conform to American Psychological Association (APA) style. Students will have the opportunity to participate in a review during the course to prepare for the exam. Participation in the review is not required, but highly encouraged.

4 Quarter Credit Hours
Prerequisite: Permission of the Dean must be granted the term prior to taking the course

MASSAGE THERAPY

MS 101: BODY SYSTEMS AND DIRECTIONAL METHODS

In this introductory course, students build a solid foundation in their understanding of the development, structure, and function of the human body. Cell structure and function, as well as the musculoskeletal system, will be presented. Upon successful completion of this course, students should be able to explain basic cell structure and function and identify the basic muscle and bone groups found in the human body.

Onsite only
6 Quarter Credit Hours
Prerequisite: None

MS 110: INTRODUCTION TO MASSAGE TECHNIQUES

This course offers an introduction to applied massage therapy techniques. Within the parameters of this course, students define and develop massage movements related to Swedish massage. The art of professional touch, choosing the right equipment, and client intake are also taught. Upon successful completion of this course, students should be able to demonstrate the five basic strokes of Swedish massage, define the massage equipment needed for the profession, and chart a client's intake and progress.

Onsite only
5 Quarter Credit Hours
Prerequisite: None

MS 115: CIRCULATORY SYSTEMS

In this course, students should add to their understanding of the structure and function of the human body. Emphasis will be placed on the lymphatic, cardiovascular, and digestive systems. As a result of their studies, students should be able to explain the basic structure and function of each of these systems. Upon successful completion of this course, students should be able to apply this knowledge in their hands-on approach to massage techniques learned.

Onsite only
2 Quarter Credit Hours
Prerequisites: MS 101 and MS 110

MS 125: MASSAGE TECHNIQUES—DEEP APPROACHES

This course is designed to introduce students to advanced massage techniques, such as deep-tissue work, joint mobility, and range of motion. Emphasis is placed on classifications of ROM and normal degrees, with indications and contraindications of these deeper techniques. Upon successful completion of the course, students should be able to differentiate between Swedish and deep-tissue techniques, as well as demonstrate proper range of motion.

Onsite only
2 Quarter Credit Hours
Prerequisites: MS 101 and MS 110

MS 130: HEALTH SERVICES MANAGEMENT AND ETHICS

This course is designed to provide students with an understanding of basic concepts and principles of business management, as well as a guide to ethical behavior in a professional setting. Emphasis will be placed on setting goals for a practice, taking the steps necessary in establishing a practice, and guidelines for ethical conduct. Upon successful completion of this course, students should be able to construct a mission statement, write a basic business plan, and demonstrate ethical behavior expected of a professional massage therapist.

Onsite only
4 Quarter Credit Hours
Prerequisites: MS 101 and MS 110

MS 140: NUTRITION

This course will provide students with an understanding of how nutrition affects the client's and therapist's overall health and daily activity. Basic food groups, recommended dietary guidelines, and exercise as tools to maintain a healthy body will be discussed. As a result of this course, students should be able to identify the basic food groups and recommended dietary guidelines, and discuss exercise as a means to a healthy lifestyle.

Onsite only
2 Quarter Credit Hours
Prerequisites: MS 101 and MS 110

MS 150: THE SENSES AND HUMAN DEVELOPMENT

This course is designed to introduce students to developmental changes of the human body and how internal and external senses detect change. Emphasis will be placed on the special and general senses and degenerative changes that occur with aging. Upon successful completion of this course, students should be able to explain how a stimulus is converted into a sensation and the concept of

development as a biological process characterized by continuous medication and change.

Onsite only
2 Quarter Credit Hours
Prerequisites: MS 101 and MS 110

MS 165: SYSTEMIC PATHOLOGIES

This course is designed to teach students the basic concepts underlying various pathologic processes. Emphasis will be placed on the pathogenesis of diseases, their mechanisms, and how they develop. Upon successful completion of this course, students should be able to explain the etiology of pathologic changes and understand the causes of many diseases.

Onsite only
4 Quarter Credit Hours
Prerequisites: MS 101 and MS 110

MS 170: CARDIOPULMONARY SYSTEM

This course will provide students with an understanding of how the respiratory system filters air from the environment before it enters the pulmonary system. Emphasis is placed on the stimulation of respiratory muscles to provide ventilation for the alveoli to supply the precise amount of oxygen needed for every cell in the body. As a result of this coursework, students should be able to compare, contrast, and explain the mechanism responsible for the exchange of gases that occurs during internal and external respirations.

Onsite only
2 Quarter Credit Hours
Prerequisites: MS 101 and MS 110

MS 180: MASSAGE TECHNIQUES—MULTIMODALITY

This course offers advanced platform integration of Swedish tissue techniques to the torso, arm, neck, and shoulders via manipulative tissue massage therapy platforms. Students will be introduced to advanced massage techniques, such as neuromuscular therapy, aromatherapy, and massage for special populations. Upon successful completion of this course, students should be able to demonstrate the postural assessment, select and use essential oils, and perform prenatal massage while demonstrating advanced massage skills by integrating upper torso platforms.

Onsite only
1 Quarter Credit Hour
Prerequisites: MS 101 and MS 110

MS 190: HEALTH AND HYGIENE

This course is directed at providing students with a basic understanding of procedures necessary to ensure a safe working environment for the client and therapist. Topics such as hand-washing techniques, injury prevention for the massage therapist, Universal Precautions, and CPR (cardiopulmonary resuscitation) will be studied. Upon successful completion of the course, students should be able to demonstrate proper hand-washing techniques, demonstrate injury-prevention techniques for the therapist, discuss Universal Precautions, and become certified in CPR.

Onsite only
4 Quarter Credit Hours
Prerequisites: MS 101 and MS 110

MS 200: CRANIOSACRAL THERAPY

Craniosacral therapy is known as a gentle and profound method of healing available to the massage therapist. In this course, students develop an appreciation for the history and development of the technique, become familiar with the anatomy and physiology of the craniosacral system, and understand basic palpation skills. Upon successful completion of the course, students should be able to demonstrate palpation techniques and explain the anatomy and the physiology of the craniosacral system.

Onsite only

3 Quarter Credit Hours

Prerequisites: MS 101 and MS 110

MS 205: URINARY AND REPRODUCTIVE SYSTEMS

This course is designed for students to continue to add to their understanding of the structure and function of the human body. Emphasis will be placed on the urinary and reproductive systems. Upon successful completion of this course, students should be able to explain the basic structure, function, and pathology of the urinary and reproductive systems. Students should also be able to incorporate this information when applying hands-on massage techniques.

Onsite only

2 Quarter Credit Hours

Prerequisites: MS 101 and MS 110

MS 215: ALTERNATIVE THERAPIES (HYDRO AND ASIAN THERAPIES)

This course will provide students with an understanding of how water is used as an external therapeutic device, and the Eastern approaches to massage therapy will also be provided. Topics covered will include therapeutic modalities using cryotherapy and thermotherapy, an introduction to Oriental medicine, shiatsu, as well as some of the specific techniques unique to Eastern approaches. Upon successful completion of the course, students should be able to demonstrate and explain the use of a paraffin wax, hot and cold packs, the contrast method, and the salt glow. Students should also be able to name the benefits and contraindications associated with each modality.

Onsite only

6 Quarter Credit Hours

Prerequisites: MS 101 and MS 110

MS 225: SPORTS MASSAGE THERAPY

This course will provide students with the educational background needed to practice in one of the most rapidly growing areas of massage therapy. Pre- and postevent massage techniques, as well as an overview of athletic injuries, will be discussed and demonstrated. Upon successful completion of this course, students should be able to explain the basic concepts of athletic-related injuries and demonstrate pre- and post-event massage.

Onsite only

3 Quarter Credit Hours

Prerequisites: MS 101 and MS 110

MS 230: MASSAGE TECHNIQUES—ADVANCED SWEDISH

This course offers advanced Swedish techniques to the applied massage therapy platforms. Within the parameters of this course, students define and develop adaptive massage movements related to Swedish massage. The art of deep tissue will be

taught. Students who successfully complete this course should be able to demonstrate ROM exercises and deep-tissue strokes of the arms, chest, and abdomen, as well as to the anterior and posterior legs.

Onsite only

3 Quarter Credit Hours

Prerequisites: MS 101 and MS 110

MS 240: MASSAGE TECHNIQUES—NEUROMUSCULAR

This course offers deep-tissue techniques to the back and legs via massage therapy platforms. Within the parameters of this course, students define and develop adaptive massage movements related to deep-tissue massage. Postisometric muscle releases of the back musculature will be taught to competency. Students will be introduced to neuromuscular therapy techniques and acquire successful skills. Students who successfully complete this course should be able to demonstrate neuromuscular massage and deep-tissue strokes of the body from center out and the anterior and posterior cervical spine, as well as perform successful patient postural assessment. Treatments of hip and chest conditions will also be taught to competency.

Onsite only

2 Quarter Credit Hours

Prerequisites: MS 101 and MS 110

MS 250: MASSAGE TECHNIQUES—SPECIALTIES

This course offers deep-tissue techniques to the hips via deep-tissue massage therapy platforms. Within the parameters of this course, students define and develop adaptive massage movements related to special needs massage. Techniques for TMJ musculature will be taught to competency. Students will be introduced to aromatherapy techniques and acquire successful skills for clinical applications. Students who successfully complete this course should be able to demonstrate additional massage skills to the special populations of pregnant women and geriatrics.

Onsite only

1 Quarter Credit Hour

Prerequisites: MS 101 and MS 110

MS 270: REVIEW FOR BOARDS

This course will review material taught in previous classes to prepare students to take the National Certification Examination provided by the National Certification Board for Therapeutic Massage and Bodywork test for state licensure. Students take a sample test similar to the national test. Students who successfully complete this course should be able to demonstrate retention of material taught in the massage therapy program.

Onsite only

2 Quarter Credit Hours

Prerequisites: MS 101 and MS 110

MS 299: CLINIC

Clinical practice will provide students with the opportunity to demonstrate basic Swedish massage techniques and advanced modalities in a supervised setting. Pre- and postevent massage techniques, assessing and evaluating the usefulness of sports massage techniques in athletic injuries, and basic palpation skills will be demonstrated. Upon successful completion of this course, students should be able to demonstrate sports massage techniques appro

priate for an athletic event, as well as basic palpation skills used in craniosacral therapy.

Onsite only

5 Quarter Credit Hours

Prerequisites: MS 101 and MS 110

MATHEMATICS

MM 100: FUNDAMENTALS OF MATH

This course is for students who have little or no prior background in mathematics. Students acquire basic mathematical skills and are introduced to the necessary terminology and concepts that enable them to gain confidence in their abilities to apply this knowledge to real-world situations. Successfully completing this course allows students to advance to MM 101: Prealgebra. This course does not fulfill the mathematics core requirement and is not eligible for "EC" or "TC" credit.

Onsite only

2 Quarter Credit Hours

Prerequisite: None

MM 101: PREALGEBRA

This course is for students who wish to gain an understanding of mathematics. The course introduces prealgebra and pregeometry concepts, and reviews computational and problem-solving skills in selected areas. This course does not fulfill the mathematics core requirement and is not eligible for "EC" or "TC" credit.

Onsite only

2 Quarter Credit Hours

Prerequisite: None

MM 103: COLLEGE MATHEMATICS

This course introduces students to practical mathematics, developing conceptual and problem-solving skills, and includes the study of linear equations, basic statistical concepts, mathematical functions, and applications.

5 Quarter Credit Hours

Prerequisite: None

MM 103X: COLLEGE MATHEMATICS

This course introduces students to practical mathematics, developing conceptual and problem-solving skills, and includes the study of linear equations, basic statistical concepts, mathematical functions, and applications.

Onsite only

4 Quarter Credit Hours

Prerequisite: None

MM 180: MATH TOPICS FOR THE INTERDISCIPLINARY STUDENT

Students interested in improving their background in mathematic concepts and skills will benefit from the use of real-world scenarios to solve math problems. Students also will enhance their own knowledge by demonstrating the ability to explain concepts to others, which is a valued skill in many fields. The topics of arithmetic, algebra, geometry, measurement, and data organization and interpretation will be addressed.

5 Quarter Credit Hours

Prerequisite: Permission of the Dean; Educational Paraprofessional students only

MM 201: COLLEGE ALGEBRA

This course covers topics of algebra, including linear functions, equations, and inequalities, systems of equations in two variables, polynomial functions, rational and radical equations and inequalities, exponential and logarithmic functions, ratios, proportions, variation, and graphing.

5 Quarter Credit Hours

Prerequisite: None

MM 201A: COLLEGE ALGEBRA (A)

College Algebra (A) covers topics of algebra, including linear functions, equations and inequalities, systems of equations in two variables, and graphing. Both MM 201A and MM 201B need to be taken to satisfy the MM 201 core curriculum requirement.

Onsite only

2 Quarter Credit Hours

Prerequisite: None

MM 201B: COLLEGE ALGEBRA (B)

College Algebra (B) covers topics of algebra, including polynomial functions, factoring, rational expressions, radical expressions, quadratic equations, and exponential and logarithmic equations. Both MM 201A and MM 201B need to be taken to satisfy the MM 201 core curriculum requirement.

Onsite only

3 Quarter Credit Hours

Prerequisite: MM 201A

MM 207: STATISTICS

This course examines the principles of probability and descriptive and inferential statistics. Topics include probability concepts, measures of central tendency, normal distributions, and sampling techniques. The application of these principles to simple hypothesis-testing methods and to confidence intervals is also covered. The application of these topics in solving problems encountered in personal and professional settings is also discussed.

5 Quarter Credit Hours

Prerequisite: IT 133

MM 250: INTRODUCTORY DISCRETE MATHEMATICS

This course is designed to provide information technology and computer science students with an overview and appreciation of mathematical concepts, highlighting applications of mathematics to information technology and computer science. Topics include set theory, logic, matrices, sequences and series, graph theory, and algorithm analysis. The student will complete assignments in each of these areas and be able to identify and apply the core concepts in each of these areas to related problems.

5 Quarter Credit Hours

Prerequisite: MM 201

MM 260: LINEAR ALGEBRA

This course is designed to provide students with an overview and appreciation of linear algebra concepts, highlighting applications of linear algebra to real-world situations. Topics include vector operations, matrices, spaces and subspaces, eigenvalues and eigenvectors, and real-world applications of linear algebra. The student will complete assignments in each of these areas and be able to identify and apply the core concepts in each of these areas to related problems.

5 Quarter Credit Hours

Prerequisite: MM 201

MM 305: QUANTITATIVE METHODS

This course is an introduction to the theory and application of statistics in decision making and business-related activities, such as marketing and academic research and quality control. Through a combination of readings, terminology, practical application exercises, discussions, and use of a statistical software package, students will be provided with the introductory knowledge and the skills required to perform various statistical analyses to offer solutions to business-related problems and issues.

6 Quarter Credit Hours

Prerequisites: IT 133 and MM 207

MM 309: DISCRETE MATHEMATICS

In this course, students learn mathematical processes that are sequential in nature. Topics covered include logic, sets, Boolean algebra, number systems, counting methods, and algorithms. These processes are especially relevant to students in information technology, and the application of these principles in the context of information technology will be discussed.

6 Quarter Credit Hours

Prerequisite: MM 201

NURSING

NU 101: NURSING FUNDAMENTALS

This course introduces the student to the nursing process, wellness, assessment techniques for determining normal from altered conditions, and the basic personal care and assistance to the sick and disabled. Topics will include patient safety, monitoring vital signs, initial assessment, bathing and grooming, personal care, and assisting with mobility. Students will learn how to effectively document patient records and provide reports to other providers. The course will include a clinical practicum.

5 Quarter Credit Hours

Prerequisite: None

NU 110: MEDICAL-SURGICAL NURSING I

This course will prepare students to implement the nursing process in the care of adult medical and surgical clients. Care planning, nursing interventions, and patient education will be addressed. Students will complete a clinical practicum in a medical-surgical acute or chronic-care setting. Course-specific body systems will include respiratory, cardiac, renal, endocrine, and peripheral vascular nursing care.

5 Quarter Credit Hours

Prerequisites: CM 108, CS 118, MA 104, MA 107, and NU 101; nursing students only

NU 120: CARE OF SPECIAL POPULATIONS—OBSTETRICS

This course in special populations will prepare the student to provide care to women, children, and families during prenatal care, labor and delivery, postpartum care, and early childhood through adolescence. Topics will include general issues with fertility, pregnancy, and childbirth; postpartum care; and common problems in pediatrics.

Additionally, the course will consider common mental health issues affecting individuals and families.

5 Quarter Credit Hours

Prerequisite: NU 110

NU 130: MEDICAL-SURGICAL NURSING II

This course will prepare students to implement the nursing process in the care of adult medical and surgical clients. Care planning, nursing interventions, and patient education will be addressed. Students will complete a clinical practicum in a medical-surgical acute or chronic care setting. Topics covered will include gastrointestinal, neurological, musculoskeletal, integumentary, sensory, and reproductive system nursing care.

7 Quarter Credit Hours

Prerequisite: NU 110

Corequisite: MM 201

NU 200: LPN PROFESSIONAL ROLE TRANSITION

This course prepares the licensed practical nurse for advanced placement in the nursing program. Students will be introduced to the role of the professional nurse and responsibilities inherent in the role. The nursing process, critical thinking, and problem solving from the perspective of the professional role will be introduced. Students will participate in skills labs and clinical experiences for the purpose of reviewing skills, demonstrating competence, and updating areas of demonstrated need. Successful completion of this course will result in eligibility for enrollment in NU 220 and NU 230.

2 Quarter Credit Hours

Prerequisite: Permission of the Department

NU 220: CARE OF SPECIAL POPULATIONS, FAMILY II—PEDIATRICS

This course provides an examination of health and nursing needs of children and beginning and developing families. Emphasis is on health care needs of children and families, health promotion, risk issues, and childhood health problems of acute and long-term nature, as well as the influence of illness on the family.

5 Quarter Credit Hours

Prerequisites: NU 120 and NU 130 or NU 200

Corequisite: NU 230

NU 230: PHARMACOLOGY

This course presents an overview of the basic principles of pharmacology, including its relationship to the health of individuals and families. Students will learn drug actions, interactions, and therapeutic and adverse effects, as well as food-drug interactions, drug classifications, and the basic pharmacology of commonly used medications. Emphasis is placed on nursing responsibilities and client education.

5 Quarter Credit Hours

Prerequisites: NU 120 and MM 201

NU 240: CARE OF SPECIAL POPULATIONS—MENTAL HEALTH NURSING II

This course presents the major theoretical concepts in mental health that relate to the assessment of needs and the planning of care for persons with mental health problems. Emphasis is placed on the examination of mental health disorders and the various roles and functions of the professional

mental health nurse in caring for persons with mental health conditions requiring professional treatment.

5 Quarter Credit Hours

Prerequisite: NU 220

Corequisite: NU 260

NU 260: MEDICAL-SURGICAL NURSING III

This course is designed to prepare the student to care for adult clients experiencing complex, multisystem, medical-surgical, rehabilitation, or restorative conditions. In addition to the expansion of clinical skills and knowledge, students will gain experience and exposure to leadership roles within their clinical practice. Clinical placements will take place across a variety of settings.

7 Quarter Credit Hours

Prerequisites: NU 220 and NU 230

Corequisite: NU 240

NU 270: TRANSITIONS COURSE— ISSUES AND TRENDS

Students will examine the key issues that influence successful transition to professional nursing practice. The course focuses upon analysis of the historical and current influences upon the environment in which contemporary nursing is practiced. Responsibilities faced by nurses in the areas of clinical practice, leadership, and research are discussed from an ethical, legal, economic, and political viewpoint. Students will apply course content in their personal preparation to function effectively in their roles as registered nurses in the evolving health care climate.

5 Quarter Credit Hours

Corequisite: NU 299

NU 299: ASSOCIATE'S DEGREE INTEGRATED CARE STRATEGIES CAPSTONE

The capstone is designed to assist students in the integration of the competencies essential for the practice of professional nursing. The student will progress from a structured, supervised practice to receive general supervision from the faculty and agency preceptor(s). The clinical site will be dependent upon the student's needs and based upon the joint analysis of the student and faculty prior to the placement. Throughout the term, students must consider their practice in terms of preparation for the NCLEX-RN examination.

5 Quarter Credit Hours

Prerequisite: NU 260

Corequisite: NU 270

NU 300: PROFESSIONAL LEADERSHIP TRANSITIONS

This course will facilitate the transition of the registered nurse into a professional nursing leadership role and introduce the major components of leadership that are part of the Kaplan University School of Nursing program. This course builds upon the previous knowledge and experience of the RN and is required prior to the student's enrollment in any other nursing course. The student will examine personal values and goals along with professional roles to explore nursing leadership and create a professional development plan. Topics covered in the course include professional nursing roles, culture and values for community care, leadership, and research.

6 Quarter Credit Hours

Prerequisite: Admission to the program

NU 304: HEALTH/WELLNESS ASSESSMENT AND STRATEGIES

This course builds on previously acquired skills and learning from nursing, and the biological and social sciences. The goal of this course is to provide the student with practical knowledge and information related to health promotion. This course will prepare the student to practice holistic health promotion across diverse cultures. Students will complete a holistic, individualized health and physical assessment and health history. Students apply the nursing process to the health assessment of multicultural and ethnic individuals and families across the lifespan. Students will collaborate with faculty and other students in the development of health promotion strategies appropriate to the assessment data collected.

6 Quarter Credit Hours

Prerequisite: NU 300 or concurrent enrollment in NU 300

NU 310: NURSING RESEARCH

This course introduces the student to the research process. The course investigates the scientific method as it applies to the nurse's role. The leadership role of the professional nurse in research is explored. Ethical considerations involved in research procedures are discussed. Critical thinking skills are developed as the student gains understanding of the basic processes of research. Students develop skills to access and evaluate electronic sources of research data through projects. Application of nursing research to current practice is initiated. Topics include examination of the methodology of each step of the research process, quantitative and qualitative research designs, and critical appraisal techniques in examining research. Students learn to search for research data and complete a literature review through class projects. Students will analyze the role of research as it applies to their personal professional development.

6 Quarter Credit Hours

Prerequisites: NU 304 or concurrent enrollment in NU 304, and MM 207

NU 350: ISSUES AND INFORMATICS

This course teaches students to develop a leadership role in the current technological arena in health care and nursing. Students examine, interpret, and evaluate current nursing issues while focusing on the ethical, legal, political, economic, and quality components within each topic. The concept of nursing informatics is investigated using existing informatics standards, tools, and technological advances. Informatics is then applied to health promotion and disease prevention. Topics covered include informatics basics, databases and data sets, security and patient records, informatics applications in nursing and health care, patient clinical information systems, telehealth, and informatics challenges and issues.

6 Quarter Credit Hours

Prerequisite: NU 310 or concurrent enrollment in NU 310

NU 410: EMERGING CONCEPTS IN AGING AND ALTERNATIVE THERAPIES

Given that the fastest growing segment of the U.S. population is 85 years and older, this course will focus on geriatric nursing. In addition, more consumers of all ages are seeking alternative forms of health care, therefore nursing care that integrates alternative and complementary medicine

will be explored. Topics will include aging theory, geriatric health care, economic and legal concerns of the aged, age-related changes, and common issues and problems for the aged. Current developments and current trends in health care treatments from alternative and complementary medicine will be studied.

6 Quarter Credit Hours

Prerequisite: NU 310

NU 415: GERIATRIC NURSING CONCEPTS

Given that the fastest growing segment of the U.S. population is the 85 and older group, this course will focus on care of older adults. Topics will include: aging theory, geriatric health care, economic and legal concerns of the aged, age-related changes, and common issues and problems for the aged and their caregivers. Current developments and trends in health care treatments for the geriatric population will be studied.

6 Quarter Credit Hours

Prerequisites: NU 300, NU 304, NU 350, or concurrent enrollment in NU 304 or NU 350

NU 417: ALTERNATIVE AND COMPLEMENTARY THERAPIES

Consumers of all ages are seeking complementary and alternative forms of health care. Current developments and trends in health care treatments with complementary medicine will be explored. The need for nursing care that integrates holistic nursing concepts of caring for self and others will be studied. An aesthetic project completion will assist with the process of reflection and an understanding of caring for self.

6 Quarter Credit Hours

Prerequisites: NU 300, NU 304, NU 350, or concurrent enrollment in NU 304 or NU 350

NU 420: LEADERSHIP AND MANAGEMENT IN THE CHANGING HEALTH CARE ENVIRONMENT

As members of the nursing profession, providers of patient care, and managers of care, nurses are challenged to serve as effective change agents in complex health care systems. This course will prepare students to understand and apply principles of change theory to management and leadership activities in nursing. The accountabilities of the nurse as a manager will be examined to include organizational assessment, decision making, strategic planning, financial management, human resource management, and quality improvement.

6 Quarter Credit Hours

Prerequisite: NU 310

NU 430: NURSING CARE AT THE END OF LIFE

This course provides students with an overview of the role of the professional nurse in providing care for individuals and their families at the end of life, as well as the responsibilities for planning and coordinating care as a member of the patient's and family's health care team. Students learn the concepts of palliative and end-of-life care, including the hospice model, and learn the differentiation of disease treatment and rehabilitation-focused care. The course examines the nurse's role within the interdisciplinary team in caring for patients and families in the last stages of life. The course examines the cultural, ethical, economic, and age-related influences that impact care at the end of life. Students apply the concepts of therapeutic

communication and advocacy in the provision of end-of-life care.

6 Quarter Credit Hours

Prerequisites: NU 300, NU 304, and NU 310

NU 440: PARISH NURSING

This course provides students with an overview of the role of the professional nurse as a member of a ministerial team and faith community. Focusing broadly in a variety of spiritual belief systems, the student will learn about the dimensions of the parish nurse role. The course will include the history and development of parish nursing; the work of the nurse as a member of the ministerial team; and the integration of faith, health, and healing practice for parish nurses. Legal and ethical considerations of parish nursing will be covered, along with nursing interventions for some common issues and concerns treated by parish nurses. The course will include interactive interviews with practicing parish nurses and members of their host church clergy. Note: this course does not endorse or promote any specific spiritual or religious faith, nor is the particular practice of the student a requirement for the course other than in the context of self reflection and self-awareness assessment.

6 Quarter Credit Hours

Prerequisites: NU 300, NU 304, and NU 310

NU 450: LEADERSHIP CONCEPTS IN POPULATION-FOCUSED NURSING

This course integrates and applies the major concepts of previous nursing courses to families, groups, and populations. Students investigate the differences between the delivery of nursing care to individuals and nursing care directed towards groups as they apply the nursing process to communities, families, and populations. Additional topics include tools used by the community health nurse and public health principles of epidemiology, communicable disease, and environmental health. Students also examine the management of nursing care and health promotion in community settings and diverse populations.

6 Quarter Credit Hours

Prerequisite: NU 420 or concurrent enrollment in NU 420

NU 491: DIRECTED STUDIES IN THE SCHOOL OF NURSING—BSN COMPLETION

In this course, students in the School of Nursing's Bachelor of Science in Nursing program will engage in an independent, directed-studies project focused on a student-submitted topic of inquiry. The student will select a topic of inquiry that is of interest and relevant to their professional goals. Topic must be approved by the instructor.

1 Quarter Credit Hour

Prerequisites: CM 220 and approval of the Dean; upper-level students only

NU 492: DIRECTED STUDIES IN NURSING—LEVEL TWO

In this course, Bachelor of Science in Nursing completion program students will engage in an independent, directed-studies project focused on a student-submitted topic of inquiry. The student will select a topic relevant to his or her professional goals in nursing. Topic must be approved by the instructor.

3 Quarter Credit Hours

Prerequisites: CM 220 and approval of the Dean; upper-level students only

NU 493: DIRECTED STUDIES IN NURSING—LEVEL THREE

In this course, Bachelor of Science in Nursing completion program students will engage in an independent, directed-studies project focused on a student-submitted topic of inquiry. The student will select a topic relevant to his or her professional goals in nursing. Topic must be approved by the instructor.

4 Quarter Credit Hours

Prerequisites: CM 220 and approval of the Dean; upper-level students only

NU 499: BACHELOR'S CAPSTONE IN NURSING

This course represents the culmination of the Bachelor of Science in Nursing program and is an opportunity for the students to demonstrate what they have learned over the course of study. Students will apply the nursing process in a health care setting and, in the process of doing so, integrate essential concepts from each course in the program. The goal of each capstone project is to improve patient care delivery or leadership/management activity at the health care setting.

6 Quarter Credit Hours

Prerequisites: NU 450 or concurrent enrollment in NU 450 and HU 280; last term or permission of the Dean

Practical Nursing

PN 101: INTRODUCTION TO HUMAN DYNAMICS, NURSING, AND HEALTH CARE

In this course, students develop an understanding of how attitudes toward self and others impact self-concept and relationships. Students learn about their role in nursing and the health care environment, with emphasis on relationships with others, attitudes, and professionalism. The history of practical nursing, legal and ethical issues of practical nursing, medical terminology used in health care systems, communication skills, and the nursing process will be discussed. The nursing process will be introduced and applied to case studies.

Onsite only

4 Quarter Credit Hours

Prerequisite: None

PN 105: NURSING FUNDAMENTALS

This course introduces students to basic nursing skills and theory needed to function as a nurse aide by assisting patients in restoring, meeting, and/or maintaining universal, developmental, and/or health deviations of self-care needs. The course will include classroom, laboratory, and clinical components as required by the Iowa Department of Inspections and Appeals. Students gain knowledge about technical skills in the classroom, demonstrate them in the laboratory, and apply the knowledge and skills to patients in the long-term care clinical setting.

Onsite only

6 Quarter Credit Hours

Prerequisite: None; CPR certification before clinical

PN 109: INTRODUCTION TO NURSING PHARMACOLOGY

This course provides the basic concepts of pharmacology. Content includes drug classifications, specific agents within each classification, actions, generic and brand names, dosage, indications, mechanisms of action, side effects, adverse effects, route, contraindications, drug interactions, and nursing interventions. Students learn medications in classifications and their application to the client using the nursing process. Routine mathematical calculations will be used to determine desired dosages. Students learn how to administer medications and demonstrate competency in medication administration of oral, injection, rectal, tube, eye, and ear medications during laboratory.

Onsite only

4 Quarter Credit Hours

Prerequisites: PN 101, PN 105, AH 101, and MM 103

Corequisite: AH 120

PN 113: NURSING ACROSS THE LIFE SPAN

This course will examine the developmental, psychosocial, and cognitive aspects of human growth and development throughout the life span. Emphasis is on the developmental self-care needs of individuals during various stages of life, from the newborn through the aged adult, including those in need of mental health care. The nursing process is used as a framework for caring for individuals at any stage in the life span. Developmental nursing care will be the focus of this course. The laboratory will focus on applying skills from the nursing fundamentals course to a pediatric and elderly population, as well as adding skills related to altered states of self care. The clinical focus will be in a pediatric setting, long-term care setting, day care, office setting, or other facility setting.

Onsite only

6 Quarter Credit Hours

Prerequisites: PN 101, PN 105, AH 101, and MM 103

Corequisites: AH 120 and PN 109; satisfactory completion of laboratory skills in PN 109 are required for completion of the clinical portion of PN 113

PN 117: ADULT CHRONIC MEDICAL-SURGICAL NURSING

In this course, students learn nursing cares, using the nursing process, for the adult with chronic illnesses or conditions. Basic patient assessment skills, respiratory treatments, IV site and rate monitoring, preop and postop surgical wound care, and documentation will be emphasized in the laboratory. The clinical part of this course will focus on practicing skills learned in this course and previous courses in caring for patients with chronic illnesses. Clinical sites will be located in rehabilitation centers, skilled nursing areas, or hospitals.

Onsite only

8 Quarter Credit Hours

Prerequisites: AH 120, PN 109, and PN 113

PN 121: ADULT ACUTE MEDICAL-SURGICAL NURSING

In this course, students learn nursing cares, using the nursing process, for the adult with acute illnesses or conditions. All knowledge learned in the nursing program will be used for the head-to-toe assessment skills. The clinical part of this course will focus on practicing skills learned in caring for

patients with acute illnesses. Students practice supervision of their peers and safely care for numerous patients at one time. Clinical sites will be located in rehabilitation centers, skilled nursing areas, or hospitals.

Onsite only

10 Quarter Credit Hours

Prerequisite: PN 117

Corequisite: PN 123 and PN 125

PN 123: PRACTICAL NURSING ETHICS AND ROLES

This course introduces students to concepts of supervision and the supervisory role. Personal and interpersonal qualities affecting supervision and being a leader will be discussed. Role playing, simulated situations, and group activities are utilized to present and practice problem-solving techniques for dealing with difficult behaviors and situations. Legal, ethical, and professional implications of a practicing practical nurse will be covered.

Onsite only

2 Quarter Credit Hours

Prerequisite: PN 117

Corequisite: PN 121 and PN 125

PN 125: COMPREHENSIVE CAREER PREPARATION FOR PRACTICAL NURSING

This course is a review of the Practical Nursing curriculum in preparation for the practical nursing licensing exam. Students learn how to apply for licensure and join professional organizations. How to search and apply for jobs will be covered in this course as well. Students should perform all psychomotor skills competently in the lab, prepare a resume, complete a mock interview, and complete a practice licensure exam. This course has both classroom and laboratory components.

Onsite only

4 Quarter Credit Hours

Prerequisites: PN 117 and PN 125; taken in the last term of study

Corequisites: PN 121 and PN 123

PN 127: NURSING FOUNDATIONS

This course provides an introduction to practical nursing and its historical development, health-wellness-illness continuum concepts, the changing health care delivery system, medical terminology, and the roles of the practical nurse. Physical, emotional, mental, spiritual, religious, and cultural influences on health care will be introduced. Ethical and legal issues according to the scope of practice, including client rights and the procedures for reporting suspected abuse or neglect, will be covered. Therapeutic communication and the nursing process will form the foundation of this course.

Onsite only

8 Quarter Credit Hours

Prerequisite: See program admissions requirements

PN 129: ANATOMY AND PHYSIOLOGY I

This course focuses on the normal structure and function of the human body as a living organism and the relationship of its parts. The course begins with basic cellular structure and function, then progresses through selected body systems. Correct medical terminology is emphasized.

Onsite only

4 Quarter Credit Hours

Prerequisite: None

PN 131: ANATOMY AND PHYSIOLOGY II

This course focuses on the normal structure and function of the human body as a living organism and the relationship of its parts. The course covers selected body systems. Correct medical terminology continues to be emphasized.

Onsite only

4 Quarter Credit Hours

Prerequisite: None

PN 134: NURSING SKILLS

This course introduces students to nursing skills used to assist patients in restoring, meeting, and/or maintaining universal developmental and/or health deviations of self-care needs. Content includes CPR and first aid, as well as activities of daily living. Also included are therapeutic communications, the practical nurse's role, and medication administration. Students learn technical nursing skills by demonstration and practice in campus laboratory sessions.

Onsite only

4 Quarter Credit Hours

Prerequisite or corequisite: PN 127

PN 138: HUMAN GROWTH AND DEVELOPMENT

The goal of this course is to foster an understanding of the behavior of a human being by exploring the effects of multiple factors on development. It includes the study of the development patterns of the normal human. The impact of biological, psychological, and cultural factors are considered from birth through death.

Onsite only

4 Quarter Credit Hours

Prerequisites: PN 127, PN 129, PN 131, and PN 134

PN 141: PHARMACOLOGY

This course involves the study of selected classes of drugs, their uses, mechanism of actions, systemic and adverse effects, and contraindications. Specific examples of drugs will be used as models to explain various classes. This course will address pharmacological nursing considerations related to patients' self-care needs across the lifespan. Principles and related care of tube feedings and intravenous treatment within the scope of practice of a practical nurse will also be addressed. The nursing process will be applied to medication, knowledge, and administration.

Onsite only

4 Quarter Credit Hours

Prerequisites: PN 127, PN 129, and PN 131

PN 144: MEDICAL-SURGICAL NURSING CARE I

This course presents an overview of the basic health assessment of an adult patient. Concepts introduced in this course build on students' knowledge and basic nursing skills acquired in first-level PN courses and include data collection, nursing interventions, and critical thinking skills. The course focuses on disorders and diseases affecting the blood systems of the adult.

Onsite only

4 Quarter Credit Hours

Prerequisites: PN 127, PN 129, PN 131, and PN 134

PN 147: CLINICAL I—CHRONIC CARE

This course provides the practical nursing student clinical experience in using the nursing process to apply knowledge of developmental deviations

and self-care deficits in skilled nursing facilities. Communication skills are practiced, as students include teaching in the plan of care.

4 Quarter Credit Hours

Prerequisites: PN 127, PN 129, PN 131, and PN 134

Corequisites: PN 141 and PN 144

PN 150: NUTRITION

This course presents basic concepts of nutrition based on the functions of nutrients within the human body. Content includes food sources of nutrients, results of deficiencies, current nutritional needs including supplements, and special diets. The nursing process emphasizes nutritional concepts across the life span.

Onsite only

4 Quarter Credit Hours

Prerequisites: PN 138, PN 141, PN 144, and PN 147

PN 153: MENTAL HEALTH NURSING

This course focuses on the development of effective therapeutic communication skills while identifying nursing care for psychosocial self-care limitations. Course content includes basic mental health and mental illness concepts, coping methods, and mental health disorders across the life span.

Onsite only

4 Quarter Credit Hours

Prerequisites: PN 131 and PN 134

PN 156: MEDICAL-SURGICAL NURSING CARE II

This course focuses on the disorders and diseases affecting the gastrointestinal and endocrine systems. Emphasis is on using the nursing process and roles and responsibilities of the practical nurse in caring for patients with self-care limitations or health deviations.

Onsite only

4 Quarter Credit Hours

Prerequisites: PN 138, PN 141, PN 144, and PN 147

PN 159: CLINICAL II—CHRONIC CARE

This course provides the practical nursing student experience in providing supervised basic nursing care of patients/residents with self-care needs and/or health deviations across the life span.

Onsite only

4 Quarter Credit Hours

Prerequisites: PN 138, PN 141, PN 144, PN 147

Corequisites: PN 153 and PN 156

PN 162: GENITOURINARY NURSING

This course focuses on the disorders and diseases affecting the genitourinary and reproductive systems of the adult. Emphasis is placed on using the nursing process and critical thinking skills to assist patients experiencing self-care limitations and/or health deviations associated with diseases of the genitourinary and reproductive systems.

Onsite only

4 Quarter Credit Hours

Prerequisites: PN 150, PN 153, PN 156, and PN 159

PN 165: MEDICAL-SURGICAL NURSING CARE III

This course focuses on the disorders and diseases affecting the musculoskeletal systems of the adult. Emphasis is placed on using the nursing process and critical thinking skills to assist patients experiencing self-care limitations and/or common health

deviations associated with problems and diseases of the musculoskeletal systems.

Onsite only

4 Quarter Credit Hours

Prerequisites: PN 150, PN 153, PN 156, and PN 159

PN 168: MATERNAL CHILD NURSING CARE

This course presents maternity concepts from conception through postpartum and neonatal periods, focusing on normal and common variations. It also focuses on pediatric health deviations and nursing care. Emphasis is placed on basic human needs, growth and development, communication, and appropriate caring behaviors in each phase.

Onsite only

4 Quarter Credit Hours

Prerequisites: PN 150, PN 153, PN 156, and PN 159

PN 171: CLINICAL III—ACUTE CARE

This course provides the practical nursing student experience in providing basic nursing care to patients with selected, common recurring health problems. Students utilize the nursing process to assist in the planning of nursing care for individuals in order to reestablish and maintain and/or prevent illness.

Onsite only

4 Quarter Credit Hours

Prerequisites: PN 150, PN 153, PN 156, and PN 159

Corequisites: PN 162, PN 165, and PN 168

PN 174: CARDIORESPIRATORY NURSING

This course focuses on disorders and diseases affecting the cardiac and respiratory systems of the adult. Emphasis is placed on using the nursing process and critical thinking skills to assist patients experiencing self-care limitations and/or common health deviations associated with problems and diseases of the cardiac and respiratory systems.

Onsite only

4 Quarter Credit Hours

Prerequisites: PN 162, PN 165, PN 168, and PN 171

PN 177: CAREER PREPARATION/ LEADERSHIP SUPERVISION

This course reviews the role of the practical nurse within the appropriate scope of practice in a variety of health care delivery systems. The practical nursing student is introduced to concepts of leadership, supervision, and basic nursing management skills. Personal and interpersonal qualities affecting leadership are discussed. Problem-solving techniques for dealing with difficult behaviors and situations are presented. The course also includes legal and ethical components of the nursing profession and job-seeking skills.

Onsite only

4 Quarter Credit Hours

Prerequisites: PN 162, PN 165, PN 168, and PN 171

PN 180: MEDICAL-SURGICAL NURSING CARE IV

This course focuses on the disorders and diseases affecting the neurosensory systems of the adult. Emphasis is placed on using the nursing process and critical thinking skills to assist patients experiencing self-care limitations and/or common health deviations associated with problems and diseases of the neurosensory systems.

Onsite only

4 Quarter Credit Hours

Prerequisites: PN 162, PN 165, PN 168, and PN 171

PN 190: CLINICAL IV—SUPERVISED LEADERSHIP

This course allows practical nursing students experience in providing basic nursing care to patients/residents with self-care needs and/or health deviations across the lifespan. Students are expected to utilize the nursing leadership skills in the supervision of patient care.

Onsite only

4 Quarter Credit Hours

Prerequisites: PN 162, PN 165, PN 168, and PN 171

PARALEGAL STUDIES

PA 100: EIGHT SKILLS OF THE EFFECTIVE PARALEGAL STUDENT

Eight Skills of the Effective Paralegal Student is an important component of the new student experience in the School of Legal Studies' paralegal program at Kaplan University. It is designed to ensure paralegal students' successful social and academic transition into and pursuit of academic excellence within the University community and provide a foundation for success within the profession. Students will be introduced to eight key skills (reading, writing, research, planning, thinking, organizing, interviewing, and communicating) of the paralegal professional through dynamic and engaging interactions and presentations by practicing professionals. "Real-life" examples and interactions with practicing professionals will provide students with a sense of the culture and nuances of the field. The goal of this course is for students to become academically, personally, and socially successful within and beyond this intellectual community.

5 Quarter Credit Hours

Prerequisite: None

PA 101: THE PARALEGAL PROFESSIONAL

This is an introductory course that will familiarize students with the role of the paralegal in both the workplace and the American legal system. The course is designed to expose students to current trends and issues in the profession, the regulation of the profession, the professional associations available to the paralegal, as well as the ethical considerations associated with the legal profession. Students will also receive basic introductions into the various areas of legal practice, such as law office organization, legal research, and litigation and advocacy. This course will provide students with a good introductory overview of the paralegal's role and contribution to today's legal system.

5 Quarter Credit Hours

Prerequisite: None

PA 105: LEGAL AND PROFESSIONAL WRITING

The course explores the elements of effective writing in the context of the paralegal profession. Participants will learn how to brief case law, draft correspondence, prepare a factual report, and draft a memorandum of law. In addition, students will have the opportunity to review, reinforce, and build their skills in the basics of standard written English.

5 Quarter Credit Hours

Prerequisite: None

PA 106: LEGAL TERMINOLOGY AND TRANSCRIPTION

This course is a comprehensive study of documents used in the legal field. Students will learn the basic procedures for transcribing, formatting, and processing legal correspondence and documents and the appropriate use of legal terms, phrases, abbreviations, symbols, and reference sources used by attorneys' paralegals and the courts.

5 Quarter Credit Hours

Prerequisite: None

PA 110: CIVIL LITIGATION

This course introduces students to civil litigation, the civil law process, rights, and procedures. Topics include informal fact gathering and investigation, case management and strategy, jurisdiction, the structure of the court systems in the United States, parties, pleadings, and motions.

5 Quarter Credit Hours

Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

PA 130: CONTRACTS

The basics of contract preparation and proper legal requirements are outlined in this course. Topics include elements of a contract, types of contracts, promise, breach, duty to perform, remedies to breach, damages, small claims procedures, Uniform Commercial Code (U.C.C.), Statute of Frauds, and governmental regulations.

5 Quarter Credit Hours

Prerequisite or Corequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

PA 165: INTRODUCTION TO TORTS

This course is an introduction to the broad area of civil wrongs and their appropriate remedies, as well as tort law principles in the traditional areas of intentional torts, negligence, absolute liability, product liability, nuisance, and commonly employed defenses.

5 Quarter Credit Hours

Prerequisite: PA 101

PA 201: INTRODUCTION TO LEGAL RESEARCH

One of the basic tasks performed by the paralegal is legal research—finding the law. Accurate, concise, and up-to-date information can be the difference between winning and losing a lawsuit. Students who complete this course gain specialized skills in the area of legal research.

5 Quarter Credit Hours

Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

PA 202: BUSINESS ORGANIZATIONS

This course focuses on the various business entities, such as corporations, sole proprietorships, and partnerships, and how they are formed, promoted, and managed; the tax liability ramifications of each business form; and other important considerations. Topics include the principles of agency, how to form a corporation, and how to distinguish among different forms of business.

5 Quarter Credit Hours

Prerequisite: Students enrolled in a paralegal studies program: PA 130 (online only) or MT 211 (onsite only); students enrolled in a legal studies program: PA 130

PA 203: INTERVIEWING AND INVESTIGATION

This course plan presents the ethical aspects of interviewing and confidentiality, types of interviews, types of clients and witnesses, interview preparation techniques, the effective interview environment, questioning and listening skills, the interview format, problem solving, and counseling skills. The section on investigation covers the qualities of an effective investigator; how to develop a plan and find the facts; how to get information from public records, libraries, and computer sources; and how to find witnesses.

5 Quarter Credit Hours

Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

PA 205: INTRODUCTION TO LEGAL ANALYSIS AND WRITING

Some of the tasks performed by a skilled paralegal are to summarize statutes or regulations, analyze the component parts of written opinions of appellate judges through briefing, identify the legal issues in a fact pattern, and apply the reasoning of relevant legal authorities to a fact pattern. Students who successfully complete this course will be able to analyze and synthesize legal authorities and draft correspondence and memoranda commonly used in the practice of law.

5 Quarter Credit Hours

Prerequisite: PA 201

PA 221: WILLS, TRUSTS, AND ESTATE PLANNING

Wills divide the property a person has accumulated during his/her life; precise legal requirements must be met when preparing wills. Topics include the basic elements of a will; types of wills; responsibilities of the personal representative; contesting, revoking, and terminating a will; the role of government; classes of trusts; rules governing trusts; and purposes of estate planning, probate, guardianships, and more. Tax ramifications are also discussed.

5 Quarter Credit Hours

Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

PA 230: INTRODUCTION TO LEGAL TECHNOLOGY

Technology is pervasive and the modern law office is chock-full of technological appliances, tools, and applications that the paralegal must be able to master. At the core of most software applications are the basics—word processors, spreadsheets, databases, and tools for presentations. Of course, the ubiquitous communication tool, email, is the center of modern electronic communications. This course will explore the most common tools and applications found in law firms and those that every “technology-literate” paralegal must know. Word processing, document-assembly programs, and tools for case management, time and billing, calendaring, electronic communications, and creating presentations are a few of the topics explored in this course. Students will leave this course with a solid foundation of the basics in “legal technology.”

5 Quarter Credit Hours

Prerequisites: Students enrolled in a paralegal studies program: PA 101 and IT 133; students enrolled in a legal studies program: LS 102 and IT 133

PA 231: THE ROLE OF THE PARALEGAL IN A REAL ESTATE LAW PRACTICE

The course will highlight the various aspects of practice and procedure and tasks that the paralegal (or legal assistant) may be asked to carry out for the attorney responsible for the case. The course will also highlight career opportunities for paralegals in real estate, where the jobs are in the field, and key skills and competencies to highlight in a job search.

2 Quarter Credit Hours

Prerequisite: Permission of the Dean; course to be taken in one of student's last two terms

PA 233: THE ROLE OF THE PARALEGAL IN A CORPORATE LAW PRACTICE

The course will highlight the various aspects of practice and procedure and tasks that the paralegal (or legal assistant) may be asked to carry out for the supervising attorney. The course will also highlight career opportunities for paralegals in corporate law, where the jobs are in the field, and key skills and competencies to highlight in a job search.

2 Quarter Credit Hours

Prerequisite: Permission of the Dean; course to be taken in one of student's last two terms

PA 234: THE ROLE OF THE PARALEGAL IN A FAMILY LAW PRACTICE

The course will highlight the various aspects of practice and procedure and tasks that the paralegal (or legal assistant) may be asked to carry out for the attorney responsible for the case. These will include: knowing rules of the court, interviewing clients, investigating aspects of the case, drafting the complaint, discovery, maintaining the file, and other concerns specific to cases in family law. The course will also highlight career opportunities for paralegals in family law, where the jobs are in the field, and key skills and competencies to highlight in a job search.

2 Quarter Credit Hours

Prerequisite: Permission of the Dean; course to be taken in one of student's last two terms

PA 235: THE ROLE OF THE PARALEGAL IN A SOCIAL SECURITY LAW PRACTICE

The course will highlight the various aspects of practice and procedure and tasks that the paralegal (or legal assistant) may be asked to carry out for the attorney responsible for handling the claim. The course will also highlight career opportunities for paralegals in social security law, where the jobs are in the field, and key skills and competencies to highlight in a job search.

2 Quarter Credit Hours

Prerequisite: Permission of the Dean; course to be taken in one of student's last two terms

PA 237: THE ROLE OF THE PARALEGAL IN AN EMPLOYMENT LAW PRACTICE

The course will highlight the various aspects of practice and procedure and tasks that the paralegal (or legal assistant) may be asked to carry out for the supervising attorney. The course will also highlight career opportunities for paralegals in employment law, where the jobs are in the field, and key skills and competencies to highlight in a job search.

2 Quarter Credit Hours

Prerequisite: Permission of the Dean; course to be taken in one of student's last two terms

PA 250: FAMILY LAW

This course presents major issues in family law, such as the nature of marriage, ante nuptial contracts, annulments, separation, divorce, child custody, child support, alimony, tort action, adoption, property distribution, and current trends.

5 Quarter Credit Hours

Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

PA 253: LEGAL ETHICS

Legal assistants and paralegals must always consider the duty owed to the clients. Are the clients protected against having confidential information revealed? What are the duties and responsibilities regarding the ethical conduct of the paralegal? This course discusses these areas and presents canons, codes of ethics, ethical and procedural practices in a law office, licensing and certification, and more.

5 Quarter Credit Hours

Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

PA 260: CRIMINAL LAW

In this course, students learn about criminal law. They learn about the elements and types of crimes, including homicide, crimes against the person, crimes against habitation and occupancy, crimes against property, sexual offenses, and crimes involving more than one defendant. They also cover criminal capacity and defenses to crimes. Finally, students are introduced to criminal procedures followed in the United States and the concept of probable cause.

5 Quarter Credit Hours

Prerequisite or corequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

PA 261: BANKRUPTCY AND DEBTOR-CREDITOR LAW

When it comes to debtors' and creditors' rights, it is important to know both sides. This course presents the law governing the collection of debts, the Fair Debt Collection Practices Act, creditors' remedies, the Uniform Fraudulent Conveyances Act, and exempt property. Chapters 7, 11, and 13 of the Bankruptcy Code are also presented.

5 Quarter Credit Hours

Prerequisite: Students enrolled in a paralegal studies program: PA 130 (online only) or MT 211 (onsite only); students enrolled in a legal studies program: LS 102

PA 280: AASPS CAPSTONE AND EXTERNSHIP

This course includes a capstone project that encompasses the knowledge and skills gained throughout the paralegal program. In addition, the course will provide students in the AASPS program with practical experience in a professional field. This course is an opportunity to combine academic learning with new, career-related experiences in paralegal studies.

3 Quarter Credit Hours

Prerequisite: Permission of the Dean

PA 284: SUBSTANTIVE AREAS OF LAW REVIEW

This course will provide a review of substantive areas of law that the practicing paralegal should be familiar with and understand. The course will cover general topics, such as the court system, branches of government, and legal concepts, as

well as administrative law, bankruptcy, business organizations, criminal law, estate planning, and real estate.

5 Quarter Credit Hours

Prerequisite: Permission of the Dean

PA 293: ASSOCIATE'S CAPSTONE— PORTFOLIO OPTION

This course is designed to guide students through the preparation of a presentation portfolio that will document their individual success in the ASPSP program and their mastery of the eight ASPSP program outcomes. The presentation portfolio will include all of the Assessment Portfolio Tasks (APTs) that have been completed throughout the student's degree program in paralegal studies. Students will revise and rework each APT from their paralegal coursework using the comments and feedback from past professors, as well as guidance and input from the capstone professor. The student's presentation portfolio will then be assessed by an external expert in the field that will evaluate the student's abilities regarding the eight program outcomes associated with the ASPSP program.

3 Quarter Credit Hours

Prerequisite: Last term or permission of the Dean

PA 299: ASSOCIATE'S CAPSTONE—PROJECT

This course builds on the concepts that students have mastered throughout the course of their paralegal studies. The capstone course integrates the core concepts exemplified in the paralegal program outcomes, with application to fact scenarios that present relevant legal issues.

3 Quarter Credit Hours

Prerequisite: Last term or permission of the Dean

PA 300: REAL ESTATE LAW

In this course, students will become familiar with procedures and documentation of real estate transactions. The course will address a wide range of issues and functions within the field of real estate law, including ethics, types of ownership, use, possession, mortgages, financing, taxation, closings, and litigation.

6 Quarter Credit Hours

Prerequisite: PA 130 (online only) or MT 211 (onsite only)

PA 301: ADMINISTRATIVE LAW

This course provides a basic overview of administrative law and procedure. In addition to identifying sources of administrative law and procedure, this course covers agency actions, controls on agency actions, administrative hearings, and appellate procedures for administrative decisions.

6 Quarter Credit Hours

Prerequisite: PA 110

PA 303: LANDLORD AND TENANT LAW

This course is designed to introduce students to key elements of leases, applicable statutory law regarding landlord and tenant rights, the nuts and bolts of landlord/tenant litigation, and ways to avoid and/or resolve landlord/tenant disputes.

6 Quarter Credit Hours

Prerequisite: PA 300

PA 305: LAW OFFICE MANAGEMENT

Legal professionals are often called upon to handle office management functions. Effective law office managers save their offices time and money and

become valuable members of the legal team. The management skills covered in this course can be applied to any office. This course guides students in creating a procedures manual that can be used at the office and as a portfolio of their work.

6 Quarter Credit Hours

Prerequisite: PA 253

PA 310: TORT LAW

Paralegals must be familiar with tort law. This course includes an overview of a tort case; reading, briefing, and analyzing case law; negligence; defamation; malpractice; strict liability; product liability; intentional torts; misrepresentation; miscellaneous torts; vicarious liability; joint liability; overview of insurance; automobile insurance; and bad faith.

6 Quarter Credit Hours

Prerequisite: PA 165

PA 321: TIME, BILLING, AND RECORDS MANAGEMENT

Keeping time, billing, and managing accounts and records are time-consuming tasks that the right technology tools can streamline. This course combines legal accounting and billing. Students will learn about hourly and flat-fee time entry; billable and nonbillable entries; and how to transfer time across clients and matters, manage everything related to expenses, record payments and identify outstanding accounts, and generate client bills.

6 Quarter Credit Hours

Prerequisite: PA 230

PA 326: PRODUCT LIABILITY

This course reviews product liability theories, including negligence theory, warranty theory, and strict liability theory. Students are instructed in how to recognize legal issues involving design defects, manufacturing defects, and warning and labeling. The course reviews cases involving drug products, medical devices, and consumer products and covers practical details, such as completing the paperwork in a case, investigation, performing research, and managing the course of these complex cases.

6 Quarter Credit Hours

Prerequisite: PA 165

PA 328: INTELLECTUAL PROPERTY

This course explores the origins and sources of intellectual property. Particular topics to be covered in this course include copyright law, the extent of trademark rights, patents, the rights of inventors, trademark infringement, trade secrets, damages, injunctions, and forms.

6 Quarter Credit Hours

Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a legal studies program: LS 102

PA 330: MEDICAL RECORDS SUMMARY AND REVIEW

This course provides an overview of medical records. Theories and strategies for medical record procurement and analysis are discussed and various methods of medical record summary preparation are presented. Topics include reading a medical record for legal purposes, areas of the law where medical records are used, sources of medical records, issues related to the acquisition of medical records, medical records analysis, problems encountered with medical records, and the use of expert testimony. Emphasis is placed on substantive

knowledge of law and medicine with skills of legal research and medical record reading. A major component of the course is the application of knowledge to specific legal issues, real and hypothetical.

6 Quarter Credit Hours

Prerequisites: Students enrolled in a paralegal studies program: PA 110 and PA 165; student enrolled in a legal studies program: LS 102, PA 110, and PA 310

PA 335: TRIAL AND COURTROOM PRESENTATION

This course will introduce students to tools for creating presentations for trial and courtroom presentation. The creation of high-quality courtroom graphics does not have to be an expensive, hard-to-manage process. This course shows students how to create clear and convincing charts, diagrams, and graphics. Students will learn how to create timelines, case chronologies, legal flowcharts, trial graphics, calendars, and much more.

6 Quarter Credit Hours

Prerequisite: PA 230

PA 342: INSURANCE LAW

This course provides an overview of insurance law and explains various types of insurance. Also included are the nature of insurance, insurable interests, definition of risks, persons insured, procedures for filing claims, defenses of the insurer, waiver and estoppel, measure of recovery, insurer's duty to defend, subrogation, bad faith causes of action, reinsurance, bonds, and regulations.

6 Quarter Credit Hours

Prerequisite: PA 165

PA 350: SOCIAL SECURITY DISABILITY LAW

This course will cover the essentials of representing a claimant before the Social Security Administration for benefits under Title II (Disability Insurance Benefits). Students will gain a working knowledge of the five-step sequential evaluation process and an understanding of the steps used to qualify a claimant at each step. In addition, the course will cover the terminology, ethics, representation requirements, administrative structure, processes, and typical activities encountered in the social security disability claims process.

6 Quarter Credit Hours

Prerequisites: PA 110 and PA 201

PA 352: PRINCIPLES OF SUPPLEMENTAL SECURITY INCOME (SSI)

This course will cover the essentials of the Supplemental Security Income (SSI) system in the United States. The student will gain an understanding of the philosophy and development of the SSI program, the current state of the federal agency that oversees and implements this program, the benefits available, and the law and procedure for obtaining them. The course will also cover the terminology, representation requirements, administrative structure, processes, and typical activities encountered in the SSI claims process.

6 Quarter Credit Hours

Prerequisite: PA 350

PA 360: CONSTITUTIONAL LAW THEORY

The course materials present theoretical rationales and philosophies that explain the formation of systems of laws and their evolution from primitive to present systems. The student will learn about

the theory behind the rights ensured under the American legal system, as well as the enforcement model for violation of those rights.

6 Quarter Credit Hours

Prerequisite: PA 101

PA 401: ADVANCED LEGAL WRITING

The course focuses on researching legal issues and drafting legal documents using the results of student research. Emphasis will be placed on the drafting of documents commonly used in practice (rather than strictly legal theory). This course also teaches students how to present the results of research in professional memorandum format, helps students acquire skills in briefing and analyzing court opinions and writing legal memoranda, and teaches students how to prepare legal documents from various areas of practice. The course is intended to prepare students for the demands of a legal practice environment.

6 Quarter Credit Hours

Prerequisite: PA 201

PA 402: EMPLOYMENT LAW

This course provides students with an understanding of current legal issues in the area of employer/employee relations. This examination includes coverage of such issues as selection, discrimination, privacy, and termination in addition to federal rules and legislation related to employment.

6 Quarter Credit Hours

Prerequisite: PA 130

PA 403: REAL ESTATE TRANSACTIONS

This course examines each phase of the cycle in real estate. The course starts with a general examination of the source of value in real estate and the goals of the parties to real estate transactions. The course will examine each step in creating value from real estate: land acquisition and predevelopment activities; construction and construction financing; leasing and property management; permanent financing; and sales of income-producing properties. In addition, students will examine the use of different forms of enterprise in real estate transactions, the tax consequences of owning and dealing in real estate, and the environmental issues involved in a real estate practice.

6 Quarter Credit Hours

Prerequisite: PA 300

PA 407: PREPARING FOR THE SOCIAL SECURITY ADMINISTRATIVE HEARING

This course is designed to prepare students to practice as paralegals in the litigation of social security cases. Students will learn how to prepare for and represent a client at a Social Security Administration hearing.

6 Quarter Credit Hours

Prerequisite: PA 350

PA 412: ALTERNATIVE DISPUTE RESOLUTION

This course introduces alternative methods to litigation for resolving disputes, including negotiation, mediation, and arbitration. Topics covered include: the nature and sources of conflict, the mediator's role in resolving disputes, and other adjudicative and non-adjudicative processes. Related policy, ethical, and practice issues are also covered. In addition, the course addresses both the law and the practices of domestic and international commercial arbitration

which includes: a) federal and state statutes favoring arbitration, international treaties, and judicial review of arbitration awards, b) choosing the arbitrators, c) drafting arbitration clauses, and d) the lawyer's conduct in an arbitration and how the skills used differ from those used in litigation.

6 Quarter Credit Hours

Prerequisite: PA 130

PA 415: FAMILY LAW AND DIVORCE MEDIATION

Many attorneys are turning to mediation, rather than arbitration, to resolve family and divorce disputes. This course provides the paralegal with an understanding of the mediation process and the skills needed to assist lawyers who mediate. It covers identifying issues in mediation, the three stages of the family and divorce mediation process, parenting issues in divorce, and cataloging resolutions resulting from the mediation.

6 Quarter Credit Hours

Prerequisite: PA 412

PA 416: EMPLOYMENT DISPUTE RESOLUTION

This course is intended to provide the student with an understanding of current legal issues in the area of employer-employee relations. The course will cover such issues as selection, discrimination, privacy, and termination and will include the examination of pertinent federal rules and legislation. Businesses are relying on various dispute resolution techniques in order to speed up the time and reduce the costs associated with resolving employment matters. This course is designed to provide the paralegal with an understanding of the processes and the skills needed to assist lawyers who work in this area. The course will cover criticisms of the present structure of mandatory arbitration in the nonunion sector, as well as grievance mediation, grievance procedures in workplaces with extensive union participation, and a study of the trends in dispute resolution in the public sector.

6 Quarter Credit Hours

Prerequisites: Students enrolled in a paralegal studies program: PA 101 and PA 412; students enrolled in a legal studies program: LS 102 and PA 412

PA 423: HANDLING CHILDHOOD DISABILITY CLAIMS

This course delves into the unique aspects of handling a childhood disability claim and examines the three-step childhood disability evaluation process as well as the listings for childhood impairments. The course will teach the fundamentals of meeting or equaling a childhood listing and will examine the concept of functional equivalence as well as the process of assessment of childhood functioning.

6 Quarter Credit Hours

Prerequisite: PA 350

PA 425: ELDER LAW

Approximately 13 percent, or 34.5 million, of the U.S. population is over 65 years of age (Administration on Aging, 2000) and this number is growing. The National Crime Victimization Survey (NCVS) reported that the rate of violent crime victimization of those older than 65 was about 4 out of every 1,000 individuals (Bureau of Justice Statistics, 2001). The elderly and their families have unique needs and face unique challenges. This course will focus on the specific legal needs of

the elderly and their families. The elderly are at risk for victimization and potential abuse. Students will be introduced to those issues, including physical, psychological, and financial abuse, as well as neglect, abandonment, and exploitation. In addition, the course will examine the attorney/client relationship, programs available to the elderly and their families, choices for housing and adult care, Medicaid and Medicare planning, estate planning, and family law issues.

6 Quarter Credit Hours

Prerequisite: PA 253

PA 427: PRINCIPLES OF MEDICAID AND MEDICARE

This course distinguishes Medicaid from Medicare and describes the coverage and eligibility requirements of both programs. The student will become familiar with the different plans available under Medicare: Parts A (Hospital), B (Medical Services), C (Medicare Advantage Plans), and D (Medicare Prescription Drug Coverage). The student will learn the income and resource limitations for both programs and will become knowledgeable of the Medicare benefits for long-term care and of the process by which the government may collect reimbursement for such benefits through Medicaid Estate Recovery. The student will understand the relationship between eligibility for Social Security disability benefits and Medicare, as well as between Supplemental Security Income and Medicaid.

6 Quarter Credit Hours

Prerequisite: PA 350

PA 450: MEDICAL MALPRACTICE LITIGATION

Litigation in the medical sector continues to grow. This course is designed to give students an understanding of medical malpractice issues in the context of the health care process and the health care system as a whole. This course will cover a number of topics related to medical malpractice litigation. These topics include the importance of quality, cost, and access to health care; quality assessment and assurance strategies; the policy advantages and disadvantages of the current tort system; the significance of liability issues of long-term care providers as a growing part of the health care industry; possible defenses to a malpractice action; and the importance of causation in a medical malpractice case.

6 Quarter Credit Hours

Prerequisite: PA 310

PA 495: PRACTICUM IN PARALEGAL STUDIES

In the Practicum in Paralegal Studies, students will put their coursework into action in a law-related setting. The course is designed to broaden the educational experience of paralegal students by providing exposure to selected legal environments where they apply their "academic" learning to practical experience in an area of interest.

4 Quarter Credit Hours

Prerequisite: Minimum of 60 hours of coursework in paralegal studies and permission of the Dean

PA 499: BACHELOR'S CAPSTONE IN PARALEGAL STUDIES

This course builds on the concepts of all of the paralegal courses students have mastered in the bachelor's program. The capstone course integrates problem-solving techniques and research skills studied in the paralegal program and applies them

to fact-scenarios that present legal issues. Students research the relevant secondary and primary sources in order to draft the required legal documents.

4 Quarter Credit Hours

Prerequisite: Last term or permission of the Dean

PROFESSIONAL STUDIES

CS 101: FOUNDATIONS OF COLLEGE SUCCESS

This course is designed to introduce students to the purposes and processes of university education. An emphasis is placed on effective communication and study skills, goal setting, and the importance of developing good thinking skills. Throughout the course, students will also explore professional fields of interest.

5 Quarter Credit Hours

Prerequisite: None

CS 113: ACADEMIC STRATEGIES FOR THE BUSINESS PROFESSIONAL

Designed to facilitate personal and professional success, this course introduces students to the purposes and processes of university education. An emphasis is placed on study, communication, and thinking skills that support academic achievement. Students also examine the relationship between learning and motivation.

5 Quarter Credit Hours

Prerequisite: None

CS 114: ACADEMIC STRATEGIES FOR THE IT PROFESSIONAL

Designed to facilitate personal and professional success, this course introduces students to the purposes and processes of university education. An emphasis is placed on study, communication, and thinking skills that support academic achievement. Students also examine the relationship between learning and motivation.

5 Quarter Credit Hours

Prerequisite: None

CS 115: ACADEMIC STRATEGIES

Designed to facilitate personal and professional success, this course introduces students to the purposes and processes of university education. An emphasis is placed on study, communication, and thinking skills that support academic achievement. Students also examine the relationship between learning and motivation.

5 Quarter Credit Hours

Prerequisite: None

CS 115X: ACADEMIC STRATEGIES

Designed to facilitate personal and professional success, this course introduces students to the purposes and processes of university education. An emphasis is placed on study, communication, and thinking skills that support academic achievement. Students also examine the relationship between learning and motivation.

Onsite only

4 Quarter Credit Hours

Prerequisite: None

CS 116: ACADEMIC STRATEGIES FOR THE COMMUNICATION PROFESSIONAL

Designed to facilitate personal and professional success, this course introduces students to the purposes and processes of university education. An emphasis is placed on study, communication, and thinking skills that support academic achievement. Students also examine the relationship between learning and motivation.

5 Quarter Credit Hours

Prerequisite: None

CS 118: ACADEMIC STRATEGIES FOR THE NURSING PROFESSIONAL

Designed to facilitate personal and professional success, this course introduces students to the purposes and processes of university education. An emphasis is placed on study, communication, and thinking skills that support academic achievement. Students also examine the relationship between learning and motivation.

5 Quarter Credit Hours

Prerequisite: None

CS 119: ACADEMIC STRATEGIES FOR THE HEALTH CARE PROFESSIONAL

Designed to facilitate personal and professional success, this course introduces students to the purposes and processes of university education. An emphasis is placed on study, communication, and thinking skills that support academic achievement. Students also examine the relationship between learning and motivation.

5 Quarter Credit Hours

Prerequisite: None

CS 210: CAREER DEVELOPMENT STRATEGIES

This course introduces the student to the life-long process of career development. Emphasis is placed on exploring possible professions and making sound career choices. Self-assessment activities will enable the students to identify their current qualifications and preferences for a profession and set goals to fill gaps that may exist. Students will prepare a portfolio that contains job-search documents used to research companies, apply for jobs that match their qualifications, and track their progress toward educational and career goals.

2 Quarter Credit Hours

Prerequisite: Any College Composition I course (CM 102–CM 109 or CM 114)

CS 210X: CAREER DEVELOPMENT STRATEGIES

This course introduces the student to the life-long process of career development. Emphasis is placed on exploring possible professions and making sound career choices. Self-assessment activities will enable the students to identify their current qualifications and preferences for a profession and set goals to fill gaps that may exist. Students will prepare a portfolio that contains job-search documents used to research companies, apply for jobs that match their qualifications, and track their progress toward educational and career goals.

Onsite only

4 Quarter Credit Hours

Prerequisite: Any College Composition I course (CM 102–CM 109 or CM 114)

CS 220: EXTERNSHIP

This course gives students practical job experience in their chosen career field. Students apply for externships with assistance from their program advisor. Externships are for a minimum of 150 hours and are graded as pass/fail.

Onsite only

5 Quarter Credit Hours

Prerequisite: Last term or permission of Program Coordinator

CS 410: ADVANCED CAREER DEVELOPMENT STRATEGIES

This course will assist students in constructing short- and long-term career development strategies and goals that emphasize the importance of life-long learning and flexibility as they maneuver the global, high-tech workplace. Emphasis will be placed on maintaining career marketability, anticipating change, and preparing career contingency plans. Exploration will center on students assessing and understanding themselves, identifying organizational cultures and determining personal fit, managing and embracing change, and networking. Through the use of a career development portfolio, students will conduct organizational research, prepare job-search documents, practice interview and follow-up skills, and negotiate the job offer for positions in their chosen profession.

2 Quarter Credit Hours

Prerequisite: CM 220

PSYCHOLOGY

PS 115: CONTEMPORARY ISSUES IN PSYCHOLOGY

This course introduces students to a variety of contemporary issues in psychology. Topics will include evolutionary psychology; psychology and gender, including sexual orientation; ADHD and education; and mental illness in society.

5 Quarter Credit Hours

Prerequisite: None

PS 200: COGNITIVE-BEHAVIORAL THEORY

This course provides students with an introduction to cognitive-behavioral therapy (CBT) as a form of psychotherapy that emphasizes the important role of thinking in how we feel and what we do.

Students will gain knowledge in understanding the general term of CBT as a classification of therapies with similarities. Students will gain knowledge of the philosophy that underlies CBT, the approaches and primary interventions of CBT, and the different classifications of therapies that utilize this philosophy.

5 Quarter Credit Hours

Prerequisite: SS 124

PS 210: HISTORY OF PSYCHOLOGY

This course explores the historical origins of psychological study and the influences that have shaped contemporary views of the field. Students will learn about the origins of the study of the mind, the social and cultural factors that shaped the scientific approach to psychology, and modern-day applications of psychology. Students will also be introduced to the major theories and theorists in this discipline.

5 Quarter Credit Hours

Prerequisite: SS 124

PS 220: CHILD AND ADOLESCENT PSYCHOLOGY

This course explores the physical, cognitive, social, and intellectual development of human beings from conception through adolescence. Students will examine stages and events that influence human development in these early years of life.

5 Quarter Credit Hours
Prerequisite: SS 124

PS 300: RESEARCH METHODS I

This course surveys the theoretical and epistemological approaches used in social science research methodology. Students will explore the process of research, including understanding how choices in methodology may shape data collection and results, as well as the various qualitative and quantitative methods most commonly used in the social sciences.

6 Quarter Credit Hours
Prerequisite: MM 207

PS 320: SOCIAL PSYCHOLOGY

This course explores the field of social psychology, which looks at human behavior in the social context and in group settings. Students will examine how our feelings, actions, and interactions in a variety of social settings can be influenced by the presence of others. Additionally, the course will explore the influences that family, membership groups, mass media, and socioeconomic class have on social processes.

6 Quarter Credit Hours
Prerequisites: SS 124 and SS 144

PS 330: PERSONALITY DEVELOPMENT

This course examines the major psychological theories of personality and explores research dealing with social influence and social behavior. Students will explore topics such as conformity, personal perception, aggression, attitudes, and group dynamics.

6 Quarter Credit Hours
Prerequisite: SS 124

PS 340: EXCEPTIONAL NEEDS CHILDREN

This course examines the needs of exceptional children. The roles of teachers, parents, and other relevant "others" will be investigated in relationship to current practices, which include mainstreaming, inclusion, least-restrictive environment, and individual education programs.

6 Quarter Credit Hours
Prerequisite: PS 220

PS 345: LANGUAGE AND SPEECH DEVELOPMENT AND DISORDERS

This course examines both normal and abnormal language development and provides students with the various theoretical perspectives pertaining to language development.

6 Quarter Credit Hours
Prerequisite: PS 220

PS 350: WORKING WITH CHILDREN IN A DIVERSE WORLD

This course provides an analysis of the cultural factors that impact human development in childhood. Topics include development of cultural identity, the process of acculturation, and the impact of cultural background on social and educational experiences. Students will also explore strategies for working with diverse populations of children

and techniques for creating an environment that is respectful and responsive to the needs of this population.

6 Quarter Credit Hours
Prerequisite: PS 220

PS 360: APPLIED BEHAVIORAL ANALYSIS I

This course examines the behavioral principles and procedures related to the acquisition of new behaviors and the modification of existing ones, reinforcement, punishment, extinction, discrimination training, generalization, shaping, classical conditioning, conditioned reinforcement, and schedules of reinforcement.

6 Quarter Credit Hours
Prerequisite: MM 207

PS 365: APPLIED BEHAVIORAL ANALYSIS II

This course builds on Applied Behavioral Analysis I to further examine the dynamics of behavioral principles. Students will learn to identify behaviors and environmental relationships that play instrumental roles in behavior deficits or excesses, as well as the application of these theories and concepts to address real-world problems.

6 Quarter Credit Hours
Prerequisite: PS 360

PS 370: HEALTH PSYCHOLOGY

This course provides an overview of the relationship between the mind and physical health. Students will explore various models and theories of health psychology, examine current research, understand the psychosocial factors involved in the onset and treatment of physical disease and illness, and study the impact of stress on mental and physical health. Students will also learn to develop and implement educational health psychology programming, and to apply health psychological principles in a wide range of therapeutic settings.

6 Quarter Credit Hours
Prerequisite: SS 124

PS 375: SUBSTANCE ABUSE PREVENTION AND TREATMENT

This course examines the prevention, development, and treatment of substance use, abuse, and dependence among youth and adults. Topics include classification of illicit, prescription, and over-the-counter drugs, physiological and psychological effects of various drugs, the role of the brain in addiction, diagnostic criteria for alcohol and substance abuse and dependence, psychosocial factors involved in the development and maintenance of drug use and abuse, and models of education and treatment programs. Students will explore substance abuse among diverse populations.

6 Quarter Credit Hours
Prerequisite: SS 124

PS 380: CLINICAL PSYCHOLOGY

This course explores the foundations of clinical psychology, including the history, practice, and application of psychology in clinical settings. Students will examine ethical and legal considerations in counseling, the roles and responsibilities of therapist and client, clinical skills, diversity issues, and professional development opportunities. Current topics related to clinical practice will also be covered.

6 Quarter Credit Hours
Prerequisite: SS 124

PS 400: RESEARCH METHODS II

This course provides an advanced investigation of social science research methodology. This course expands on the theoretical and epistemological approaches of Research Methods I and focuses on the techniques and principles of evaluation research, with special consideration to research design, instrument development, and data collection techniques within both public and applied settings.

6 Quarter Credit Hours
Prerequisite: PS 300

PS 410: SCREENING AND ASSESSMENT

This course provides an overview of the strategies and tools that are used for the screening and assessment of various age groups. Topics include the history and purpose of assessment, ethical considerations, interviewing and observation techniques, and intelligence and achievement testing. Students will learn how to apply screening and assessment information to their work with children, adolescents, and adults.

6 Quarter Credit Hours
Prerequisites: SS 124 and PS 300

PS 420: SOCIAL RELATIONSHIPS IN CHILDHOOD

Current issues in theory and research in developmental psychology will be examined specific to the importance of social relationships in childhood. Topics include emotional development and attachment, cognitive development and social understanding, the importance of peers, how the influence of the family changes as children mature, and the social landscape of adolescence.

6 Quarter Credit Hours
Prerequisite: PS 320

PS 430: PROGRAM DESIGN AND EVALUATION

This course examines the tools and techniques used to measure the activities, characteristics, effectiveness, and efficiency of programs targeted toward specific populations.

6 Quarter Credit Hours
Prerequisite: PS 400

PS 450: CASE MANAGEMENT

This course provides an overview of case management in clinical settings. Topics covered include the roles and responsibilities of case managers and counselors and clinical counseling skills, including evaluation and assessment, treatment planning, administration of services, working within a treatment team, and discharge planning.

6 Quarter Credit Hours
Prerequisite: PS 410

PS 499: BACHELOR'S CAPSTONE IN PSYCHOLOGY

This capstone course is the culminating experience for the Bachelor of Science in Psychology. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.

4 Quarter Credit Hours
Prerequisite: Last term

SCIENCE

SC 115: PRINCIPLES OF NUTRITION

This is an introductory-level course in which students investigate the essential nutrients with regard to food sources, function, digestion, absorption, and metabolism, and learn how to apply nutritional principles to food choices. Special attention is given to how individual nutritional requirements affect the current and future health of the individual. Students will learn how nutritional needs change from infancy through adulthood, including pregnancy and the senior stages of life. The relevance of course content will be discussed in both a personal and professional context.

5 Quarter Credit Hours

Prerequisite: None

SC 155: INTRODUCTION TO CHEMISTRY—MATTER AND EQUILIBRIUM

Students explore the importance of chemistry as it applies to their professional and personal lives. Topics include pH balance, the chemistry of drugs and pharmaceuticals, energy production and chemical bonding, pollution, and global warming.

5 Quarter Credit Hours

Prerequisite: None

SC 202: FOUNDATIONS OF SCIENCE

This course introduces and explores topics in the physical and natural sciences by connecting the concepts of science to applications found in students' professional fields of practice and everyday lives. Included are selected topics in physics, chemistry, biology, and other related fields.

5 Quarter Credit Hours

Prerequisite: 200-level mathematics course or above

SC 225: ENVIRONMENTAL SCIENCE

This course introduces students to the scientific principles used to understand the environment and the interrelations among human societies and the different environments they live in. The course begins with an overview of the human, technological, and natural issues affecting the environment, including the distinct ethical perspective individuals and societies have taken towards the environment. Then, following a survey of basic principles of organism life and interaction, the bulk of the course will be devoted to a study of human society and its positive and negative interrelations with the environment. The relevance of course content will be discussed in both a personal and professional context.

5 Quarter Credit Hours

Prerequisite: None

SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES

In this introduction to biology, students will explore the living world of humans. The course emphasizes the processes of life from the molecular work of genes and proteins to human organ systems, all the way up to food webs and overpopulation. Practical applications of biology in everyday life are stressed throughout the course. No prior study of biology is required to enroll in this nonmajors course.

5 Quarter Credit Hours

Prerequisite: None

SOCIAL SCIENCE

SS 114: CHILD DEVELOPMENT AND LEARNING

This course will survey normative and non-normative cognitive, social, and emotional development in children and adolescents. Students will use developmental theory to understand why problems occur and how they may be resolved in a particular age group. Using their understanding of how children and adolescents learn and develop, students will develop strategies to provide classroom assistance that supports the intellectual, social/emotional, and personal development of all learners.

5 Quarter Credit Hours

Prerequisite: None

SS 124: PSYCHOLOGY

This course provides a broad introduction to the field of psychology, one of the social sciences. Students are introduced to the major areas of psychology. They are introduced to psychological theories and concepts, as well as the history and major figures of the field. Topics include disorders and treatments, personality and learning theories, and the internal and external factors that influence human development and behavior. Additionally, this course emphasizes how psychological principles and concepts relate to our personal and professional relationships.

5 Quarter Credit Hours

Prerequisite: Any College Composition I course (CM 102–CM 109 or CM 114)

SS 124X: PSYCHOLOGY

This course provides a broad introduction to the field of psychology, one of the social sciences. Students are introduced to the major areas of psychology. They are introduced to psychological theories and concepts, as well as the history and major figures of the field. Topics include disorders and treatments, personality and learning theories, and the internal and external factors that influence human development and behavior. Additionally, this course emphasizes how psychological principles and concepts relate to our personal and professional relationships.

Onsite only

4 Quarter Credit Hours

Prerequisite: Any College Composition I course (CM 102–CM 109 or CM 114)

SS 144: SOCIOLOGY

This course is designed to introduce students to sociology, the scientific study of societies and groups, as well as the social context of human behavior. Students will examine core sociological concepts and research strategies, along with topics such as socialization, crime and deviance, social class, and the stratification of wealth, race, gender, and age in a global context. Other areas of study include family, religion, education, economy, health care, and government. By the end of this class, students will have a solid understanding of how their own lives are shaped by the larger society around them and the influence society has on people's attitudes and behaviors.

5 Quarter Credit Hours

Prerequisite: Any College Composition I course (CM 102–CM 109 or CM 114)

SS 230: MAKING HISTORY—THE FOUNDING FATHERS

The Founding Fathers remain significant examples of leadership, rigorous critical thinking, and commitment to a cause higher than one's individual circumstances. Each unit of the course focuses on a different Founding Father and the event which gained them notoriety. As a result, students will gain a full understanding not only of the individual's place in history, but also of the ways in which that individual influenced, and in some cases, was influenced by, the circumstances of the period. Using this method, students will appreciate how events such as the emergence of a distinct American culture, the Declaration of Independence, the American Revolution, the Constitution, and the formation of the early republic did not happen in a vacuum. Rather, as the course will emphasize, these events that Americans today take for granted occurred as a result of the agonizing decisions and significant hardships that the Founding Fathers embraced.

5 Quarter Credit Hours

Prerequisite: Any College Composition I course (CM 102–CM 109 or CM 114)

Fulfills history or social science core requirement

SS 235: 20TH CENTURY AFRICAN AMERICAN LEADERSHIP

This course is an introduction to African American leadership in the 20th century United States. Students will learn about the key men and women who helped shape the modern African American community. Through readings, Web research, discussion, and writing, students will critically analyze African American leadership, the struggles African Americans faced in the 20th century, and the qualities leaders in that community embodied to enact change. Understanding the role that history, diversity, and leadership play in our world helps prepare students to lead the way to harmonious and productive interracial relations in their own communities, work places, and society.

5 Quarter Credit Hours

Prerequisite: Any College Composition I course (CM 102–CM 109 or CM 114)

SS 236: PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT

The purpose of this introductory-level American government course is to provide students with crucial knowledge about how government works and about how they, as individual citizens, fit within that system. Focus is on the rights and obligations of citizens under the democratic political system established under the U.S. Constitution; the branches and levels of government; and the role of the media. This fundamental knowledge combined with critical thinking skills will be valuable personally and professionally.

5 Quarter Credit Hours

Prerequisite: Any College Composition I course (CM 102–CM 109 or CM 114)

Fulfills history or social science core requirement

SS 260: GENDER AND SOCIETY

This course presents the sociology of gender in society, from the formation of childhood gender roles to socially constructed ideas of femininity and masculinity. Students explore the validity of socially accepted ideas about men and women and the contradictions inherent in these ideas; examine

gender issues in the workplace; and analyze such issues as harassment, pay equity, and childcare.

5 Quarter Credit Hours

Prerequisite: Any College Composition I course (CM 102–CM 109 or CM 114)

Fulfills social science or diversity and culture core requirement

SS 270: SOCIAL PROBLEMS

This course explores the problems that transcend individual solutions, such as inequality, poverty, racial and gender discrimination, and environmental pollution, as well as how social problems affect us in our homes, in our communities, and in the workforce. Analysis of topics includes local, national, and global perspectives.

5 Quarter Credit Hours

Prerequisite: Any College Composition I course (CM 102–CM 109 or CM 114)

Fulfills diversity and culture or social science core requirement

SS 340: AMERICAN BUSINESS HISTORY

This course explores the growth of business in the American economy by examining the evolution of the business firm, the changing roles of and relationship between the American government and the business community, and the impact and influence of technology, transportation, communication, managerial practices, the economy, and marketing practices on the business community.

6 Quarter Credit Hours

Prerequisite: CM 220

SS 350: DEVELOPMENTAL PSYCHOLOGY

Human development occurs throughout our lifespan; human beings are influenced by both genetic and environmental factors. Additionally, how we develop is dependent upon our previous life experiences as well as our motivations for the future. This course examines developmental psychology throughout the lifespan, from early childhood to late adulthood. Topics include theories of human development and the influence of genetic and environmental influences on behavior. Students will be introduced to the major theorists of developmental psychology, covering physical, cognitive, emotional, and social development. Students will also explore how human interactions throughout our lives impact us personally and professionally.

6 Quarter Credit Hours

Prerequisite: CM 220

SS 360: AMERICAN WOMEN

This course examines how gender shapes the experience of women in their social, political, and professional roles. The exploration includes the impact of class, religion, race, and ethnicity on gender roles and expectations for women from colonial times through the present day.

Additionally, students will explore the cultural influence of women throughout American history, including contributions of women to philosophy, literature, and art. Throughout the course, students will investigate themes of continuity and change in the lives of American women.

6 Quarter Credit Hours

Prerequisite: CM 220

Fulfills diversity and culture, social science, or history core requirement

SS 430: MAKING A LIVING IN THE 21ST CENTURY—THE SOCIOLOGY OF WORK

How will the rapidly changing, global workforce affect my life and career choices? This course addresses contemporary concerns like these and helps students gain a deeper understanding of the phenomenon called work by introducing sociological theories and concepts, and discussing information that will enable learners to make sense of a seemingly unpredictable workforce environment. Past, present, and future work issues and trends will be discussed in order to place work in a relevant context. Topics include: the shift from industrial to postindustrial economies, telecommuting, outsourcing and deskilling, joblessness, worker alienation, and the interplay between work and family.

6 Quarter Credit Hours

Prerequisite: CM 220

SS 440: ABNORMAL PSYCHOLOGY

This course presents an integrative and multidimensional perspective to the fascinating field of abnormal psychology. Students will acquire basic knowledge of various psychological disorders, including depression, anxiety, and psychotic and mood disorders. Students will be introduced to how abnormal behavior is defined, assessed, and diagnosed using the current classification system, as well as the limitations of assessment. The course will provide an overview of the various models used to understand psychological disorders and the therapeutic approaches used to treat them. Additionally, students will be given an overview of the legal, economic, and sociocultural influences on abnormal behavior and the mental health system in order to gain a greater understanding of how mental illness affects all in our society.

6 Quarter Credit Hours

Prerequisites: CM 220 and SS 124 (recommended)

Please Note: All programs included in this Catalog prepare students for any of a number of job opportunities and are not meant to lead to any particular outcome, regardless of the program's title. Although Kaplan University assists students with job placement, finding a job is ultimately the responsibility of the student. Kaplan University does not guarantee that any student will be placed in any particular job, or at all.



GRADUATE PROGRAMS

Policies Governing Graduate Study

Graduate Admissions Requirements and Guidelines

In addition to the general University admissions requirements, some programs have additional admissions requirements that are listed in the individual school sections of this Catalog.

Certification, State Board, and National Board Exams

Understanding the requirements of certification, state board, or national board licensing exams is the individual student's responsibility. Such requirements may change during the course of the program. The University makes reasonable efforts to provide accurate information on test dates and fees for examinations. In some cases, work experience or field experience may be necessary to be eligible to take or to successfully pass these exams. No student is automatically certified in any way upon program completion. Although certain programs are designed to prepare students to take various certification and licensing exams, the school cannot guarantee students will be eligible to sit for or will pass these exams.

Furthermore, states, employers, and various other agencies may require a criminal background check and/or drug check before a student can be placed in an externship or take professional licensing, certification, or registration exams. Students who have prior felony convictions or serious misdemeanors may be denied the opportunity to take professional licensing, certification, or registration exams. These students may also be denied a license or certification to practice in some states, even if the certification or licensing exam is taken and successfully completed. Students are responsible for inquiring with the appropriate agencies or authorities about current requirements prior to enrolling in the program of their choice or, if the student's circumstances change, at that time and at the time of making application for certification or licensure.

Kaplan University's programs are designed to prepare graduates to pursue employment in their field of study, or in related fields. However, the University does not guarantee that graduates will be placed in any particular job or employed at all. While many of Kaplan University's degree programs are designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

Required Background Checks

In some graduate programs, applicants may be required to undergo law enforcement background checks before starting classes; before students can be placed in an internship, externship, or at a clinical site; or before taking professional licensing, certification, or registration exams. Students who have prior felony convictions or serious misdemeanors may be denied the opportunity to take professional licensing, certification, or registration exams, or may be denied a license or certification to practice in some states, even if the exam is taken and successfully completed; consequently, these students may be denied admission to some programs. Some Kaplan University programs have specific background check requirements on which enrollment is predicated; these are explained in detail, where applicable, in the individual school sections of this Catalog. Students are

responsible for inquiring with the appropriate agencies or authorities about current requirements prior to enrolling in the program of their choice.

Returning Students

Graduate students who have attained a CGPA of 3.0 or greater in their graduate program at Kaplan University may be reenrolled in a program of study or enrolled in a new academic program of study if they have satisfied any outstanding balance owed to the University, successfully meet all admissions requirements of their desired program of study, have submitted proper documentation for, and received approval for, appropriate Financial Aid, and Kaplan University has received and approved official transcripts indicating successful completion of a bachelor's degree from a nationally or regionally accredited college or university.

Graduate students who have not obtained a CGPA of 3.0 in their graduate work at Kaplan University and wish to enroll in another graduate program at Kaplan University must submit appropriate documentation to the Dean of the program in which they wish to enroll. The Dean will review the documentation and will make the final decision regarding the student's admission into the program.

Graduation Requirements

To graduate, students must successfully meet each of the items listed below. Some programs may have additional requirements that must be met. If a program has additional graduation requirements, these can be found in the individual school sections of this Catalog. All graduate students must:

1. Successfully complete all required courses and other program-specific requirements within the allotted time frame (see the Satisfactory Academic Progress Standards section for further information),
2. Have a minimum cumulative GPA of 3.0,
3. Have completed the degree program no later than 7 years after completing the first class,
4. Submit an Application for Graduation,
5. Attend Career Services and Financial Aid exit interviews, if applicable, and
6. Fulfill all financial obligations to the University prior to graduation unless previous satisfactory arrangements have been made.

Students in graduate programs may need to fulfill certain prerequisite requirements and, therefore, may be required to take more than the minimum number of quarter credit hours in order to graduate.

Upon completion of the requirements listed above, students are eligible to participate in graduation exercises.

If satisfactory financial arrangements are not made, the graduation credential will be withheld.



Graduate School of Management

Mission Statement

The mission of the Kaplan University business programs is to educate students who may become ethical decision makers capable of leading organizations with integrity and vision. We accomplish this through an innovative core curriculum that fosters critical thinking skills, effective communication techniques, analytical problem-solving abilities, and an appreciation of a wide variety of people and cultures. We combine these with the skills necessary to manage people and resources, to analyze markets and products, to understand systems and processes, and to think strategically.

Admissions Requirements

In addition to the general University admissions requirements, the Graduate School of Management requires the following:

- An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the second term, students must provide the University with an official copy of the transcript. If official transcripts are not submitted by the end of the second term, the student will be blocked from future classes, and the student's academic credentials will be withheld until such documentation is provided. If, for any reason, the student does not furnish a transcript or the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.
- An undergraduate cumulative grade point average of 2.5 or greater (3.0 for the Newsweek Master of Business Administration program) from the institution that conferred the bachelor's degree. Students who do not meet this requirement must apply for admission through the alternative admissions procedures set forth below.
- A current, professional resume that details employment history, including responsibilities and dates of employment.

NEWSWEEK MASTER OF BUSINESS ADMINISTRATION

In addition, any student applying to the Newsweek Master of Business Administration program must complete a one- to two-page essay and submit it for review by the Dean prior to enrolling in the program. The essay should explore the following questions:

- Explain how obtaining your MBA from Kaplan University will assist you in achieving your personal and professional life goals. In addressing this question, please describe both your short- and long-term career goals.
- How does Kaplan University fit with your background, personality, and learning style? Why is now the best time for you to pursue your MBA?
- What do you see as the biggest obstacle to completing your MBA?
- What resources and support do you have that will help you be successful in this program? What additional resources would be useful to you?
- What are your educational strengths and weaknesses? Please explain which courses you enjoy most and which courses you find most difficult. In addition, how might a former professor describe your academic ability?

ALTERNATIVE ADMISSIONS PROCEDURES

Students with an undergraduate cumulative grade point average between 2.0 and 2.5 (between 2.5 and 3.0 for Newsweek Master of Business Administration students) from a regionally accredited institution or an institution accredited by another agency recognized by the U.S. Department of Education may apply for admission to a program by completing an Alternative Admissions Dean's Evaluation.

The Dean will review the work history, transcripts, and resume of alternative admissions applicants, taking into consideration prior graduate-level coursework completed with a GPA between 3.0 and 4.0, and admit those for whom admission is deemed appropriate. Prior to being admitted through these procedures, Graduate School of Management students must successfully complete the course KU 500: Foundations of Graduate Learning. Any student with a CGPA

below 2.5 (3.0 for Newsweek Master of Business Administration students) who has not completed an Alternative Admissions Dean's Evaluation will not be admitted to the program.

To apply to the Newsweek Master of Business Administration program through the alternative admissions process, students also must have a minimum of five years full-time professional experience as a manager supervising others or as an individual contributor in a role with extensive management interaction.

In addition, any student applying via the alternative admissions procedures must complete a one- to two-page essay and submit it for review by the Dean prior to enrolling in the program. The essay should explore the following questions:

- Explain how obtaining your degree from Kaplan University will assist you in achieving your personal and professional life goals. In addressing this question, please describe both your short- and long-term career goals.
- How does Kaplan University fit with your background, personality, and learning style? Why is now the best time for you to pursue this degree?
- What do you see as the biggest obstacle to completing your degree?
- What resources and support do you have that will help you be successful in this program? What additional resources would be useful to you?
- What are your educational strengths and weaknesses? Please explain which courses you enjoy most and which courses you find most difficult. In addition, how might a former professor describe your academic ability?

Mandatory Orientation and Foundation Courses

Students enrolling in any Graduate School of Management program through the alternative admissions process will be required to complete a mandatory online orientation course and a foundation course in graduate learning. Students must complete these courses no later than the first day of the term in order to start the degree program. Exposure to these courses will enhance a student's understanding of how to be a successful graduate student at Kaplan University.

Progression Requirements

In addition to the general graduate student progression and satisfactory academic progress requirements, the Graduate School of Management stipulates:

- Students in the Graduate School of Management who do not meet satisfactory academic progress requirements in any given term will be placed on academic probation. Student dismissals are processed four times each year at the end of each evenly numbered term (terms two, four, six, and eight).
- Students enrolled in a Graduate School of Management program must successfully complete at least 75 percent of the graduate credit hours submitted for a degree with a grade of "A" or "B."
- Students enrolled in the Master of Business Administration program may not use transfer credit to replace GB 500: Becoming an Effective Leader or GB 599: Business Strategy. Students enrolled in the Newsweek Master of Business Administration program may not use transfer credit to replace GN 500: Building Business Acumen or GN 599: Competing Through Business Strategy. Students enrolled in the Master of Science in Management program may not use transfer credit to replace GM 500: Managers as Leaders or GM 599: Applied Research Project. These courses must be completed at Kaplan University.



- Students in the Graduate School of Management can enroll in no more than two courses per term
- Students enrolled in the Master of Science in Management program who would like to substitute a course for one of the required core courses must submit a Program Option Request Form with documentation supporting the request to the Dean of the program. The decision to approve a core course substitution request rests with the Dean of the program or a designee, and is based on an evaluation of the student's exposure to equivalent subject matter. Regardless of the Dean's decision, the student will still have to complete the amount of credit hours required for the program.
- Students in the *Newsweek* Master of Business Administration program will be required to complete a mandatory online orientation course and a foundation course in graduate learning. Students must complete these courses no later than the first day of the term in order to start the degree program. Exposure to these courses will enhance a student's understanding of how to be a successful graduate student at Kaplan University.

Master of Business Administration

The objective of the Master of Business Administration program is to help students satisfy their intellectual curiosity, build knowledge, and prepare to pursue leadership positions in competitive business environments. The program seeks to challenge students to critically examine the theories and practices comprising the body of knowledge related to the conduct of business in dynamic environments and increase the breadth and depth of their skills and abilities.

Students whose academic backgrounds do not include economics, statistics, accounting, or finance must attain that knowledge prior to enrolling in the program's analytical courses. Kaplan University offers two foundation courses specifically designed to expose students to these essential skills (KU 510: Foundations of Mathematics and Economics and KU 511: Foundations of Accounting and Finance).

The Master of Business Administration program consists of a minimum of 52 quarter credit hours. In addition, students may add a specialization to their degree plan, for which they are required to take a minimum of four courses from a group of six specializations. Specializations are not required for completion of the general program. Specializations include finance; marketing; human resources management; information technology; entrepreneurship; and management, communication, and quality.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

Upon successful completion of the program, graduates will be awarded a Master of Business Administration degree.

Program Outcomes

1. Assess financial, quantitative, and qualitative information to arrive at reasoned decisions for solving business problems.
2. Critically assess and evaluate the theoretical bases, current knowledge, best practices, and trends related to the conduct of business.
3. Critically assess the role of ethics and law in the conduct of business.

Curriculum

Courses	Credits
PREREQUISITE REQUIREMENTS	
(Required for students without a background in economics, statistics, accounting, or finance)	
KU 510: Foundations of Mathematics and Economics	
KU 511: Foundations of Accounting and Finance	
PROGRAM REQUIREMENTS	
GB 500: Becoming an Effective Leader	4
GB 501: Leadership, Culture, and Change	4
GB 502: Managerial Economics	4
GB 503: Managerial Accounting	4
GB 504: Financial Management	4
GB 505: Marketing Management	4
GB 506: Information Systems Management	4
GB 507: Business Ethics	4
GB 508: The Legal Environment of Business	4
GB 509: Analytical Decision Making	4
GB 510: Project Management	4
GB 511: Strategic Human Resources Management	4
GB 599: Business Strategy	4
TOTAL PROGRAM REQUIREMENTS	52
SPECIALIZATIONS	
Entrepreneurship	
GB 543: Managing Change	4
GB 544: Quality Management	4
GB 561: Entrepreneurship	4
GB 562: Small Business Administration	4
Finance	
GB 521: Capital Markets and Investments	4
GB 522: Mergers and Acquisitions	4
GB 523: International Finance	4
GB 572: International Management	4
Human Resources Management	
GB 541: Employment and Labor Law	4
GB 542: Employee Development	4
GB 545: Strategic Reward Systems	4
GB 546: Recruitment and Selection	4
Information Technology	
GB 551: Managing Information Technology Projects	4
GB 552: Database Analysis and Design	4
GB 553: E-Business Principles and Practices	4
GB 554: Operations Management	4
Management, Communication, and Quality	
GB 544: Quality Management	4
GB 554: Operations Management	4
GB 571: Power and Negotiation	4
GB 572: International Management	4
Marketing	
GB 531: Advertising	4
GB 532: Marketing Research	4
GB 533: Salesforce Management	4
GB 534: Marketing Psychology	4

Newsweek Master of Business Administration

The objective of the *Newsweek* Master of Business Administration program is to help prepare managers for success in senior management roles. The program was developed for experienced managers who want to gain the capabilities needed for successful business leadership. The program is designed to develop a heightened awareness of the global forces shaping business strategy, and prepare students to make sound business and management decisions within key functional areas across the business system.

The curriculum is designed to emphasize the analysis of current business issues, so students are taught to solve real-world business challenges relevant in contemporary business. This program is for individuals looking for a learning experience that will help prepare them for the leadership and business opportunities that lie ahead. Graduates will have been taught practical knowledge that will equip them to pursue advanced careers in their dynamic work environments.

Students whose academic backgrounds do not include economics, statistics, accounting, or finance must attain that knowledge prior to enrolling in the program's analytical courses. Kaplan University offers two foundation courses specifically designed to expose students to these essential skills (KU 510: Foundations of Mathematics and Economics and KU 511: Foundations of Accounting and Finance).

The *Newsweek* Master of Business Administration program consists of a minimum of 52 quarter credit hours. In addition, students may add a specialization to their degree plan, for which they are required to take a minimum of four courses from a group of two specializations. Specializations are not required for completion of the general program. Specializations include international business and international health care management.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

Upon successful completion of the program, graduates will be awarded a Master of Business Administration degree.

Program Outcomes

1. Assess financial, quantitative, and qualitative information to arrive at reasoned ethical decisions for solving global business problems.
2. Critically assess and evaluate the theoretical bases, current knowledge, best practices, and trends related to the ethical conduct of global business.

Curriculum

Courses	Credits
PREREQUISITE REQUIREMENTS (Required for students without a background in economics, statistics, accounting, or finance)	
KU 510: Foundations of Mathematics and Economics	
KU 511: Foundations of Accounting and Finance	
PROGRAM REQUIREMENTS	
GN 500: Building Business Acumen	4
GN 501: Leadership Strategies for a Changing World	4
GN 502: Economics and Decision Making Within Organizations	4
GN 503: Managerial Accounting	4
GN 504: Finance for Managers	4
GN 505: Business Marketing	4
GN 507: Managerial and Corporate Ethics	4
GN 509: Statistical Analysis for Business	4
Electives: Choose two courses	8
Choose one of the following:	
GN 510: Managing Projects	4
GN 554: Operations Strategy	4
Choose one of the following:	
GN 506: Information Systems Management	4
GN 511: Strategic Human Resources Management	4
GN 543: Managing Change	4
GN 544: Quality Management	4
GN 599: Competing Through Business Strategy	4
TOTAL PROGRAM REQUIREMENTS	52

Students will be able to choose from a variety of electives.

Students will be able to choose from two possible specializations listed below.

SPECIALIZATIONS

International Business

- GN 523: International Finance
- GN 572: International Management
- GN 573: International Marketing
- GN 574: International Managerial Competencies

International Health Care Management

- GN 525: International Health Systems
- GN 572: International Management

Choose two from the following:

- GN 526: Public Health Systems Management
- GN 527: Quality Health Care Management
- GN 528: Comprehensive Health Care Strategies
- GN 574: International Managerial Competencies

Master of Science in Management

The Master of Science in Management program is designed to provide students with valuable knowledge about management and all its related aspects. Students are taught about organizational strategies and concepts, not just on paper, but through training and hands-on application that instruct students how to use these skills in practical life and in day-to-day managerial functions. The core curriculum is enhanced by four specialization areas designed to help students develop specific proficiencies: change leadership, health care management, project management, and supply chain management and logistics.

The Master of Science in Management program is designed to prepare graduates to pursue numerous career opportunities in various fields. It can be especially beneficial for those who wish to pursue high-level managerial positions. The degree can be invaluable in careers such as health care administration, change leadership, supply chain management, project management, and government positions.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

The Master of Science in Management program consists of a minimum of 52 quarter credit hours. Upon successful completion of the program, graduates will be awarded a master of science degree.

Program Outcomes

1. Assess personal leadership and management styles.
2. Critically evaluate the theoretical bases, current knowledge, best practices, and trends related to the ethical practice of management.
3. Think critically and holistically in diverse management settings.

Curriculum

Courses	Credits
CURRICULUM	
GM 500: Managers as Leaders	4
GM 501: Management Theories and Practices—Past, Current, and Future	4
GM 502: Skills for Professional Impact	4
GM 503: Foundations for Effective Management Practice	4
GM 504: Organizational Excellence and Change	4
GM 505: Action Research and Consulting Skills	4
GM 506: Strategic Financial Analysis	4
GM 507: Strategic Human Resources Management	4
GM 599: Applied Research Project	4
Electives: Specialization Courses	16
TOTAL PROGRAM REQUIREMENTS	52
SPECIALIZATIONS	
Change Leadership	
GM 541: Foundations of Organization Development	4
GM 542: Organization Change	4
GM 543: Organization Diagnosis and Design	4
GM 544: Applied Organization Research Methods	4
Health Care Management	
GM 521: Health Care Systems	4
GM 522: Comprehensive Health Care Strategies	4
GM 523: Quality Health Care Management	4
GM 524: Leveraging IT in Health Care	4
Project Management	
GM 591: Strategic Project Management	4
GM 592: Project Initiation, Planning, and Execution	4
GM 593: Project Cost and Schedule Monitoring and Controlling	4
GM 594: Project Risk, Quality, and Procurement Monitoring and Controlling	4
Supply Chain Management and Logistics	
GM 581: Supply Chain Management	4
GM 582: Inventory and Distribution Management	4
GM 583: Managing the Service Value Chain	4
GM 584: Strategic Global Logistics Management	4



School of Criminal Justice

Mission Statement

The mission of the Kaplan University criminal justice programs is to provide students with the opportunity to develop a strong foundation and breadth of understanding in the areas of law enforcement, courts, corrections, and security. It prepares students with relevant aptitudes to pursue further studies or obtain employment where such knowledge is advantageous through the integration of concepts, effective communication, and creative and critical thinking.

Admissions Requirements

In addition to the general University admissions requirements, the Master of Science in Criminal Justice program requires the following:

- An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the first term, students must provide the University with an official copy of the transcript. If official transcripts are not submitted by the end of the first term, the student will be blocked from future classes, and the student's academic credentials will be withheld until such documentation is provided. If, for any reason, the student does not furnish a transcript or the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.
- A cumulative grade point average of 2.5 or greater from the institution that conferred the bachelor's degree. Students who do not meet this requirement must apply for admission through the alternative admissions procedures set forth below.

ALTERNATIVE ADMISSIONS PROCEDURES

Students with an undergraduate cumulative grade point average between 2.0 and 2.5 from a regionally accredited institution or an institution accredited by another agency recognized by the U.S. Department of Education may apply for admission to a program by completing an Alternative Admissions Dean's Evaluation.

The Dean will review the work history, transcripts, and resume of alternative admissions applicants, taking into consideration prior graduate-level coursework completed with a GPA between 3.0 and 4.0, and admit those for whom admission is deemed appropriate. Prior to being admitted through these procedures, Master of Science in Criminal Justice students must successfully complete the course KU 500: Foundations of Graduate Learning. Any student with a CGPA below 2.5 who has not completed an Alternative Admissions Dean's Evaluation will not be admitted to the program.

Students admitted under the alternative admissions procedures may be required to complete as many as three prerequisite courses prior to admission into the Master of Science in Criminal Justice program.

Mandatory Orientation and Foundation Courses

Students enrolling in the Master of Science in Criminal Justice program through the alternative admissions process will be required to complete a mandatory online orientation course and a foundation course in graduate learning. Students must complete these courses no later than the first day of the term in order to start the degree program. Exposure to these courses will enhance a student's understanding of how to be a successful graduate student at Kaplan University.

Progression Requirements

In addition to the general graduate student progression and satisfactory academic progress requirements, the Master of Science in Criminal Justice program stipulates:

- Students must declare their choice of thesis or nonthesis track by the end of their second term.
- Nonthesis-track students must successfully complete CJ 602: Comprehensive Examination, a written course covering the core curriculum courses. Students are given one question covering each of the core courses, for a total of five questions, and have two weeks to complete the examination. It is recommended that the

response to each question range from eight to ten typewritten, double-spaced pages. Students must take the examination within two weeks after successful completion of the core curriculum courses. The examination is graded as "satisfactory" or "unsatisfactory" and shall be evaluated by a terminally degreed criminal justice professor. If there is an unsatisfactory decision, a second terminally degreed criminal justice professor will be asked to evaluate the examination, and this evaluation will serve as the deciding vote. Should a student fail the examination, he or she shall be given remediation by criminal justice graduate instructors in preparation for the second and final attempt at the examination. If a student fails the examination a second time, he or she will be academically dismissed from the program.

- Thesis-track students will be required to develop and submit, in writing, a formal proposal for research in criminal justice to their chosen thesis committee, made up of a chairperson and two additional members, all of whom must be terminally degreed criminal justice faculty members from Kaplan University. It is acceptable to have one terminally degreed faculty member from outside the Kaplan University criminal justice program or from an outside, regionally accredited institution of higher learning with the approval of the Dean of the Master of Science in Criminal Justice program.

Subsequent to the proposal, Master of Science in Criminal Justice thesis-track students will submit the final draft of their research project to the thesis committee for review and orally present their results during a scheduled thesis defense hearing. The research report shall be prepared according to Kaplan University guidelines and the final, approved product shall be submitted to appropriate personnel for binding and acquisition.

- Students in the Master of Science in Criminal Justice program can enroll in no more than three courses per term without special permission from the Dean of the program.
- Students enrolled in the Master of Science in Criminal Justice program may not use transfer credit to replace or substitute for core courses unless a waiver is granted by the Dean. A waiver is issued based upon an evaluation of common learning outcomes. CJ 600: Research and Thesis I, CJ 601: Research and Thesis II, and CJ 602: Comprehensive Exam must be completed at Kaplan University.

Master of Science in Criminal Justice

The Kaplan University Master of Science in Criminal Justice program is intended to help students satisfy their intellectual curiosity, build knowledge, and prepare to successfully undertake leadership and other professional positions in today's complex criminal justice environment. The program provides students an opportunity to pursue either a professional practice-based, nonthesis-track course of study or a more traditional, research-based, thesis-track course of study. Moreover, students have the option of selecting a specialization in addition to the core curriculum requirements. The specializations include law, global issues in criminal justice, leadership/executive management, corrections, and policing. All courses designated as specialization courses may be applied toward elective credit if a student elects not to pursue a specialization.

The Master of Science in Criminal Justice program also assesses students' acquisition of competencies at the conclusion of the program via their coursework and either the submission of a thesis research project for thesis-track students or successful completion of a comprehensive examination covering the core curriculum for nonthesis-track students. In so doing, the program enables graduates to become better prepared to meet the dynamic challenges of the field today and in the future.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

The Master of Science in Criminal Justice program consists of a minimum of 55 quarter credit hours. Upon successful completion of the program, graduates will be awarded a master of science degree.

Program Outcomes

1. Research Methods: Critically evaluate current qualitative and quantitative research on current knowledge and developing trends in the criminal justice profession.
2. Organizational Behavior and Management: Apply organizational behavior and management theories to day-to-day operations within the profession of criminal justice.
3. Criminological Theory: Apply criminological theory to the investigation of micro- and macro-level problems facing criminal justice systems throughout the world.
4. Law: Select appropriate policies and practices to meet legal principles and standards applicable to the professional practice of criminal justice.
5. Professionalism: Engage in scholarly academic discourse with colleagues and practitioners in the field of criminal justice.
6. Ethics: Select accepted ethical practices within both the academic and practitioner arenas of the criminal justice field.

Curriculum

Courses	Credits
THESIS TRACK	
CORE REQUIREMENTS	
CJ 500: Critical Legal Issues in Criminal Justice	5
CJ 501: Criminological Theory	5
CJ 502: Research Methodology	5
CJ 503: Organizational Behavior	5
CJ 504: Data Analysis	5
CJ 600: Research and Thesis I	5
CJ 601: Research and Thesis II	5
ELECTIVES	
Specialization or general electives*	20
TOTAL PROGRAM REQUIREMENTS	55
NONTHESIS TRACK	
CORE REQUIREMENTS	
CJ 500: Critical Legal Issues in Criminal Justice	5
CJ 501: Criminological Theory	5
CJ 502: Research Methodology	5
CJ 503: Organizational Behavior	5
CJ 505: Critical Issues in Criminal Justice	5
CJ 602: Comprehensive Examination	0
ELECTIVES	
Specialization or general electives*	30
TOTAL PROGRAM REQUIREMENTS	55
SPECIALIZATIONS	
Corrections	
CJ 521: Critical Issues in Corrections	5
CJ 522: Comparative Correctional Systems	5
CJ 523: Critical Issues in Juvenile Justice	5
CJ 524: Community-Based Corrections	5
Global Issues in Criminal Justice	
CJ 509: Comparative Criminal Justice Systems	5
CJ 512: Transnational Crime	5
CJ 513: Critical Issues in Terrorism	5
CJ 514: Seminar—Contemporary International Justice Issues	5
Law	
Select four of the following courses:	
CJ 506: Advanced Topics in Criminal Law	5
CJ 507: Criminal Procedure and the U.S. Supreme Court	5
CJ 508: Evidentiary Issues in Criminal Cases	5
CJ 509: Comparative Criminal Justice Systems	5
CJ 510: Specialized Criminal Statutes and Complex Investigations	5
CJ 511: Employment and Policy Law	5
Leadership/Executive Management	
CJ 511: Employment and Policy Law	5
CJ 515: Theoretical Applications of Justice Management	5
CJ 516: Fiscal Issues in Criminal Justice	5
CJ 517: Human Resource Development	5

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Policing

CJ 511:	Employment and Policy Law	5
CJ 516:	Fiscal Issues in Criminal Justice	5
CJ 518:	Critical Issues in Policing	5
CJ 519:	Ethics and Diversity in Policing	5

ELECTIVES

CJ 520:	Issues in Private Security	5
CJ 590:	Independent Study in Criminal Justice	1–5

* Students may not use more than 10 quarter credit hours of independent study to satisfy the elective requirement.





School of Higher Education Studies

Mission Statement

The mission of the School of Higher Education Studies at Kaplan University is to educate those who may become effective decision makers and practitioners in higher education institutions. This is accomplished through a core of graduate-level courses that provide the knowledge and skills to function in various postsecondary settings, and specialization courses that develop professional expertise, effective communication and ethical decision-making skills, and excellent research and writing skills.

Admissions Requirements

In addition to the general University admissions requirements, the Master of Science in Higher Education program requires the following:

- An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the first term, students must provide the University with an official copy of the transcript. If official transcripts are not submitted by the end of the first term, the student will be blocked from future classes, and the student's academic credentials will be withheld until such documentation is provided. If, for any reason, the student does not furnish a transcript or the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.
- A cumulative grade point average (CGPA) of 2.5 (out of 4.0) or greater for the entire bachelor's degree program or 3.0 for the student's last 30 semester credits (45 quarter credits) of the bachelor's degree program from the institution that conferred the degree. Students who do not meet this requirement may submit an official transcript indicating a minimum CGPA of 3.0 from at least three graduate courses taken at a regionally or nationally accredited university to be used in lieu of the minimum bachelor's degree CGPA required for admission.
- A curriculum vitae.
- A maximum 1000-word essay discussing the student's plans for graduate study and its implications for their professional career.
- A maximum 1000-word writing sample.

Progression Requirements

In addition to the general graduate student progression and satisfactory academic progress requirements, the Master of Science in Higher Education program stipulates:

- Students may apply one of the maximum of three courses earned at another college or university approved as prior learning credit toward a specialization course.
- Students in the Master of Science in Higher Education program can enroll in no more than three courses per term.
- After completing all of the core courses, students in the Master of Science in Higher Education program must pass HE 600: Comprehensive Exam.
- Thesis-track students will be required to develop and submit, in writing, a formal, higher education research proposal to the thesis committee. This three-member committee is made up of a chair and two additional terminally degreed faculty members. While the chair must be a member of the higher education program faculty, the other two committee members may include a faculty member from another program within the University appointed by the Dean of Graduate Studies and, upon approval by the Dean, a terminally degreed practitioner in the area of the student's specialization from an outside, regionally accredited institution of higher learning.

Subsequent to the proposal, Master of Science in Higher Education thesis-track students will submit the final draft of their research project to the thesis committee for review and orally present their results during a scheduled thesis defense seminar. The research report shall be prepared according to Kaplan University guidelines and the final, approved product shall be submitted to the appropriate Kaplan University group for binding and acquisition.

Graduation Requirements

In addition to the general graduation requirements for graduate students, all Master of Science in Higher Education students must successfully complete the Assessment Portfolio.

Master of Science in Higher Education

The Master of Science in Higher Education program is designed to prepare students to pursue higher education professions or to help enhance their current higher education career. Students are taught the knowledge and skills necessary for a solid basis for professional practice. The program is designed to help students pursue positions in a wide range of postsecondary educational settings, including universities, four-year colleges, community colleges, private colleges and universities, and various credit and noncredit technical colleges and schools.

To help further their career goals, students can specialize their degree by selecting one of two specializations—student services or college teaching and learning. Students choosing the student services specialization are given the opportunity to gain hands-on experience through two, 150-hour internship experiences. This specialization meets the standards of the Council for the Advancement of Standards in Higher Education (CAS) for graduate programs in student affairs and the standards of the Professional Preparation Commission of the American College Personnel Association (ACPA). In either specialization, students may elect to complete a thesis as the program's culminating experience or choose two additional courses designed to provide additional knowledge and practical skills.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

The Master of Science in Higher Education program consists of a minimum of 50 to 65 quarter credit hours depending on the student's choice of specialization. Upon successful completion of the program, graduates will be awarded a master of science degree.

Program Outcomes

1. Research Methods and Evaluation: Apply research methodology in designing and evaluating research studies in higher education.
2. Organizational Behavior and Governance: Apply theories and principles of organizational behavior, governance, and leadership to operations within the profession of higher education.
3. Assessment: Integrate assessment theory and methods along institutional mission, values, goals, and objectives to evaluate specific higher education programs.
4. Ethics, Law, and Regulatory Compliance: Apply appropriate policies and practices using a range of ethical values, legal principles, and regulatory standards to the practices of the higher education community.
5. Professional Practice: Contribute to the profession by making reasoned decisions informed by historical underpinnings and relevant theory in the performance of service and engaging in applied scholarship.
6. Finance: Make reasoned financial decisions that maximize efficiency and efficacy of a broad range of resources available within higher education.
7. Diversity/Multiculturalism: Assess cultural, individual, and role differences of various constituent and stakeholder groups that constitute the entire higher education community.

Curriculum

Courses	Credits
THESIS TRACK	
HE 510: Foundations of Higher Education	5
HE 520: Higher Education Laws and Regulations	5
HE 530: Higher Education Organization and Governance	5
HE 540: Multiculturalism and Diversity in Higher Education	5
HE 550: Higher Education Finance	5
HE 560: Research Methods in Higher Education	5
HE 600: Comprehensive Exam	0
HE 601: Master's Thesis Proposal	5
HE 602: Master's Thesis Defense	5
Electives: Specialization Courses	10 or 25

TOTAL PROGRAM REQUIREMENTS 50 OR 65*

NONTHESIS TRACK	
HE 510: Foundations of Higher Education	5
HE 520: Higher Education Laws and Regulations	5
HE 530: Higher Education Organization and Governance	5
HE 540: Multiculturalism and Diversity in Higher Education	5
HE 550: Higher Education Finance	5
HE 560: Research Methods in Higher Education	5
HE 600: Comprehensive Exam	0
Electives: Specialization Courses	20 or 35

TOTAL PROGRAM REQUIREMENTS 50 OR 65*

SPECIALIZATIONS

College Teaching and Learning[†]

HE 521: Teaching Adult Learners	5
HE 523: Curriculum Design and Implementation	5
HE 525: Student Learning Assessment Methods	5
HE 545: Teaching and Learning Online	5

Student Services[‡]

HE 523: Curriculum Design and Implementation	5
HE 525: Student Learning Assessment Methods	5
HE 551: Student Services Foundation and Philosophy	5
HE 553: Current Issues in Student Affairs in Higher Education	5
HE 555: Student Services Administration in Ground and Virtual Environments	5
HE 585: Student Services Practicum I	5
HE 586: Student Services Practicum II	5

*Thesis-track students choosing the college teaching and learning specialization will complete 10 quarter credits of specialization courses for a program total of 50 quarter credit hours. Nonthesis-track students choosing the student services specialization will complete 25 quarter credits of specialization courses for a program total of 65 quarter credit hours.

[†]Nonthesis-track students choosing the college teaching and learning specialization will complete 20 quarter credits of specialization courses for a program total of 50 quarter credit hours. Nonthesis-track students choosing the student services specialization will complete 35 quarter credits of specialization courses for a program total of 65 quarter credit hours.

[‡]Thesis-track students will choose two of the four specialization courses.

[§]Thesis-track students will take five of the seven specialization courses, excluding HE 523 and HE 525.





School of Nursing

Mission Statement

The School of Nursing is dedicated to educating nurse leaders from the global community to meet health care needs of individuals, families, and communities.

The School is committed to a student-centered and support approach with applied scholarship in a real-world environment.

Admissions Requirements

In addition to the general University admissions requirements, the Master of Science in Nursing program requires the following:

- An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree with an upper-level major in nursing from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the first term, students must provide the University with an official copy of the transcript. If official transcripts are not submitted by the end of the first term, the student will be blocked from future classes, and the student's academic credentials will be withheld until such documentation is provided. If, for any reason, the student does not furnish a transcript or the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.
- A grade point average (GPA) of 3.0 (out of 4.0) or greater in a bachelor's degree in nursing program from the institution that conferred the degree. Students who do not meet this requirement must apply for admission through the alternative admissions procedures set forth below.
- Documentation of a current, unencumbered license to practice as a registered nurse in at least one U.S. state.
- A resume or curriculum vitae.
- A 300- to 500-word essay discussing the student's plans for graduate study and their professional career focus.
- A transcript indicating completion of a statistics and a nursing research course with a grade of "C" or better. For students who have not completed these courses as part of their BSN, they may be taken concurrently with MN 501: Advanced Nursing Roles. However, the courses must be completed before enrollment in MN 502: Theoretical Foundations of Advanced Nursing.

ALTERNATIVE ADMISSIONS PROCEDURES

Students with an undergraduate cumulative grade point average between 2.5 and 3.0 from a regionally accredited institution or an institution accredited by another agency recognized by the U.S. Department of Education may apply for admission to a program by completing an Alternative Admissions Dean's Evaluation.

The Dean will review the work history, transcripts, and resume of alternative admissions applicants, and admit those for whom admission is deemed appropriate. Any student with a CGPA below 3.0 who has not completed an Alternative Admissions Dean's Evaluation will not be admitted to the program.

Progression Requirements

In addition to the general graduate student progression and satisfactory academic progress requirements, the Master of Science in Nursing program stipulates:

- Master of Science in Nursing students must provide documentation of the following prior to entering a residency course:
 - Health examination and immunization record, if requested by the clinical site.
 - CPR certification from the American Heart Association (BLS Health Care Provider Course) or the American Red Cross (Professional Rescuer Course).

- Professional liability insurance coverage in the amount of at least \$1 million per incident/\$3 million per aggregate.
- Students in the Master of Science in Nursing program can enroll in no more than three courses per term.
- Students enrolled in the Master of Science in Nursing program may not use transfer credit to replace MN 501: Advanced Nursing Roles, MN 600: Evidence-Based Project Proposal, MN 601: Thesis I, MN 602: Thesis II, or any specialization courses. These courses must be completed at Kaplan University.
- The grade of "B" is the minimum acceptable grade in graduate courses. Graduate students who receive a "C" in any course may be placed on probation and will receive an academic warning encouraging them to enroll in the noncredit, self-paced course KU 500: Foundations of Graduate Learning. There is no cost for the course for students who take the course prior to becoming academically dismissed. Students earning a "C" or lower in a course are required to immediately retake the course, and may not apply the course toward Master of Science in Nursing degree requirements. Graduate students may only take a course twice and must earn the required grade of "B" or higher. Master of Science in Nursing students can repeat a maximum of two courses. Failure to achieve the required grade will result in dismissal from the University with the second attempt.

Graduation Requirements

In addition to the general graduation requirements for graduate students, all Master of Science in Nursing students must complete the residency requirements for their selected specialization.

Master of Science in Nursing

The Master of Science in Nursing program is designed to build on previous nursing education and clinical experience, prepare students to pursue advanced practice in a variety of health care settings, and lay a foundation to pursue doctoral education. The overall purpose of the master's program is to provide high-quality graduate education for advanced nursing roles that respond to the needs of individuals, families, and communities.

The program of study includes completion of the core curriculum, specialization courses, and a thesis or project proposal. The core courses focus on the acquisition of a theoretical base in nursing, evidence-based decision making, health policy, financing and organization of the health care delivery system, advanced practice issues, ethics, health promotion and disease prevention in a diverse community, and biostatistics. Courses are designed to give the student further knowledge in their chosen specialty and their specific advanced role. A residency program is designed to provide for applications of theoretical knowledge with a mentor in a health care agency selected by the student, in consultation with faculty. Students complete a culminating experience that is designed to serve as evidence of successful integration of the diverse content areas in the curriculum via the submission of a research project for thesis-track students or completion of an evidence-based practice project proposal for nonthesis-track students. The decision should be made in conjunction with the student's Specialization Chair, with whom the student can discuss the appropriateness of the option.

Students will choose from two specializations designed to provide further knowledge specific to their advanced role. The nurse educator specialization is designed to prepare nurses to teach in schools of nursing, continuing education programs, staff development, clinical education, and patient and community education. The graduate may be prepared to sit for the National League for Nursing's Certified Nurse Educator (CNE) examination. The nurse administrator specialization prepares nurses to assume managerial positions and leadership roles in hospitals, community health, long-term care facilities, and other health care systems. The graduate may be prepared to sit for the Nursing Administration or Nursing Administration, Advanced Certification examinations (depending on the level of leadership with their organization) provided by the American Nurses Credentialing Center.

Although the program is designed to prepare students to take various certification and licensing exams, the University cannot guarantee students will be eligible to sit for or will pass these exams.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

The Master of Science in Nursing program consists of a minimum of 63 to 68 quarter credit hours depending on the student's decision to pursue a thesis or nonthesis track. Upon successful completion of the program, graduates will be awarded a master of science degree.

Program Outcomes

1. Theoretical Foundations: Synthesize theories and concepts from nursing and other disciplines for application in advanced nursing roles.
2. Evidence-Based Practice: Critique current scientific research for application of findings to initiate change and to improve practice.
3. Health Promotion, Disease Prevention, and Human Diversity: Create comprehensive plans of action that address the health promotion and disease prevention needs of individual, family, and community populations.
4. Health Care Policy, Organization, and Finance: Formulate a plan for ongoing contributions to improvement of health care delivery and development of health policy in a cost-effective manner.
5. Ethics: Apply an ethical decision-making process in professional practice and in analysis of systems of health care.
6. Professional Role Development: Exert a professional leadership role that fosters improvement of health care and advocates scholarly activities to advance self and profession.
7. Informatics and Technology: Employ informatics and technology in various aspects of the advanced nursing leadership role.

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Curriculum

Courses	Credits
NONTHESIS TRACK	
CORE REQUIREMENTS	
MN 501: Advanced Nursing Roles	5
MN 502: Theoretical Foundations of Advanced Nursing	5
MN 503: Advanced Statistics for the Health Sciences	5
MN 504: Inquiry and Evidence-Based Practice	5
MN 505: Health Promotion and Disease Prevention in a Diverse Community	5
MN 506: Ethical and Legal Perspectives of the Health Care System	5
MN 507: Health Policy, Financing, and Organization of Health Care Delivery Systems	5
MN 600: Evidence-Based Project Proposal	5
ELECTIVE REQUIREMENTS	
Specialization Courses	23
TOTAL PROGRAM REQUIREMENTS	63
THESIS TRACK	
CORE REQUIREMENTS	
MN 501: Advanced Nursing Roles	5
MN 502: Theoretical Foundations of Advanced Nursing	5
MN 503: Advanced Statistics for the Health Sciences	5
MN 504: Inquiry and Evidence-Based Practice	5
MN 505: Health Promotion and Disease Prevention in a Diverse Community	5
MN 506: Ethical and Legal Perspectives of the Health Care System	5
MN 507: Health Policy, Financing, and Organization of Health Care Delivery Systems	5
MN 601: Thesis I	5
MN 602: Thesis II	5
ELECTIVE REQUIREMENTS	
Specialization Courses	23
TOTAL PROGRAM REQUIREMENTS	68
SPECIALIZATIONS	
Nurse Administrator	
MN 512: Organizational Theory and Behavior	5
MN 513: Health Care Finance, Strategic Planning, and Budgeting	5
MN 514: Human Resources Management	5
MN 515: Information and Health Care Technologies	3
MN 520: Nurse Administrator Residency	5
Nurse Educator	
MN 508: Teaching and Learning Strategies	5
MN 509: Curriculum Design	5
MN 510: Instructional Technology Integration	3
MN 511: Assessment and Evaluation	5
MN 519: Nurse Educator Residency	5



School of Teacher Education

Mission Statement

The Kaplan University education programs are dedicated to providing rigorous instruction in an intellectually stimulating environment for the preparation of competent, caring, and responsive professional educators. Provided with a solid foundation of educational knowledge, students of the education programs are instructed in the areas of diverse learners, academic content and pedagogy, assessment, and professional responsibilities and relationships.

Admissions Requirements

In addition to the general University admissions requirements, the School of Teacher Education has specific requirements for the following programs:

MASTER OF ARTS IN TEACHING AND LEARNING

- An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the first term, students must provide the University with an official copy of the transcript. If official transcripts are not submitted by the end of the first term, the candidate will be blocked from future classes, and the candidate's academic credentials will be withheld until such documentation is provided. If, for any reason, the candidate does not furnish a transcript or the transcript submitted is found to be false or untrue, the candidate will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.
- A cumulative grade point average (CGPA) of 2.5 (out of 4.0) or greater from the institution that conferred the bachelor's degree. Candidates who do not meet this requirement may submit an official transcript indicating a minimum CGPA of 3.0 from a master's degree or higher or from at least three graduate courses taken at a regionally or nationally accredited university to be used in lieu of the minimum bachelor's degree CGPA required for admission.
- A minimum 250-word personal statement.

The Dean has final discretion to approve candidates into the program.

MASTER OF EDUCATION

- An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the first term, students must provide the University with an official copy of the transcript. If official transcripts are not submitted by the end of the first term, the candidate will be blocked from future classes, and the candidate's academic credentials will be withheld until such documentation is provided. If, for any reason, the candidate does not furnish a transcript or the transcript submitted is found to be false or untrue, the candidate will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.
- A cumulative grade point average (CGPA) of 2.5 (out of 4.0) or greater from the institution that conferred the bachelor's degree. Candidates who do not meet this requirement may submit an official transcript indicating a minimum CGPA of 3.0 from a master's degree or higher or from at least three graduate courses taken at a regionally or nationally accredited university to be used in lieu of the minimum bachelor's degree CGPA required for admission.
- A minimum 250-word personal statement.

Prior to enrolling at the University, candidates will be required to:

- Provide proof of passing a background check.
- Submit passing scores on the required Praxis I test or state-required exams. Kaplan University's Educational Testing Service (ETS) recipient code for Praxis test results is 5340. In lieu of Praxis tests, Kaplan University may accept passing scores on state exams required for licensure to teach. Specific deadlines will be determined for each region.

Minimum acceptable Praxis I scores are established by the state where the candidate will seek licensure and are listed at www.ets.org. Washington, DC, candidates must submit passing scores for both Praxis I and Praxis II tests prior to enrolling. In states that do not require Praxis tests, minimum acceptable Praxis I scores are established by the Dean and are as follows:

- Reading: 173
- Mathematics: 172
- Writing: 172

Candidates who have taken the Graduate Record Examination (GRE) may be exempt from submitting passing Praxis I scores. The Dean will review each candidate's scores on a case-by-case basis. Candidates should check their own state's requirements to see if they qualify for this exemption.

- Submission of all transcripts showing subject area content to the Admissions Department. Transcripts will be evaluated for content requirements. If candidates do not meet the content requirements in their certification area, they must take the recommended additional coursework at a college or university of their choice accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. The recommended additional coursework must be completed prior to the start of student teaching.

TEACHER INTERN CERTIFICATE

- An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the first term, students must provide the University with an official copy of the transcript. If official transcripts are not submitted by the end of the first term, the candidate will be blocked from future classes, and the candidate's academic credentials will be withheld until such documentation is provided. If, for any reason, the candidate does not furnish a transcript or the transcript submitted is found to be false or untrue, the candidate will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.
- A submitted transcript verifying that the candidate meets the minimum state requirements for at least one secondary (7–12) endorsement area. Transcripts will be evaluated to ensure satisfactory coursework in mathematics, science, social studies, English, foreign languages, or visual and performing arts. Based on the outcome of the transcript evaluation, candidates may be required to take additional courses. All content area courses must be completed at a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education prior to the internship year.
- A cumulative grade point average (CGPA) of 2.5 (out of 4.0) or greater from the institution that conferred the bachelor's degree. Candidates who do not meet this requirement may submit an official transcript indicating a minimum CGPA of 3.0 from a master's degree or higher or from at least three graduate courses taken at a regionally or nationally accredited university to be used in lieu of the minimum bachelor's degree CGPA required for admission.
- A 250-word personal statement.
- Submission of passing scores on the required Praxis I test or state-required exams. Kaplan University's Educational Testing Service (ETS) recipient code for Praxis test results is 5340. In lieu of Praxis tests, Kaplan University may accept passing scores on state exams required for licensure to teach. Specific deadlines will be determined for each region.

Minimum acceptable Praxis I scores are established by the state where the candidate will seek licensure and are listed at www.ets.org. Washington, DC, candidates must submit passing scores for both Praxis I and Praxis II tests prior to enrolling. In states that do not require Praxis tests, minimum acceptable Praxis I scores are established by the Dean and are as follows:

- Reading: 173
- Mathematics: 172
- Writing: 172

Candidates who have taken the Graduate Record Examination (GRE) may be exempt from submitting passing Praxis I scores. The Dean will review each candidate's scores on a case-by-case basis. Candidates should check their own state's requirements to see if they qualify for this exemption.

- Appropriate documentation of postbaccalaureate work experience. Prospective intern candidates will be asked to submit a resume listing their work experience for the previous three or more years. This requirement may be waived at the discretion of the Dean and licensing official.
- Proof of passing a background check.
- An interview with and approval from the prospective local community school district in which the candidate intends to work during the internship year.
- A contract from a school district to work as a full-time teacher. If for any reason candidates do not secure a teaching contract, they will be automatically enrolled in the Kaplan University Master of Education program.

PROFESSIONAL DEVELOPMENT FOR TEACHERS (PDT)

- A signed attestation completed by the participant prior to enrollment stating they have received a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education.
- The PDT program is for practicing educators with a valid U.S. teaching license, per the requirements of the issuing state, but a license is not a prerequisite for admission.
- At the time of enrollment, participants must be practicing K–12 teachers with a consistent group of learners. PDT courses are adapted for participants who will be taking these courses over their summer break. Job-embedded activities will be modified.

INTERNATIONAL APPLICANTS

Students who have completed their university education abroad must have earned an equivalent recognized baccalaureate degree. International transcripts submitted by candidates to the School of Teacher Education must receive an evaluation by one of the approved agencies listed by the National Association of Credential Evaluation Services on the following website:

www.naces.org/members.htm

Official evaluated transcripts of international programs must be received by Kaplan University prior to enrolling in the program.

Progression Requirements

In addition to the general graduate student progression and satisfactory academic progress requirements, the School of Teacher Education stipulates:

- Candidates in the School of Teacher Education cannot apply transfer credits from courses that were used to attain another degree.
- The grade of "C" is the minimum acceptable score for School of Teacher Education courses. Candidates earning a grade of "F" in a course are required to immediately retake the course. Candidates may only take a course twice and must earn the required grade of "C" or higher. Failure to earn the required grade will result in dismissal from the University after the second attempt.
- Any student whose cumulative GPA has fallen below 3.0 will be placed on immediate probation.

MASTER OF ARTS IN TEACHING AND LEARNING

- Candidates in the Master of Arts in Teaching and Learning program can enroll in no more than three courses per term.
- Candidates enrolled in the Master of Arts in Teaching and Learning program may not use transfer credit to replace ED 500: Introduction to the Master of Arts Program, ED 512: Action Research I, ED 552: Classroom Management, or ED 572: Action Research II (Capstone Course). These courses must be completed at Kaplan University.

MASTER OF EDUCATION

- By the middle of their second term of study (Friday of the fifth week), candidates must provide proof that they have passed the Praxis II test with the minimum score established by ETS. Candidates may not be enrolled for the third term if passing scores are not submitted. For those states that require their own exams, candidates must submit passing scores (as set by their state) on their subject area exam(s) by the middle of the second term (as defined, above). Washington, DC, candidates must show proof of passing scores prior to enrollment.
- Candidates complete a minimum of 100 hours of fieldwork prior to student teaching. Kaplan University prefers candidates spend at least eight hours per week in the field. Therefore, candidates must have flexible work schedules to ensure the minimum number of required hours is met.
- Candidates provide proof of immunization, if required, prior to the start of student teaching.
- Candidates enrolled in the Master of Education program may not use transfer credit to replace ED 501: Introduction to the Master of Education Program. This course must be completed at Kaplan University.

TEACHER INTERN CERTIFICATE

- By the middle of their second term of study (Friday of the fifth week), candidates must provide proof that they have passed the Praxis II test with the minimum score established by ETS. Candidates may not be enrolled for the third term if passing scores are not submitted. For those states that require their own exams, candidates must submit passing scores (as set by their state) on their subject area exam(s) by the middle of the second term (as defined, above). Washington, DC, candidates must show proof of passing scores prior to enrollment.

- Candidates complete a minimum of 72 hours of fieldwork as teacher interns. Kaplan University prefers candidates spend at least eight hours per week in the field during the first two terms. Therefore, interns must have flexible work schedules to ensure the minimum number of required hours is met.
- Candidates provide proof of immunization, if required.
- Candidates apply for an initial teacher license from the state in which the internship was completed (recommended).

PROFESSIONAL DEVELOPMENT FOR TEACHERS (PDT)

- Candidates enrolled in the Professional Development for Teachers program may not use transfer credit to replace or substitute for any course in the program, and may not transfer credit between Professional Development for Teachers degree plans.

Transfer of Credit Between School of Teacher Education Programs

The following guidelines dictate transfer of credit between School of Teacher Education programs:

- Candidates in the School of Teacher Education may not transfer credits between the Master of Arts in Teaching and Learning and the Master of Education programs.
- Courses can be transferred or substituted between the Master of Education and Teacher Intern Certificate program upon approval by the Dean of the School of Teacher Education. Candidates who have completed the Teacher Intern Certificate program may transfer all their credits into the Master of Education program. For these students, ED 527: Internship Seminar I, ED 528: Internship Seminar II, ED 529: Internship Seminar III, and ED 532: Curriculum Design will fulfill the 10-credit requirement of ED 597: Student Teaching/Internship. Also, the four-credit methods course in the teaching specialization area, either ED 541: Methods of Teaching Secondary English Language Arts, ED 551: Methods of Teaching Secondary Mathematics, ED 561: Methods of Teaching Secondary Science, ED 571: Methods of Teaching Secondary Social Studies, ED 586: Methods of Teaching a Foreign Language, or ED 591: Methods of Teaching Visual and Performing Arts, will be fulfilled by an articulation agreement between the two programs.

- The E-Portfolio will not be required for graduates of the Teacher Intern Certificate program who enroll in the Master of Education program. The E-Portfolio submitted during completion of the Teacher Intern Certificate program will fulfill the E-Portfolio requirement for the Master of Education program.
- Candidates in the Professional Development for Teachers program may transfer up to four credits of specific, identified courses from the PDT program into the Master of Arts in Teaching and Learning program.
- Candidates in the Professional Development for Teachers program may transfer up to two credits toward ED 500: Introduction to the Master of Arts Program provided that they meet all admissions requirements. Students who elect to transfer credits toward ED 500 will be required to complete the Phase I portion of the E-Portfolio with a mentor by the end of the first term. This is a graduation requirement and Phase I is introduced in ED 500.
- Candidates enrolled in the Professional Development for Teachers program may not transfer credits earned on a pass/fail basis into any other degree plan.

Graduation Requirements

In addition to the general graduation requirements for graduate students, the School of Teacher Education has specific requirements for the following programs:

MASTER OF ARTS IN TEACHING AND LEARNING

All candidates must successfully complete the Action Research Project.

MASTER OF EDUCATION

All candidates must successfully complete the student teaching requirements and the E-Portfolio prior to graduation.

TEACHER INTERN CERTIFICATE

All candidates must successfully complete the internship requirements and the E-Portfolio prior to graduation.

Master of Arts in Teaching and Learning

The Master of Arts in Teaching and Learning program and curriculum have been designed to provide students with the knowledge and practical experience that meet nationally recognized standards for such a degree. However, individual state or school system requirements vary and may change from time to time. Thus, Kaplan University makes no representations or warranties as to whether the program meets the specific requirements for any individual state or school system for certification or pay increase purposes. Kaplan University encourages its students to independently research the requirements in any state or school system in which they intend to seek certification or a pay increase.

The Master of Arts in Teaching and Learning program is primarily designed for K–12 educators. All activities within the courses are job-embedded or relate to real-world experiences in the classroom. Specific modifications will be made to the courses to include alternative job-embedded activities for non-practicing educators.

Candidates are taught to consider how to most effectively promote student learning and development and school achievement, and demonstrate their understanding of the program's four knowledge goals: diverse learners, academic content and pedagogy, assessment, and professional responsibilities and relationships. The program is also designed to help candidates become proficient in five program competencies (outcomes), which are based upon national and professional standards for practicing teachers.

Candidates will choose to focus their studies in one of nine emphasis areas: Teaching Literacy and Language—Grades K–6; Teaching Literacy and Language—Grades 6–12; Teaching with Technology; Teaching Students With Special Needs; Teaching Mathematics—Grades K–5; Teaching Mathematics—Grades 6–8; Teaching Mathematics—Grades 9–12; Teaching Science—Grades K–6; and Teaching Science—Grades 6–12. Since the program is primarily designed for practicing teachers, the Dean may limit the emphasis area choices available to non-practicing educators.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

The Master of Arts in Teaching and Learning program consists of a minimum of 48 quarter credit hours. Upon successful completion of the program, graduates will be awarded a master of arts degree.

Program Outcomes

1. Graduates are committed to students and their learning.
2. Graduates know the subjects they teach and how to teach those subjects to students.
3. Graduates are responsible for managing and monitoring student learning.
4. Graduates think systematically about their practice and learn from experience.
5. Graduates are members of learning communities.

Curriculum

Courses	Credits
CORE REQUIREMENTS	
ED 500: Introduction to the Master of Arts Program	2
ED 502: Transforming Teaching Practice	4
ED 512: Action Research I	5
ED 522: Classroom Management	5
ED 532: Curriculum Design	5
ED 552: Educational Leadership	5
ED 562: Student Assessment	5
ED 572: Action Research II (Capstone Course)	5
Electives: Emphasis Area Courses	12*
TOTAL PROGRAM REQUIREMENTS	48*
EMPHASIS AREAS	
Choose 12 credits from one of the following emphasis areas:	
Option I: Teaching Literacy and Language—Grades K–6	
LT 502: Teaching Reading Across the Curriculum (Grades K–6)	4
LT 503: Teaching Writing Across the Curriculum (Grades K–6)	4
LT 504: Reading Diagnosis and Remediation	4
Option II: Teaching Literacy and Language—Grades 6–12	
LT 504: Reading Diagnosis and Remediation	4
LT 511: Teaching Writing Across the Curriculum (Grades 6–12)	4
LT 512: Reading in the Content Areas (Grades 6–12)	4
Option III: Teaching With Technology	
ET 501: Using Technology—Fundamentals of Integration	4
ET 502: Using Technology—Practical Applications	4
ET 503: Using Technology—Applications in the Content Areas	4
Option IV: Teaching Students With Special Needs	
SN 501: Teaching Exceptional Students in Inclusive Settings	4
SN 502: Teaching Students With Learning Disabilities	4
SN 503: Teaching Students With Behavior Disorders	4
Option V: Teaching Mathematics—Grades K–5*	
MH 501: Developing Mathematical Proficiency—Numbers and Operations (Grades K–5)	4
MH 502: Developing Mathematical Proficiency—Geometry and Measurement (Grades K–5)	4
MH 503: Developing Mathematical Proficiency—Algebra (Grades K–5)	4
MH 504: Developing Mathematical Proficiency—Data Analysis and Probability (Grades K–5)	4
Option VI: Teaching Mathematics—Grades 6–8*	
MH 511: Developing Mathematical Proficiency—Numbers and Operations (Grades 6–8)	4
MH 512: Developing Mathematical Proficiency—Geometry and Measurement (Grades 6–8)	4
MH 513: Developing Mathematical Proficiency—Algebra (Grades 6–8)	4
MH 514: Developing Mathematical Proficiency—Data Analysis and Probability (Grades 6–8)	4
Option VII: Teaching Mathematics—Grades 9–12*	
MH 521: Principles, Pedagogy, and Standards for High School Mathematics (Grades 9–12)	4
MH 522: Measurements, Number, and Operations (Grades 9–12)	4
MH 523: Algebra	4

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Option VIII: Teaching Science—Grades K–6*

SE 511:	Planning and Teaching an Inquiry-Based Science Class (Grades K–6)	4
SE 512:	Physical and Life Science (Grades K–6)	4
SE 513:	Earth and Space Science (Grades K–6)	4

Option IX: Teaching Science—Grades 6–12†

SE 521:	Planning and Teaching an Inquiry-Based Science Class (Grades 6–12)	4
SE 522:	Science as Inquiry (Grades 6–12)	4
SE 523:	Historical and Social Perspectives on Science and Technology (Grades 6–12)	4

Choose one of the following:

SE 524:	Physical Science (Grades 6–12)	4
SE 525:	Life Science (Grades 6–12)	4
SE 526:	Earth and Space Science (Grades 6–12)	4

*Students choosing the Teaching Science—Grades 6–12 emphasis area will complete 16 emphasis area credits for a program total of 52 credits.

†Subject to minimum enrollments. Check with an Admissions Advisor.



Master of Education

The Master of Education program and curriculum have been designed to provide students with the background and practical experience that meet nationally recognized standards for such a degree. However, individual state licensing requirements vary and may change from time to time. Thus, Kaplan University makes no representations or warranties as to whether the program meets the specific licensing requirements for any individual state. Kaplan University encourages its students to independently research the licensing requirements in any state in which they intend to seek licensure. This program is intended for professionals considering entering the field of teaching and is offered in selected states/regions throughout the country.

The Master of Education program is designed to help candidates become proficient in nine program competencies, which are based upon national and state professional standards for beginning teachers. Each course requires candidates to gain knowledge and experience in relation to one or more of the program competencies.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

The Master of Education program consists of a minimum of 56 quarter credit hours. Upon successful completion of the program, graduates will be awarded a Master of Education degree.

Program Outcomes

1. Graduates will explain how students learn and develop, and support student academic growth through developmentally appropriate learning experiences.
2. Graduates will plan and provide equitable learning opportunities for all students and create instructional opportunities to meet the needs of diverse students.
3. Graduates will plan instruction based upon knowledge of subject matter, students, curriculum goals, research-based strategies, and the school/ community context.
4. Graduates will select and implement appropriate formal and informal assessment strategies to evaluate and ensure students' continuous academic, social, and physical development, including the facilitation of transition for students with exceptional learning needs.
5. Graduates will integrate understandings of individual and group motivation and behavior to establish and manage a positive learning environment that supports inquiry and active engagement in learning.
6. Graduates will select and implement effective communication techniques and instructional technology to enrich student learning and academic performance.
7. Graduates will pursue and integrate new personal professional knowledge, contribute to the knowledge base of the profession, and display ethical and professional behavior.
8. Graduates will develop a habit of reflection through which they continually evaluate the effects of their choices and actions on students, parents/caregivers, and other professionals in the learning community.
9. Graduates will foster positive relationships with colleagues, school administrators, other professionals, parents/caregivers, and community agencies to support student learning.

Curriculum

Courses	Credits
CORE REQUIREMENTS	
ED 501: Introduction to the Master of Education Program	2
ED 503: Educational Psychology	4
ED 513: Child and Adolescent Development	4
ED 523: Research on Effective Teaching	4
ED 533: Perspectives on Diversity	4
ED 543: Education and Psychology of Exceptional Children	4
ED 553: History and Philosophy of Education	4
SECONDARY TEACHING REQUIREMENTS	
ED 511: Teaching Methods Through Differentiated Instruction	4
ED 521: Reading in the Content Areas	4
ED 531: Secondary Student Assessment	4
ED 581: Secondary Classroom Management	4
Choose one of the following six Methods courses:	
ED 541: Methods of Teaching Secondary English Language Arts	4
ED 551: Methods of Teaching Secondary Mathematics	4
ED 561: Methods of Teaching Secondary Science	4
ED 571: Methods of Teaching Secondary Social Studies	4
ED 586: Methods of Teaching a Foreign Language	4
ED 591: Methods of Teaching Visual and Performing Arts	4
ED 597: Student Teaching/Internship	10
TOTAL PROGRAM REQUIREMENTS	56

Teacher Intern Certificate

The Teacher Intern Certificate program is intended for professionals considering entering the field of teaching and is offered in selected states/regions throughout the country. The program is designed to provide schools with qualified interns who are pursuing state licensure. The program is designed to prepare highly qualified, secondary-level teacher interns to teach in critical content-shortage areas, including math, science, English/language arts, social studies, foreign languages, and visual and performing arts.

The Teacher Intern Certificate program consists of a minimum of 44 quarter credit hours. Upon successful completion of the program, the intern will receive a certificate and be eligible to receive state licensure.

The Teacher Intern Certificate program and curriculum have been designed to provide students with the background and practical experience that meet nationally recognized standards for such a degree. However, individual state licensing requirements vary and may change from time to time. Thus, Kaplan University makes no representations or warranties as to whether the program meets the specific licensing requirements for any individual state. Kaplan University encourages its students to independently research the licensing requirements in any state in which they intend to seek licensure.

All field experiences and internships must be conducted in the state/region where the program is offered and the candidate is seeking licensure.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

While the program is designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

Graduates of the Teacher Intern Certificate program can transfer all courses into Kaplan University's Master of Education program. To earn a master's degree, candidates are required to take two additional courses: ED 533: Perspectives on Diversity and ED 523: Research on Effective Teaching.

Curriculum

Courses	Credits
CORE REQUIREMENTS	
ED 501: Introduction to the Master of Education Program	2
ED 503: Educational Psychology	4
ED 511: Teaching Methods Through Differentiated Instruction	4
ED 513: Child and Adolescent Development	4
ED 521: Reading in the Content Areas	4
ED 531: Secondary Student Assessment	4
ED 532: Curriculum Design	5
ED 543: Education and Psychology of Exceptional Children	4
ED 553: History and Philosophy of Education	4
ED 581: Secondary Classroom Management	4
INTERNSHIP COURSES	
ED 527: Internship Seminar I	2
ED 528: Internship Seminar II	2
ED 529: Internship Seminar III	1
TOTAL PROGRAM REQUIREMENTS	44

Professional Development for Teachers

(Not currently accepting enrollments)

The Professional Development for Teachers program provides a variety of high-quality, online, professional development opportunities for practicing K–12 teachers. All coursework contains job-embedded assignments and, therefore, requires participants to teach to a consistent group of classroom learners. New professional development courses are being created continually. Subsequent addenda to this Catalog will include additional course offerings as they become available. Each course incorporates sustained job-embedded practice and follow-up activities to positively change teacher practices and behaviors, offer instruction on mastery of subject competencies, and provide pedagogical experiences that focus on making a positive impact on student achievement.

Participants collaborate online in teams, examine data on student performance, study content embedded in standards, and implement research-based instructional strategies to improve their individual performance as educators. Participants in Professional Development for Teachers courses reflect on their skills and practices and provide evidence of how their professional development experiences are producing desired results for students.

Aside from enhancing teachers subject-area knowledge and helping teachers meet state recertification requirements, these courses will:

- Support the No Child Left Behind (NCLB) federal mandate requiring all public school teachers of core academic subjects to be “highly qualified” and demonstrate subject matter competency. The High Objective Uniform State Standard of Evaluation (HOUSSE) is one option that some teachers can use to demonstrate subject matter competency.
- Meet the national call-to-action. The National Staff Development Council’s goal is that, “All teachers in all schools will experience high-quality professional learning as part of their daily work by 2007.”*
- Assist in the pursuit of a Master of Arts in Teaching and Learning degree at Kaplan University—a potential path to career advancement and salary increases.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

* National Staff Development Council, www.nsd.c.org, 2004

Curriculum

Courses	Credits
PROFESSIONAL DEVELOPMENT FOR TEACHERS—2 CREDITS	
Choose 2 credits (1 course) from the following:	
MH 526: Topics in Mathematics—Principles of Number and Operation (Grades 9–12)	2
MH 527: Topics in Mathematics—Principles of Algebra (Grades 9–12)	2
SE 527: Topics in the Sciences—Inquiry in Life Science (Grades 9–12)	2
SE 528: Topics in the Sciences—Inquiry in Physical Science (Grades 9–12)	2
TOTAL PROGRAM REQUIREMENTS	2
PROFESSIONAL DEVELOPMENT FOR TEACHERS—4 CREDITS	
Choose 4 credits (2 courses) from the following:	
MH 526: Topics in Mathematics—Principles of Number and Operation (Grades 9–12)	2
MH 527: Topics in Mathematics—Principles of Algebra (Grades 9–12)	2
SE 527: Topics in the Sciences—Inquiry in Life Science (Grades 9–12)	2
SE 528: Topics in the Sciences—Inquiry in Physical Science (Grades 9–12)	2
TOTAL PROGRAM REQUIREMENTS	4
PROFESSIONAL DEVELOPMENT FOR TEACHERS—5 CREDITS	
Choose 5 credits (1 course) from the following:	
ED 516: Classroom Management Strategies for Effective Teaching	5
LT 514: Differentiated Instruction	5
LT 515: Reading and Writing Across the Curriculum Featuring Leonard Rosen	5
TOTAL PROGRAM REQUIREMENTS	5
PROFESSIONAL DEVELOPMENT FOR TEACHERS—6 CREDITS	
Choose 6 credits (3 courses) from the following:	
MH 526: Topics in Mathematics—Principles of Number and Operation (Grades 9–12)	2
MH 527: Topics in Mathematics—Principles of Algebra (Grades 9–12)	2
SE 527: Topics in the Sciences—Inquiry in Life Science (Grades 9–12)	2
SE 528: Topics in the Sciences—Inquiry in Physical Science (Grades 9–12)	2
TOTAL PROGRAM REQUIREMENTS	6

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PROFESSIONAL DEVELOPMENT FOR TEACHERS—7 CREDITS

Choose 2 credits (1 course) from the following:

MH 526: Topics in Mathematics—Principles of Number and Operation (Grades 9–12)	2
MH 527: Topics in Mathematics—Principles of Algebra (Grades 9–12)	2
SE 527: Topics in the Sciences—Inquiry in Life Science (Grades 9–12)	2
SE 528: Topics in the Sciences—Inquiry in Physical Science (Grades 9–12)	2

Choose 5 credits (1 course) from the following:

ED 516: Classroom Management Strategies for Effective Teaching	5
LT 514: Differentiated Instruction	5
LT 515: Reading and Writing Across the Curriculum Featuring Leonard Rosen	5

TOTAL PROGRAM REQUIREMENTS **7**

PROFESSIONAL DEVELOPMENT FOR TEACHERS—8 CREDITS

MH 526: Topics in Mathematics—Principles of Number and Operation (Grades 9–12)	2
MH 527: Topics in Mathematics—Principles of Algebra (Grades 9–12)	2
SE 527: Topics in the Sciences—Inquiry in Life Science (Grades 9–12)	2
SE 528: Topics in the Sciences—Inquiry in Physical Science Grades 9–12)	2

TOTAL PROGRAM REQUIREMENTS **8**

PROFESSIONAL DEVELOPMENT FOR TEACHERS—9 CREDITS

Choose 4 credits (2 courses) from the following:

MH 526: Topics in Mathematics—Principles of Number and Operation (Grades 9–12)	2
MH 527: Topics in Mathematics—Principles of Algebra (Grades 9–12)	2
SE 527: Topics in the Sciences—Inquiry in Life Science (Grades 9–12)	2
SE 528: Topics in the Sciences—Inquiry in Physical Science (Grades 9–12)	2

Choose 5 credits (1 course) from the following:

ED 516: Classroom Management Strategies for Effective Teaching	5
LT 514: Differentiated Instruction	5
LT 515: Reading and Writing Across the Curriculum Featuring Leonard Rosen	5

TOTAL PROGRAM REQUIREMENTS **9**

PROFESSIONAL DEVELOPMENT FOR TEACHERS—10 CREDITS

Choose 10 credits (2 courses) from the following:

ED 516: Classroom Management Strategies for Effective Teaching	5
LT 514: Differentiated Instruction	5
LT 515: Reading and Writing Across the Curriculum Featuring Leonard Rosen	5

TOTAL PROGRAM REQUIREMENTS **10**





Graduate Course Descriptions

Courses offered at the University are identified by a code indicating subject area, followed by a three digit number indicating the level of the course offering. The following subject codes and numbers are used:

CRIMINAL JUSTICE	CJ
EDUCATION	
Education	ED
Educational Technology	ET
Higher Education	HE
Teaching Literacy	LT
Teaching Mathematics	MH
Teaching Science	SE
Teaching Special Needs	SN

FOUNDATIONS **KU**

GRADUATE BUSINESS	
Graduate Business	GB
Graduate Management	GM
Graduate <i>Newsweek</i>	GN

GRADUATE NURSING **MN**

COURSE NUMBERING:
500–699 Graduate-year courses

CRIMINAL JUSTICE

CJ 500: CRITICAL LEGAL ISSUES IN CRIMINAL JUSTICE

This course involves the study of recent legislation and case law, both state and federal, that impact criminal justice professionals and the administration of criminal justice in the context of professional practice. The topics will depend upon current legal developments, but will include such areas as law enforcement, criminal procedure, civil and criminal liability, civil rights, employment law, substance abuse, corrections, and judicial review of administrative decisions.
5 Quarter Credit Hours
Prerequisite: None

CJ 501: CRIMINOLOGICAL THEORY

This course consists of an in-depth analysis of various explanations of criminal behavior. Readings include the original works of prominent authors from a broad range of disciplines related to crime, social deviance, and causation. Ethical and legal foundations in defining social deviance and crime are also considered. Specific focus is placed on applications of theory that address causes and correlations of criminal behavior in a variety of cultures throughout the world. This course is well suited for criminal justice practitioners, as students apply criminological theory to contemporary issues.
5 Quarter Credit Hours
Prerequisite: None

CJ 502: RESEARCH METHODOLOGY

This course is designed to provide students with an understanding of the research process and the ethical context within which research should be conducted. Further, it provides students with the basic skills

needed to conduct and evaluate applied research on topics of professional relevance in the criminal justice field. To accomplish these objectives, the course focuses on the nature of scientific inquiry; the connections between theory and research; research project design; causation; sampling procedures and logic; research techniques; the reliability, validity, and measurement of data; and descriptive analysis of data.
5 Quarter Credit Hours
Prerequisite: None

CJ 503: ORGANIZATIONAL BEHAVIOR

This course presents an in-depth analysis of the various dynamics facing criminal justice organizations in the context of professional practice, including, but not limited to, the theoretical concepts underlying organizational behavior, management and leadership of human resources, and design and structural processes. The scope includes fiscal accountability; personnel deployment; implementation of change; motivation and retention of personnel; the hiring, assignment, and promotion of personnel; organizational communication; professional development; and fundamental legal issues as they pertain to agency operations.
5 Quarter Credit Hours
Prerequisite: None

CJ 504: DATA ANALYSIS

This course focuses on the data analysis techniques used in scientific research. Heavy emphasis is placed on descriptive statistics, cross-tabulations, regression and correlation analysis, inferential statistics and parameter estimation, and hypothesis testing. Techniques used for analyzing qualitative data are included as well. The tenets covered in this course allow the criminal justice professional to conduct and interpret research results pertaining to a variety of issues facing the profession.
5 Quarter Credit Hours
Prerequisite: CJ 502

CJ 505: CRITICAL ISSUES IN CRIMINAL JUSTICE

This course will address critical issues affecting the major tenets of the criminal justice profession, including, but not limited to, homeland security, training and education, ethics and morality in professional practice, and community-based law enforcement and corrections programs. Other current trends and any other critical issue facing the fields of policing, private security, and corrections are addressed as needed.
5 Quarter Credit Hours
Prerequisite: None

CJ 506: ADVANCED TOPICS IN CRIMINAL LAW

This course addresses complex issues related to substantive criminal law, focusing on the sources of modern criminal law, the purposes and types of laws, the interpretation of criminal laws, the categories of crime and penalties, the similar characteristics of criminal violations, the elements of complex crimes, and the types of criminal defenses. This course is best suited for those students working in the area of law enforcement/policing.
5 Quarter Credit Hours
Prerequisite: CJ 500

CJ 507: CRIMINAL PROCEDURE AND THE U.S. SUPREME COURT

This course examines the implementation of the Federal Rules of Criminal Procedure and similar state rules as construed by the U.S. Supreme Court. It covers recent Supreme Court decisions regarding search and seizure, the privilege against self-incrimination, immunity, confessions, the right to counsel, and the right to a speedy, public jury trial in criminal cases. This course is best suited for those students engaged in the administration of criminal justice issues.
5 Quarter Credit Hours
Prerequisite: None

CJ 508: EVIDENTIARY ISSUES IN CRIMINAL CASES

This course involves the study of the Federal Rules of Evidence and similar state rules, as well as the requirements of the U.S. Constitution concerning the admission into evidence of testimonial and physical evidence at trial. Students examine such topics as the foundational requirements for the admission of real and demonstrative exhibits, the authentication of writings and business records, witness credibility, hearsay, privileges, expert testimony, victims' rights, and chain of custody. This course is particularly well suited for those criminal justice professionals whose jobs require them to testify in court on a regular basis.
5 Quarter Credit Hours
Prerequisite: None

CJ 509: COMPARATIVE CRIMINAL JUSTICE SYSTEMS

This course covers comparative foreign criminal justice systems, including the investigation and prosecution of international terrorists, the International Criminal Court, U.S. criminal cases affecting international relations, mutual assistance treaties, and issues concerning the formation of criminal justice systems in developing democracies. This course is especially beneficial for understanding global legal issues facing the criminal justice system.
5 Quarter Credit Hours
Prerequisite: CJ 506 or permission of the Dean

CJ 510: SPECIALIZED CRIMINAL STATUTES AND COMPLEX INVESTIGATIONS

This course involves the study of legislation and case law that affect the daily practice of criminal justice professionals in the context of investigative techniques and the prosecution of cases. Students examine such areas as white-collar crime; the Racketeer Influenced and Corrupt Organizations (RICO) Act; money laundering; health care fraud; wire, mail, and bank fraud; identity and access device fraud; securities fraud; insurance fraud; corporate criminal liability; tax enforcement; and public corruption. In addition, the USA PATRIOT Act, Title III wiretaps, and grand jury procedures are also discussed.
5 Quarter Credit Hours
Prerequisite: CJ 506 or permission of the Dean

CJ 511: EMPLOYMENT AND POLICY LAW

This course involves the study of specialized topics in substantive and procedural criminal law with a special emphasis on employment law, and how these legal issues impact ethics and leadership in criminal justice organizations. This course is well

suiting for command-level personnel in response to a variety of potential agency and personal liability issues.

5 Quarter Credit Hours

Prerequisite: CJ 506 or permission of the Dean

CJ 512: TRANSNATIONAL CRIME

This course focuses on the historical development and current status of various forms of transnational crime from the perspective of the international criminal justice community. Particular emphasis is given to issues of organized crime, narcotics trafficking, money laundering, human trafficking, and the current strategies for the containment of such activities.

5 Quarter Credit Hours

Prerequisite: None

CJ 513: CRITICAL ISSUES IN TERRORISM

This course is designed to provide students with a critical analysis and understanding of issues related to terrorism. This includes historical analyses of the causes and effects of social, political, economic, and religious conflict as they pertain to terrorist groups from source countries; protective intelligence gathering and associated legal issues; threat assessment; emergency first-responder plans and policies; counterterrorism tactics and strategies; cyberterrorism and the role of technology; and concerns for the future.

5 Quarter Credit Hours

Prerequisite: None

CJ 514: SEMINAR—CONTEMPORARY INTERNATIONAL JUSTICE ISSUES

This seminar course is designed to address the most current and serious international justice issues. Topics include, but are not limited to, criminal exploitation of human beings, technology-based crimes, organized and white-collar crime, or any other relevant and current international justice issue identified as such by governmental agencies, as well as researchers and practitioners in the field.

5 Quarter Credit Hours

Prerequisite: None

CJ 515: THEORETICAL APPLICATIONS OF JUSTICE MANAGEMENT

This course provides students with a knowledge base for the practical application of social and psychological principles to the day-to-day administration of criminal justice agencies. It presents an overview of the scope and historical development of organizational psychology, including the virtual workplace and employee. Topics include psychological testing as it relates to employment selection; performance appraisal; training and development; leadership and motivation; job satisfaction and involvement; organizational structure; safety, violence, and health; and stress and occupational health psychology. Future issues in the field are also discussed.

5 Quarter Credit Hours

Prerequisite: CJ 503 or permission of the Dean

CJ 516: FISCAL ISSUES IN CRIMINAL JUSTICE

This course is designed to address a variety of fiscal issues encountered by criminal justice professionals during the course of their daily responsibilities. Special emphasis is given to the preparation and

management of budgets and the preparation of grant applications, as well as the management and evaluation of grants.

5 Quarter Credit Hours

Prerequisite: None

CJ 517: HUMAN RESOURCE DEVELOPMENT

This course is designed to address innovative practices in human resource leadership and development. Specifically, the course addresses issues such as change management, business process reengineering, effective team building strategies, performance management, the role of consultants, integrated human resources information systems, and future roles of human resources professionals in a rapidly changing global and technological society.

5 Quarter Credit Hours

Prerequisite: None

CJ 518: CRITICAL ISSUES IN POLICING

This course focuses on the myriad of critical issues facing law enforcement organizations, including, but not limited to, education and training; hiring and promotional practices; ethics, diversity, and professionalism; meeting the needs of the international law enforcement community; promoting and managing organizational change; and various community-related issues.

5 Quarter Credit Hours

Prerequisite: None

CJ 519: ETHICS AND DIVERSITY IN POLICING

Discrimination in the workplace, prejudicial treatment of individuals by public officials, official misconduct, and a lack of individual and collective professional practice are all enduring issues that must be addressed by our criminal justice system. Accordingly, this course is designed to address these and other related issues at length, as well as offer strategies for improved individual and professional practice.

5 Quarter Credit Hours

Prerequisite: None

CJ 520: ISSUES IN PRIVATE SECURITY

This course provides students with the fundamental knowledge necessary to competently address various critical issues in private security. Students explore such topics as physical security concerns, threat assessment, privatization trends, relationships with the law enforcement community, first-responder preparedness, crisis planning, legal issues germane to the private security sector, and pertinent managerial issues.

5 Quarter Credit Hours

Prerequisite: None

CJ 521: CRITICAL ISSUES IN CORRECTIONS

This course provides a critical analysis of contemporary issues facing the U.S. correctional system. Students address issues such as the philosophies and theories that guide practice, community-based policies and practices, prison reform, special populations, recidivism, and legal mandates affecting the administration and operations of correctional facilities.

5 Quarter Credit Hours

Prerequisite: None

CJ 522: COMPARATIVE CORRECTIONAL SYSTEMS

The course addresses a variety of correctional issues from an international perspective, including, but not limited to, a comparative analysis of the philosophies and theories guiding practice, supervision, and treatment of prison populations with an emphasis on human rights, post-confinement intervention strategies, and legal standards governing practice.

5 Quarter Credit Hours

Prerequisite: CJ 521 or permission of the Dean

CJ 523: CRITICAL ISSUES IN JUVENILE JUSTICE

This course is designed to explore the social context of delinquency, law, the history of the juvenile court, policing in juvenile justice, and court and corrections interventions with regard to children who have been victimized or are criminal. The course integrates scholarship and case law to investigate the many layers of the juvenile justice system, including how the juvenile court works and why it works the way it does. Upon completion, students will have much more than a cursory understanding of the juvenile justice system.

5 Quarter Credit Hours

Prerequisite: CJ 521 or permission of the Dean

CJ 524: COMMUNITY-BASED CORRECTIONS

This course is designed to identify community-based corrections programs and to explore the issues relevant to the field of community-based corrections. The materials presented will draw upon scholarly and practical research to identify the programs commonly used, what "works," policy issues, services provided, costs, and who receives probation and parole. Boot camps, electronic monitoring, house arrest, day treatment, fines, community service, drug courts, and other alternatives will be discussed. Students will have the opportunity to debate and better understand the many challenges facing probation, parole, and community-based corrections.

5 Quarter Credit Hours

Prerequisite: CJ 521 or permission of the Dean

CJ 590–594: INDEPENDENT STUDY IN CRIMINAL JUSTICE

This course is designed to engage students in a directed applied research project of relevance to the criminal justice graduate curriculum. Students decide on a suitable topic under the direction and supervision of a terminally degreed, full-time criminal justice professor. No more than 10 quarter credit hours of independent study may apply toward the degree.

CJ 590: 1 Quarter Credit Hour

CJ 591: 2 Quarter Credit Hours

CJ 592: 3 Quarter Credit Hours

CJ 593: 4 Quarter Credit Hours

CJ 594: 5 Quarter Credit Hours

Prerequisite: Permission of the Dean

CJ 600: RESEARCH AND THESIS I

This course requires students to develop a formal proposal for research in criminal justice and submit it in writing to their chosen thesis committee, made up of a chairperson and two additional members, all of whom must be terminally degreed criminal justice faculty members from Kaplan University. It is acceptable to have one committee member from

the faculty of another school at Kaplan University or from an outside, regionally accredited institution of higher learning with the approval of the Dean. This course is best suited for students wishing to add to the body of professional knowledge in the field of criminal justice.

5 Quarter Credit Hours

Prerequisite: All thesis-track core courses

CJ 601: RESEARCH AND THESIS II

During this phase of the research process, students submit the final draft of their research project to their committee members for review and orally present their results during a scheduled thesis defense hearing. The research report shall be prepared according to Kaplan University guidelines and the final, approved product shall be submitted to appropriate personnel for binding and acquisition. This course is best suited for students wishing to add to the body of professional knowledge in the field of criminal justice.

5 Quarter Credit Hours

Prerequisites: All thesis-track core courses and CJ 600

CJ 602: COMPREHENSIVE EXAMINATION

Nonthesis-track students must successfully complete a written examination covering the core curriculum courses. Students are given one question covering each of the core courses, for a total of five questions, and have two weeks to complete the examination. Successful completion of the examination is required before students can enroll in subsequent courses.

0 Quarter Credit Hours

Prerequisite: Successful completion of all nonthesis-track core curriculum courses

EDUCATION

ED 500: INTRODUCTION TO THE MASTER OF ARTS PROGRAM

This course introduces candidates to the Kaplan University education program mission statement, the Reflective Decision-Maker Model, the program competencies, and the knowledge, performance, and disposition indicators required of successful teachers.

2 Quarter Credit Hours

Prerequisite: None

ED 501: INTRODUCTION TO THE MASTER OF EDUCATION PROGRAM

This course introduces candidates to the Kaplan University education program mission statement, the Reflective Decision-Maker Model, and the program competencies and their associated knowledge, disposition, and performance indicators. The course also gives candidates an orientation to the E-Portfolio, an archive of work accomplished throughout the program, which is required for successful completion of the Master of Education program.

2 Quarter Credit Hours

Prerequisite: None

ED 502: TRANSFORMING TEACHING PRACTICE

This course explores the knowledge, skills, and dispositions associated with the highest standards of teaching practice, and guides candidates in the transformation of their classroom performance

through research and reflection on best practices, assessment strategies, and teacher skills that lead to improved student achievement.

4 Quarter Credit Hours

Prerequisite: None

ED 503: EDUCATIONAL PSYCHOLOGY

This course examines prominent research-based theories of learning and examines the impact of these theories on students, on learning and motivation, on teaching, and on assessment. Additionally, the course provides teacher candidates the opportunity to critically evaluate opposing sides of current issues in educational psychology and articulate and defend personal positions on these issues.

4 Quarter Credit Hours

Prerequisite: None

ED 511: TEACHING METHODS THROUGH DIFFERENTIATED INSTRUCTION

This course explores major middle and secondary school issues, providing prospective teachers with the opportunity to reflect upon and develop their own practical vision of building a classroom environment that effectively promotes student learning. Focus is placed on a variety of instructional strategies, principles, and best practices for helping students learn in secondary school settings.

4 Quarter Credit Hours

Prerequisite: None

ED 512: ACTION RESEARCH I

This course provides an introduction to action research. Action research in the K–12 classroom context is a process by which teachers learn and improve their own teaching activities. Action research is a valid research approach that is systematic, problem based, and data driven. In this course, candidates will identify an issue; find, review, and compare prior research on their approved topic; and study types of research methodologies in preparation for designing and using action research to conduct professional inquiry in their classrooms or other settings.

5 Quarter Credit Hours

Prerequisite: None

ED 513: CHILD AND ADOLESCENT DEVELOPMENT

This course focuses on the developing child from conception through adolescence from the perspective of the hereditary and environmental influences that affect growth and development. Topics include the study of the physical, intellectual, and sociocultural variables that can affect the child's behavior, with an emphasis on how this information can be useful to teachers and parents.

4 Quarter Credit Hours

Prerequisite: None

ED 516: CLASSROOM MANAGEMENT STRATEGIES FOR EFFECTIVE TEACHING

This course focuses on principles, concrete strategies, and practical applications of classroom management for teachers of grades K–12. The well-managed classroom facilitates academic achievement and learning gains in the areas of knowledge, comprehension, application, analysis, and synthesis of instructional material and minimizes off-task behavior. The planned use of instructional time

and the organization and implementation of classroom procedures that support measurable student learning are specifically covered in this course.

Teachers develop a plan for effective instruction promoting reflective learning, and self-directed, well-organized autonomy and/or interaction in a constructive learning environment. The course uses the National Staff Development Council standards and the No Child Left Behind (NCLB) standards, applying an example of state standards in order to illustrate the relationship of state standards to NCLB.

5 Quarter Credit Hours

Prerequisite: None

ED 521: READING IN THE CONTENT AREAS

This course, grounded in the theoretical bases of balanced literacy and constructivist learning, focuses on building prospective teachers' competence in the processes of planning, implementing, and evaluating content-area literacy learning for secondary students.

4 Quarter Credit Hours

Prerequisite: None

ED 522: CLASSROOM MANAGEMENT

Educators will examine several classroom management theorists in order to provide a comprehensive overview of models and ideas on which to base their own philosophy and practice. Through a case-based approach, students will gain a clear understanding of the philosophical underpinnings of classroom management and its effect on student behavior and achievement. They will examine classroom management and discipline in contemporary schools, the effects of classroom management problems, and the need to consider student diversity.

5 Quarter Credit Hours

Prerequisite: ED 500

ED 523: RESEARCH ON EFFECTIVE TEACHING

This course acquaints degree candidates with the broad body of research on effective teaching, with an emphasis on the practical applications of the research findings to candidates' own classroom instruction.

4 Quarter Credit Hours

Prerequisite: None

ED 527: INTERNSHIP SEMINAR I

This experience occurs during the internship year when the intern is the teacher of record in the classroom. This extended field experience (one year) provides a laboratory in which interns test theories they have studied, discover the strategies and styles that work best for them and their students, and practice reflective decision making. Interns are supported by the Program Director, faculty, Field Supervisor, Beginning Teacher Mentor, and school administrators.

2 Quarter Credit Hours

Prerequisite: None

ED 528: INTERNSHIP SEMINAR II

This experience occurs during the internship year when the intern is the teacher of record in the classroom. This extended field experience (one year) provides a laboratory in which interns test theories they have studied, discover the strategies and styles that work best for them and their students, and practice reflective decision making. Interns are supported by the Program Director,

faculty, Field Supervisor, Beginning Teacher Mentor, and school administrators.

2 Quarter Credit Hours

Prerequisite: None

ED 529: INTERNSHIP SEMINAR III

This experience occurs during the internship year when the intern is the teacher of record in the classroom. This extended field experience (one year) provides a laboratory in which interns test theories they have studied, discover the strategies and styles that work best for them and their students, and practice reflective decision making. Interns are supported by the Program Director, faculty, Field Supervisor, Beginning Teacher Mentor, and school administrators.

1 Quarter Credit Hour

Prerequisite: None

ED 531: SECONDARY STUDENT ASSESSMENT

This course examines best practices of assessing secondary student learning, with particular emphasis on the relationship between assessment procedures, instruction, and student achievement. Topics include the use of both formal and informal assessments, norm-referenced and criterion-referenced assessments, formative and summative assessments, and methods of using assessment data to improve instruction and student achievement.

4 Quarter Credit Hours

Prerequisite: None

ED 532: CURRICULUM DESIGN

This course examines current theories of curriculum design in K–12 education, with an emphasis on both the application and evaluation of best practices in the context of local and national standards-based education.

5 Quarter Credit Hours

Prerequisite: None

ED 533: PERSPECTIVES ON DIVERSITY

This course explores the various issues of student diversity, and challenges degree candidates to examine and define their own educational experiences with regard to culture and ethnicity, socioeconomic class, race, gender, religion, language, learning style, and exceptionality. Particular emphasis will be placed on the practical implications of diversity issues in classroom practice.

4 Quarter Credit Hours

Prerequisite: None

ED 541: METHODS OF TEACHING SECONDARY ENGLISH LANGUAGE ARTS

This course focuses on methods of teaching the English language arts, including oral language, writing, reading, and literature. Candidates will learn how to design instructional units and assess students' growth in literacy. Candidates will also learn about content standards, effective instructional practices, and research-based assessment strategies in the field.

4 Quarter Credit Hours

Prerequisite: None

ED 543: EDUCATION AND PSYCHOLOGY OF EXCEPTIONAL CHILDREN

This course acquaints candidates with a range of learning, emotional, and physical disabilities, the history of attitudes toward those disabilities, and

the federal mandates governing disabilities. Social issues related to student disability will also be explored. Additionally, the course focuses on preparing prospective teachers to plan and deliver appropriate instruction for all students in diverse and inclusive classroom settings.

4 Quarter Credit Hours

Prerequisite: None

ED 551: METHODS OF TEACHING SECONDARY MATHEMATICS

This course provides an examination of mathematics education from a historical and theoretical perspective and a survey of best practices in the teaching of mathematics. Topics include curriculum, lesson planning, and assessment techniques that accommodate diverse learners, as well as an analysis of the inclusion of technology in the teaching of mathematics.

4 Quarter Credit Hours

Prerequisite: None

ED 552: EDUCATIONAL LEADERSHIP

This course examines educational leadership strategies and skills, including best practices for collaborative decision making, improving students' educational performance, and constructing systems for institutional change. Additionally, the course explores techniques of observation and self-appraisal that contribute to professional development and career growth.

5 Quarter Credit Hours

Prerequisite: None

ED 553: HISTORY AND PHILOSOPHY OF EDUCATION

This course introduces philosophical viewpoints that can affect new teachers' priorities and strategy choices in their practice. This course will also provide a historical perspective of how public education has become a democratic right in the United States. Candidates will compare and contrast philosophical theories that have driven pedagogy over the past two centuries. Candidates will also evaluate current research in their quest to develop as reflective and creative practitioners in the twenty-first century classroom.

4 Quarter Credit Hours

Prerequisites: ED 501 and ED 511

ED 561: METHODS OF TEACHING SECONDARY SCIENCE

This course surveys a broad range of concepts related to teaching various scientific disciplines (e.g., biology, chemistry, physics) in grades 7–12 to diverse learners. The course emphasizes standards-based approach that illuminates the connections among the various bodies of knowledge in natural science and phenomena in the real world.

4 Quarter Credit Hours

Prerequisite: None

ED 562: STUDENT ASSESSMENT

This course examines various assessment tools and their relationship to student achievement. Multiple measures for use in assessing student growth, including data gathering to document class practice and building greater teacher self-awareness, will be explored as strategies for effecting change in student learning.

5 Quarter Credit Hours

Prerequisite: None

ED 571: METHODS OF TEACHING SECONDARY SOCIAL STUDIES

This course examines the content knowledge, skills, and resource needs of diverse learners to equip prospective teachers for development as reflective, creative practitioners who craft their own “best practices” through the analysis and synthesis of established theories and approaches to teaching the social studies. The core disciplines of the social studies are history, geography, psychology, sociology, anthropology, economics, and political science. The course explores these through current educational research, national standards, state initiatives, and the necessary inclusion of community concerns.

4 Quarter Credit Hours

Prerequisite: None

ED 572: ACTION RESEARCH II (CAPSTONE COURSE)

Action Research II is the capstone course in the degree candidate's program. Key elements to be completed within this course include implementing the methodology, conducting data collection and analysis, reflecting on findings, and writing the conclusion. Specifically, students will conduct their own action research, using their approved topic. Focusing on improving student learning, students will prepare the final two chapters of their action research project, data/results and the conclusion, as well as integrate the first three chapters of the ED 512 project. The resultant Final Action Research Project is a requirement for graduation.

5 Quarter Credit Hours

Prerequisite: ED 512

ED 581: SECONDARY CLASSROOM MANAGEMENT

This course focuses on training teachers to organize their classroom to maximize the amount of time students are actively engaged in learning. The foundation of the course uses classroom-management strategies developed by leading educators, including Harry K. and Rosemary Wong. Students will go through online instruction and in-depth reflection, and will demonstrate mastery of course material by designing a personal Classroom Management Action Plan that will be easily implemented in their classroom.

4 Quarter Credit Hours

Prerequisites: ED 501 and ED 511

ED 586: METHODS OF TEACHING A FOREIGN LANGUAGE

This course focuses on principles, concrete strategies, practical instruction, and assessment applications of foreign language pedagogy and andragogy for teachers of grades 7–12. The course will guide foreign language teachers through the theoretical and research-based foundations of language acquisition. Teachers will be empowered to translate some of these theoretical principles into classroom practice. The course will highlight the teacher's role as facilitator and enable teachers to harness technology so that language instruction can be presented as authentic, functional communication that fully engages students.

4 Quarter Credit Hours

Prerequisite: None

ED 591: METHODS OF TEACHING VISUAL AND PERFORMING ARTS

This course will focus on theories, methods, and practices in visual and performing arts education through the use of seminars, discussions, readings, Web field trips, and media for teachers in grades 7–12. Activities and projects in the course will be customized to meet the specific demands of teachers and their specialty areas. Differentiating instruction, cooperative learning, collaboration with peers, and authentic assessment activities will be embedded in the learning activities in this class.

4 Quarter Credit Hours

Prerequisite: None

ED 597: STUDENT TEACHING/INTERNSHIP

The Student Teaching/Internship is the capstone experience for Master of Education teacher candidates. This extended field experience provides a laboratory in which candidates test theories they have studied, discover the strategies and styles that work best for them and their students, and practice reflective decision making. During this experience, candidates move from observation and small-group instruction to assuming full responsibility for classroom management, instructional planning, and student learning. They participate in teachers' meetings, work with a variety of school staff members, and communicate with parents and caregivers. Student teachers/interns engage regularly in reflective, professional discussion of their practice with mentors, supervisors, and colleagues, refining their philosophy of education and demonstrating the knowledge, dispositions, and professional performance that indicate proficiency in all nine program competencies.

10 Quarter Credit Hours

Prerequisite: None

Educational Technology

ET 501: USING TECHNOLOGY—FUNDAMENTALS OF INTEGRATION

This course provides an in-depth introduction to how technology can be integrated into classroom instruction. The course presents theories of technology integration in context, including planning and implementation, learning theories, and integration models. Course topics are aligned with the National Educational Technology Standards for Teachers (ISTE/NETS*T), specifically Standard 1: Technology Operations and Concepts, and Standard 2: Planning and Designing Learning Environments and Experiences. As part of their work in this course, degree candidates will create personal blogs and maintain them throughout other teaching with technology emphasis area courses.

4 Quarter Credit Hours

Prerequisite: None

ET 502: USING TECHNOLOGY—PRACTICAL APPLICATIONS

This course explores the integration of technology into teaching by examining a variety of the most effective software applications available to educators. The course includes the following major topic areas: (1) teaching with instructional software; (2) teaching with software tools, including the three basic applications: word processors, spreadsheets,

and database programs; and (3) teaching with multimedia and hypermedia tools. Course topics are aligned with ISTE/NETS*T National Educational Technology Standards for Teachers, specifically Standard 3: Teaching, Learning, and the Curriculum, and Standard 5: Productivity and Professional Practice.

4 Quarter Credit Hours

Prerequisite: None

ET 503: USING TECHNOLOGY—APPLICATIONS IN THE CONTENT AREAS

This course provides candidates an opportunity to explore new pedagogical applications of Web-based and other technological resources and tools across the content areas. The course also reviews strategies for how technology can help teachers with English language learners and students with special needs. Candidates will also have the unique opportunity to discover ways to integrate art and music technology into their classrooms. Course topics are aligned with ISTE/NETS*T National Educational Technology Standards, specifically Standard 4: Assessment and Evaluation, and Standard 6: Social, Ethical, Legal, and Human Issues.

4 Quarter Credit Hours

Prerequisite: None

Higher Education

HE 510: FOUNDATIONS OF HIGHER EDUCATION

This course presents an overview of the historical development of tertiary educational institutions in the United States. There is a particular focus on the constantly evolving functions of its various sectors (e.g., universities, colleges, and community colleges) through examination and discussion of the evolution of tertiary institutions from their medieval European origins as *studia generalia* to the contemporary social functions, organizational structures, funding, and guiding principles and values of America's approximately 3,000 tertiary institutions.

5 Quarter Credit Hours

Prerequisite: None

HE 520: HIGHER EDUCATION LAWS AND REGULATIONS

This course explores the legal environment of postsecondary educational institutions in the United States through an examination of legal structures, principles, and analysis. Specifically, this course will focus on the competing interests, rights, and responsibilities of state and federal governments, institutions, faculty, staff, students, and external stakeholders in various higher education settings.

5 Quarter Credit Hours

Prerequisite or Corequisite: HE 510

HE 521: TEACHING ADULT LEARNERS

This course provides participants with the information necessary to comprehend, assess, and evaluate the foundational aspects of andragogy, which includes historical influences, theories and models, contemporary and international perspectives, the use of technology, teaching in a variety of higher education settings, and the development of and reflections on teaching and learning in adulthood.

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam

HE 523: CURRICULUM DESIGN AND IMPLEMENTATION

This course presents an overview of various strategies, techniques, and methods to design and implement curricula in postsecondary institutions. The course emphasizes calls for reform, need for academic plans, curricular consideration of academic disciplines and fields, influences of learners, instruction, and administration.

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam

HE 525: STUDENT LEARNING ASSESSMENT METHODS

This course presents historical developments, theoretical perspectives, and fundamental approaches to student learning. Students learn to apply various contemporary methods used to assess learning outcomes effectively in classrooms throughout the various college and university classifications and to discuss international perspectives.

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam

HE 530: HIGHER EDUCATION ORGANIZATION AND GOVERNANCE

This course presents an overview of the organizational governance of educational institutions in the United States in an international context through examination and discussion of models of institutional governance, academic organization, and higher education constituencies, and their respective roles and responsibilities.

5 Quarter Credit Hours

Prerequisite: None; HE 510 or its equivalent is recommended

HE 540: MULTICULTURALISM AND DIVERSITY IN HIGHER EDUCATION

The purpose of this course is to develop an understanding of multicultural and diversity issues within higher education.

5 Quarter Credit Hours

Prerequisite: HE 520

HE 545: TEACHING AND LEARNING ONLINE

This course provides an overview of the technological innovations, pedagogical developments, and strategies for quality online education through an examination of the theory and processes of designing, delivering, and assessing online learning.

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam

HE 550: HIGHER EDUCATION FINANCE

This course is divided into two parts: part one addresses public policy financing issues and culminates in a comparative analysis of the levels and rationale for different approaches to funding higher education. It includes an analysis of the state appropriations process and such federal issues as financial aid. The course project for part one is a comparative analysis of state support. Part two of the course focuses on institutional finance and includes an analysis of the following: the factors contributing to institutional productivity, the institutional budget process and different approaches to budgeting, development and manipulation of budget spreadsheets to accommodate varying institutional goals, the concepts of "reengineering"

and Total Quality Management (TQM) as applied in higher education, understanding the effects of technology on productivity, and examining budget methods used in self-sustaining “enterprises” such as continuing education.

5 Quarter Credit Hours

Prerequisite: HE 520

HE 551: STUDENT SERVICES FOUNDATIONS AND PHILOSOPHY

This course presents student development theories, including cognitive and psychosocial, as well as other theories that provide a foundation for development of a comprehensive student services program.

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam

HE 553: CURRENT ISSUES IN STUDENT AFFAIRS IN HIGHER EDUCATION

In this course, students will examine current issues in higher education in student affairs, including service learning, learning communities, suicide and mental health issues, crisis management, and other relevant topics. Students will assess methodologies for dealing with issues, legal considerations, and possible alternative strategies.

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam, and HE 551

HE 555: STUDENT SERVICES ADMINISTRATION IN GROUND AND VIRTUAL ENVIRONMENTS

The course focuses on college student demographics and the impact of the delivery of student affairs administration in the virtual and ground environments, as well as some underlying theories. Additionally, students will explore program assessment/evaluation models.

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam, and HE 551

HE 560: RESEARCH METHODS IN HIGHER EDUCATION

This course is designed to provide students with an understanding of the research process and the ethical context within which research is conducted. The course focuses on the nature of social science inquiry by examining the connections between theory and practice for qualitative and quantitative investigations. Further, it deals with the basic skills needed to conduct and interpret qualitative and quantitative research on topics relevant to higher education, with application to international settings.

5 Quarter Credit Hours

Prerequisite: HE 510

HE 585: STUDENT SERVICES PRACTICUM I

This course is intended to provide students with the opportunity to apply theory to practice. This mutually acceptable internship agreement between Kaplan University higher education students and an educational institution will offer students the opportunity to gain hands-on experience in their specific area of specialization. This experience assists students in integrating and synthesizing their academic experiences into professional practice. This course is split into two similar courses so that students complete two distinct internship experiences, as required to meet the standards of the Council for the Advancement of Standards in Higher Education (CAS) for graduate programs

in student affairs and the standards of the Professional Preparation Commission of the American College Personnel Association (ACPA).

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam, and permission of the Dean of Higher Education Studies

HE 586: STUDENT SERVICES PRACTICUM II

This course is intended to provide students with the opportunity to apply theory to practice. This mutually acceptable internship agreement between Kaplan University higher education students and an educational institution will offer students the opportunity to gain hands-on experience in their specific area of specialization. This experience assists students in integrating and synthesizing their academic experiences into professional practice. This course has the same learning outcomes as HE 585; the split signifies that the students will take part in two distinct practicum experiences. The synthesis paper completed in this course is a capstone project designed for students to demonstrate the learning that they have gained throughout the program.

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam, HE 551, HE 585, and permission of the Dean of Higher Education Studies

HE 600: COMPREHENSIVE EXAM

All students must successfully complete a written examination. The exam assesses the student’s mastery of the knowledge outcomes in the six core courses. The student will complete one question over each of the six core courses for a total of six questions. Students will have a maximum of 48 hours to complete the examination. Students wishing to complete an exam review will find the information upon which the questions are based in their course folders. Every core course has comprehensive exam preparation questions explicitly listed in each unit. Students must pass the exam to pass the course.

0 Quarter Credit Hours

Prerequisite: Completion of all core courses

HE 601: MASTER’S THESIS PROPOSAL

This course requires students to develop and submit a written, formal proposal for research in higher education studies. Submission is made to the student’s chosen thesis committee, made up of a chairperson and two additional members. The student, under the guidance of faculty, will specify a research question, provide a justification for the selection of the research topic, conduct a pertinent literature review, and write an appropriate research design and methodology, including data collection methods. If appropriate, the research proposal must conform to the standards and procedures of Kaplan University’s Institutional Review Board (IRB). The completed proposal will include sections of the final thesis.

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam

HE 602: MASTER’S THESIS DEFENSE

The student will submit the completed thesis to his/her committee members for review and revision, and oral defense. After final revisions, the student’s thesis is submitted to all committee members and

a defense seminar is scheduled, at which time the student orally presents his/her statement of the problem, research design and methods, findings, conclusions, and recommendations. The thesis must be prepared according to APA guidelines. Upon approval, the thesis shall be submitted for binding and acquisition. The thesis must conform to the standards and procedures of Kaplan University’s Institutional Review Board (IRB).

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam, and HE 601

Teaching Literacy

LT 502: TEACHING READING ACROSS THE CURRICULUM (GRADES K–6)

This course examines research-based methods, national standards, and best practice strategies for reading instruction in grades K–6. Topics include assessing and building upon students’ prior knowledge, metacognitive strategies, reading as a constructive process, active reading behaviors, reading comprehension, guided reading, workshop models, and strategies for integrating reading and writing. Additionally, the course explores methods for assisting struggling readers, including English language learners and children identified as having reading disabilities.

4 Quarter Credit Hours

Prerequisite: None

LT 503: TEACHING WRITING ACROSS THE CURRICULUM (GRADES K–6)

This course explores strategies for teaching writing skills through use of the writing workshop approach and under the guidelines of NCTE writing standards. Course assignments include practice with the minilesson, cooperative learning groups, peer reviews, student/teacher conferencing, journaling, and portfolios. In addition, the course explores evaluation rubrics for assessing student achievement.

4 Quarter Credit Hours

Prerequisite: None

LT 504: READING DIAGNOSIS AND REMEDIATION

This course will focus on the development and use of diagnostic instruments and practices that help teachers discern the nature of individual differences in literacy abilities, especially among readers and writers with special learning challenges. Methods of constructing individualized, corrective treatment plans and procedures for K–12 and adult learners will be discussed.

4 Quarter Credit Hours

Prerequisite: None

LT 511: TEACHING WRITING ACROSS THE CURRICULUM (GRADES 6–12)

The course focuses on training intermediate and secondary students across the curriculum in the writing process: prewriting, drafting, revising, editing, and publishing. The course examines national content area standards and research-based best practices for teaching a variety of writing genres, including expository, narrative, persuasive, and descriptive prose. In addition, the course covers various informal and formal assessment methods that align with

NCTE writing standards, including self-reflection, peer review, and the use of specialized rubrics.

4 Quarter Credit Hours

Prerequisite: This course should be taken in alignment with the program sequence defined in the Kaplan University Catalog.

LT 512: READING IN THE CONTENT AREAS (GRADES 6–12)

This course is grounded in the theoretical bases of balanced literacy and constructivist learning. It focuses on building teacher competence in the processes of planning, implementing, and evaluating content-area literacy learning activities for intermediate and secondary students.

4 Quarter Credit Hours

Prerequisite: This course should be taken in alignment with the program sequence defined in the Kaplan University Catalog.

LT 514: DIFFERENTIATED INSTRUCTION

This course focuses on methods of differentiating instruction across the curriculum for teachers of grades K–12 in order to integrate National Staff Development Council standards, No Child Left Behind standards, state and district standards, and best practices. Through planning, assessing, monitoring, and revising flexible, goal-oriented lessons, the focus of the course is to create differentiated instruction for all students, including regular education students; special education students with disabilities; gifted and talented students; English learners and struggling, reluctant learners; and at-risk or at-promise learners. Teachers will learn how to plan, manage, and implement diverse instructional units for students' learning gains.

5 Quarter Credit Hours

Prerequisite: None

LT 515: READING AND WRITING ACROSS THE CURRICULUM FEATURING LEONARD ROSEN

This course focuses on the implementation of reading and writing methods across the K–12 curriculum. The focus is project-based teaching that includes prewriting strategies, writing skills, analytical reading, problem solving, and critical thinking, with practical classroom applications aligned with the National Staff Development Council standards. Teachers will learn to design and implement instruction that develops their students' functional literacy. The course emphasizes critical thinking; the skills of summary, evaluation, synthesis, and analysis; research-based instruction; and writing, revising, and editing according to American Psychological Association (APA) format.

5 Quarter Credit Hours

Prerequisite: None

Teaching Mathematics

MH 501: DEVELOPING MATHEMATICAL PROFICIENCY—NUMBERS AND OPERATIONS (GRADES K–5)

This course provides an in-depth examination of the content and instructional strategies that help students develop mathematical proficiency in numbers and operations. Particular attention is paid to making connections between young students' knowledge of everyday real-world mathematics and the mathematics they learn in the classroom.

The course emphasizes best practices for teaching problem solving and strategies for fostering the development of conceptual understanding, as well as computational fluency. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include counting, whole number operations, estimation, and representations of whole numbers, fractions, and decimals.

4 Quarter Credit Hours

Prerequisite: None

MH 502: DEVELOPING MATHEMATICAL PROFICIENCY—GEOMETRY AND MEASUREMENT (GRADES K–5)

This course provides an in-depth examination of the content and instructional strategies that help students develop mathematical proficiency in geometry and measurement. The course examines strategies for creating engaging, hands-on student activities that test conjectures, explore geometry and measurement concepts, and foster a conceptual understanding of the subject matter. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include two- and three-dimensional geometric figures, spatial reasoning, coordinate geometry, and estimated and actual measurements.

4 Quarter Credit Hours

Prerequisite: None

MH 503: DEVELOPING MATHEMATICAL PROFICIENCY—ALGEBRA (GRADES K–5)

This course provides an in-depth examination of the content and instructional strategies that help students develop mathematical proficiency in algebra. The course examines best practices for helping students generalize algebraic concepts as they work with models, patterns, and computational problems. In addition, this course explores how manipulatives, charts, and other tools can be used to scaffold students as they explore algebraic content. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include patterns, number properties, variables, and equalities.

4 Quarter Credit Hours

Prerequisite: None

MH 504: DEVELOPING MATHEMATICAL PROFICIENCY—DATA ANALYSIS AND PROBABILITY (GRADES K–5)

This course provides an in-depth examination of the content and instructional strategies that help students develop mathematical proficiency in data analysis and probability. The course presents strategies for using data collection projects to illustrate how graphs and statistical measures can be used to interpret results. Hands-on experiments that help students gain a conceptual understanding of probability are also explored. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include data collection and analysis, charts and graphs, measures of central tendency, and probability.

4 Quarter Credit Hours

Prerequisite: None

MH 511: DEVELOPING MATHEMATICAL PROFICIENCY—NUMBERS AND OPERATIONS (GRADES 6–8)

This course provides an in-depth examination of the content and instructional strategies that help middle school students develop mathematical proficiency in numbers and operations. Particular attention is paid to overcoming common obstacles to the understanding of operations with real numbers. The course emphasizes best practices for teaching problem solving and strategies for fostering the development of conceptual understanding, as well as computational fluency. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include representing and performing operations with fractions, decimals, percents, integers, and proportional reasoning.

4 Quarter Credit Hours

Prerequisite: None

MH 512: DEVELOPING MATHEMATICAL PROFICIENCY—GEOMETRY AND MEASUREMENT (GRADES 6–8)

This course provides an in-depth examination of the content and instructional strategies that help middle school students develop mathematical proficiency in geometry and measurement. The course examines strategies for creating engaging, hands-on student activities that test conjectures and explore geometry and measurement concepts using technology and other manipulatives. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include properties of two- and three-dimensional geometric figures, spatial reasoning, similarity, congruence, and measurement.

4 Quarter Credit Hours

Prerequisite: None

MH 513: DEVELOPING MATHEMATICAL PROFICIENCY—ALGEBRA (GRADES 6–8)

This course provides an in-depth examination of the content and instructional strategies that help middle school students develop mathematical proficiency in algebra. The course examines best practices for helping students in grades 6–8 explore and represent problem situations using tables, equations, and graphs. In addition, this course explores how graphing calculators and spreadsheets can help students develop algebraic thinking. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include the mathematical modeling of patterns, solving one-variable equations, and graphing linear equations.

4 Quarter Credit Hours

Prerequisite: None

MH 514: DEVELOPING MATHEMATICAL PROFICIENCY—DATA ANALYSIS AND PROBABILITY (GRADES 6–8)

This course provides an in-depth examination of the content and instructional strategies that help middle school students develop mathematical proficiency in data analysis and probability. This course presents strategies for using student-created hypotheses to design data collection projects and for utilizing computer-generated graphs and statistical measures to interpret data. Probability experiments that test conjectures are also examined. Course

topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include data collection and analysis, graphical representations of data, measures of central tendency and spread, and probability.

4 Quarter Credit Hours
Prerequisite: None

MH 521: PRINCIPLES, PEDAGOGY, AND STANDARDS FOR HIGH SCHOOL MATHEMATICS (GRADES 9–12)

This course focuses on the development of teachers prepared to offer mathematics instruction for high school students. The focus is on instructional strategies that help students gain the mathematics skills they will need for personal, academic, and professional life. The course gives teachers the opportunity to explore emerging knowledge and tools and new ways for communicating and teaching mathematics. Teachers will study foundational principles for school mathematics, including equity, curriculum, teaching, learning, assessment, and technology. The course emphasizes congruence with national and state standards for mathematics teaching and student achievement.

4 Quarter Credit Hours
Prerequisite: None

MH 522: MEASUREMENT, NUMBER, AND OPERATIONS (GRADES 9–12)

This course is an exploration of content and instructional strategies that help high school students develop mathematical proficiency in measurements, numbers, and operations. Teachers will examine ways to teach these concepts, which are foundational to students' understanding of algebra and advanced mathematics. Teachers will integrate technology tools into lessons, and determine the best way to assess student progress. The course emphasizes congruence with national and state standards for mathematics teaching and student achievement.

4 Quarter Credit Hours
Prerequisite: None

MH 523: ALGEBRA

This course is a study of content and instructional strategies that help high school students develop algebraic concepts and functions. The course examines ways to engage learners in moving from the basics they learned in middle school into high school-level mathematical abstraction and structure. Students explore the integration of technology tools into lessons for computation, graphing, spreadsheets, and other functions and develop ways to support and assess student progress. The course emphasizes congruence with national and state standards for mathematics teaching and student achievement.

4 Quarter Credit Hours
Prerequisite: None

MH 526: TOPICS IN MATHEMATICS—PRINCIPLES OF NUMBER AND OPERATION (GRADES 9–12)

This course examines the mathematical concepts and principles of number and operation that align with state and national standards in mathematics for grades 9–12. Candidates will plan learning opportunities and assessments that demonstrate knowledge of the content area and sound pedagogical principles. Candidate work will culminate in a

Professional Action Project on teaching to state and national standards in mathematics.

2 Quarter Credit Hours
Prerequisite: None

MH 527: TOPICS IN MATHEMATICS—PRINCIPLES OF ALGEBRA (GRADES 9–12)

This course examines the mathematical concepts and principles that align with state and national standards specific to algebra for grades 9–12. Candidates will plan learning opportunities and assessments that demonstrate knowledge of the content area and sound pedagogical principles. Candidate work will culminate in a Professional Action Project on the teaching of algebra.

2 Quarter Credit Hours
Prerequisite: None

Teaching Science

SE 511: PLANNING AND TEACHING AN INQUIRY-BASED SCIENCE CLASS (GRADES K–6)

This course provides an in-depth examination of inquiry-based science instruction for elementary school students. The course focuses on instructional strategies that help students gain an understanding of the perspectives and practices scientists use when they approach the natural world through scientific inquiry. This includes practices for planning, facilitating, and assessing learning activities that encourage students to actively engage in their own scientific inquiries. The course emphasizes congruence with national and state standards for science teaching, scientific literacy, and student achievement. The course provides teachers with the opportunity to explore the principles and theoretical and practical knowledge upon which standards for science teaching are based.

4 Quarter Credit Hours
Prerequisite: None

SE 512: PHYSICAL AND LIFE SCIENCE (GRADES K–6)

This course will address specific teaching strategies, assessment tools, and the use of technology to teach concepts covered in elementary school physical and life science curricula. This course will focus on content and instructional strategies that can help students actively learn ideas and practices of physical and life science. The course emphasizes congruence with national and state standards for science teaching.

4 Quarter Credit Hours
Prerequisite: None

SE 513: EARTH AND SPACE SCIENCE (GRADES K–6)

This course will address specific teaching strategies, assessment tools, and the use of technology to teach concepts covered in elementary school earth and space science curricula. This course will focus on content and instructional strategies that can help students actively learn ideas and practices of earth and space science. The course emphasizes congruence with national and state standards for science teaching.

4 Quarter Credit Hours
Prerequisite: None

SE 521: PLANNING AND TEACHING AN INQUIRY-BASED SCIENCE CLASS (GRADES 6–12)

This course will provide an active instructional environment that fosters the development of teachers effectively prepared to offer inquiry-based science instruction for middle and high school students. The course focuses on instructional strategies that help students gain an understanding of the perspectives and practices scientists use when they approach the natural world through scientific inquiry. The course addresses practices for planning, facilitating, and assessing learning activities that encourage students to actively engage in their own scientific inquiries. The course emphasizes congruence with national and state standards for science teaching, scientific literacy, and student achievement.

4 Quarter Credit Hours
Prerequisite: None

SE 522: SCIENCE AS INQUIRY (GRADES 6–12)

This course is an exploration of a new vision of science education being advocated in the National Science Education Standards. This vision states that students should acquire knowledge of unifying concepts and processes of science, and be able to use scientific reasoning and critical thinking to apply their knowledge as independent inquirers about the natural world. The course will develop teachers' comprehension of these new expectations for science education, and ways to translate them into instructional practice. In particular, the course will focus on ways teachers can make science investigations meaningful, encourage students to reflect on the concepts that guide the inquiry, and teach skills students need to analyze evidence and data. The course emphasizes congruence with national and state standards for science inquiry.

4 Quarter Credit Hours
Prerequisite: None

SE 523: HISTORICAL AND SOCIAL PERSPECTIVES ON SCIENCE AND TECHNOLOGY (GRADES 6–12)

This course provides a comprehensive study of the ways teachers can integrate historical and contemporary contexts of science into the secondary science curriculum. Teachers will explore ways to create engaging learning experiences on topics such as personal and community health, population growth, natural resources, environmental quality, natural and human-induced hazards, and science and technology in local, national, and global challenges. The course emphasizes congruence with national and state standards for science teaching.

4 Quarter Credit Hours
Prerequisite: None

SE 524: PHYSICAL SCIENCE (GRADES 6–12)

This course provides an examination of the physical science concepts and principles that middle and high school students need to acquire. The course will focus on content and instructional strategies that can help students actively learn ideas and practices of physical science. The course emphasizes congruence with national and state standards for science teaching.

4 Quarter Credit Hours
Prerequisite: None

SE 525: LIFE SCIENCE (GRADES 6–12)

This course provides an examination of life science concepts and principles that middle and high school students need to acquire. This course will focus on content and instructional strategies that can help students actively learn ideas and practices of life science. The course emphasizes congruence with national and state standards for science teaching.
4 Quarter Credit Hours
Prerequisite: None

SE 526: EARTH AND SPACE SCIENCE (GRADES 6–12)

This course provides an examination of earth and space science concepts and principles that middle and high school students need to acquire. This course will focus on content and instructional strategies that can help students actively learn ideas and practices of earth and space science. The course emphasizes congruence with national and state standards for science teaching.
4 Quarter Credit Hours
Prerequisite: None

SE 527: TOPICS IN THE SCIENCES—INQUIRY IN LIFE SCIENCE (GRADES 9–12)

This course explores the life science concepts and principles that align with state and national standards for grades 9–12, preparing candidates to lead inquiry-based classrooms. Candidates will plan learning opportunities and assessments that demonstrate knowledge of the content area and sound pedagogical principles. Candidate work will culminate in a Professional Action Project on the teaching of life science.
2 Quarter Credit Hours
Prerequisite: None

SE 528: TOPICS IN THE SCIENCES—INQUIRY IN PHYSICAL SCIENCE (GRADES 9–12)

This course explores the physical science concepts and principles that align with state and national standards for grades 9–12, preparing candidates to lead inquiry-based classrooms. Candidates will plan learning opportunities and assessments that demonstrate knowledge of the content area and sound pedagogical principles. Candidate work will culminate in a Professional Action Project on the teaching of physical science.
2 Quarter Credit Hours
Prerequisite: None

Teaching Special Needs

SN 501: TEACHING EXCEPTIONAL STUDENTS IN INCLUSIVE SETTINGS

This course explores the challenge of meeting the various learning needs of students from diverse backgrounds in an inclusive setting. Best practices are examined, including curriculum adaptations in the content areas, instructional strategies, and behavior management in the school setting.
4 Quarter Credit Hours
Prerequisite: None

SN 502: TEACHING STUDENTS WITH LEARNING DISABILITIES

This course provides an overview of learning disabilities among K–12 students and discusses theoretical issues and teaching strategies. It focuses on building strategies for effective interventions and transition planning. Additionally, the course explores various procedures for working in a collaborative setting to meet the needs of students with learning disabilities.
4 Quarter Credit Hours
Prerequisite: None

SN 503: TEACHING STUDENTS WITH BEHAVIOR DISORDERS

This course provides an overview of emotional and behavioral disorders that have an impact on academic achievement in educational settings. Emphasis is placed on the federal, state, and local requirements for diagnosis and interventions in public and private educational environments, as well as alternative educational placements.
4 Quarter Credit Hours
Prerequisite: None

FOUNDATIONS

KU 500: FOUNDATIONS OF GRADUATE LEARNING

This course introduces the practical, creative, and analytical skills necessary for the successful completion of graduate school. It examines Kaplan University's expectations for graduate students and encourages students to develop their own unique strengths to maximize success in their chosen academic programs and professions.
0 Quarter Credit Hours
Prerequisite: None

KU 501: FOUNDATIONS OF GRADUATE LEARNING (GUIDED)

This course introduces the practical, creative, and analytical skills necessary for the successful completion of graduate school. It examines Kaplan University's expectations for graduate students and encourages students to develop their own unique strengths to maximize success in their chosen academic programs and professions.
0 Quarter Credit Hours
Prerequisite: None

KU 510: FOUNDATIONS OF MATHEMATICS AND ECONOMICS

In this course, students will be introduced to mathematics and economics concepts. Topics covered will include basic algebra, average and standard deviation calculations, histograms and pie charts, ratio analyses, and microeconomic demand and supply analysis. The framework of government macroeconomic approaches, such as fiscal and monetary policies, will also be reviewed. This course may not be applied toward degree requirements.
0 Quarter Credit Hours
Prerequisite: None

KU 511: FOUNDATIONS OF ACCOUNTING AND FINANCE

In this course, students will be introduced to the basic concepts in accounting and finance. Students will use concepts from accounting and finance as tools for understanding business operations and decision making. Topics include: product cost decisions, statement analyses, investing, and budgeting. This course may not be applied toward degree requirements.
0 Quarter Credit Hours
Prerequisite: None

GRADUATE BUSINESS

GB 500: BECOMING AN EFFECTIVE LEADER

This course is the cornerstone course experience for MBA students. Students will analyze and evaluate major theories of management and leadership, explore and assess their own approaches and styles as they relate to the theories, and create the first draft of a Self-Directed Learning Plan that will be developed and implemented as students matriculate through the program. This course will be taken in the first term.
4 Quarter Credit Hours
Prerequisite: None

GB 501: LEADERSHIP, CULTURE, AND CHANGE

This course provides an analysis and evaluation of the relationship among the culture in which an organization exists, the leadership of the organization, and the people who work within it. Students will examine the concept of organizational culture, evaluate selected leadership theories, and analyze change management theories and practices.
4 Quarter Credit Hours
Prerequisite: GB 500

GB 502: MANAGERIAL ECONOMICS

This course provides an evaluation of microeconomic tools used in managerial decision making. Topics include demand analysis and forecasting, cost analysis, production function, market structures, and public-sector analysis. Students will analyze and evaluate business problems and opportunities using applied economics as they evaluate the efficacy of these theories. In this course, students will sharpen both their economic analysis and critical thinking skills.
4 Quarter Credit Hours
Prerequisite: GB 500

GB 503: MANAGERIAL ACCOUNTING

This course provides an analysis and evaluation of effective uses of internal accounting information by operational business managers in directing the activities of manufacturing and service organizations. Students will assess the importance of accounting data in planning and controlling operations and making effective management decisions.
4 Quarter Credit Hours
Prerequisite: GB 500

GB 504: FINANCIAL MANAGEMENT

This course provides an analysis and evaluation of the roles and functions of corporate financial managers as they relate to the effective managing of a business. Students will apply and evaluate methods and tools for planning, forecasting, managing, and improving an organization's financial performance. Topics include asset valuation, risk and return, capital budgeting, international financial markets, risk analysis, and effective use of capital.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 505: MARKETING MANAGEMENT

This course provides an analysis and evaluation of the theories and practices for effectively managing the relationships between customers and providers of goods, services, and ideas. Students will, in three segments, analyze and evaluate theories related to an understanding of the marketplace; an understanding of the relationship between the marketplace and marketing functions such as pricing, promotion, distribution, and products; and strategy formation within the marketing function as it relates to overall business strategies.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 506: INFORMATION SYSTEMS MANAGEMENT

This course examines current concepts, tools, and theories related to the effective management of information in organizations. Students learn to evaluate information system needs associated with business in general, as well as with global and e-business ventures, to analyze control and security issues, and to apply process management principles to the selection, application, and implementation of hardware, software, and system issues related to the meeting of those needs.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 507: BUSINESS ETHICS

This course provides an analysis of theories of ethics, domestically and globally, and practices that stem from such theories, such as corporate codes of conduct. Students will also explore their own personal ethics related to their roles and behaviors within business organizations. The concept of corporate responsibility within a global context will also be analyzed.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 508: THE LEGAL ENVIRONMENT OF BUSINESS

This course provides an analysis and evaluation of the legal issues related to the success of entrepreneurs, managers, and organizations. Students will analyze and evaluate theories and practices related to issues concerning the legal environment of doing business in the United States and those related to global legal issues and problems.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 509: ANALYTICAL DECISION MAKING

This course provides an analysis and evaluation of the use of statistics and mathematical modeling for effective decision making in management practice. Students will analyze and evaluate cases from a wide variety of functional business areas, developing

hypotheses and testing them using such tools as analysis of variance, regression, linear programming, inventory control, and simulation. Students will also analyze and evaluate software programs, websites, and other sources for their veracity as decision-making resources.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 510: PROJECT MANAGEMENT

This course provides an analysis and evaluation of the theories and practices for managing projects in effective organizations. Students will analyze and evaluate strategies, tools, software, and management approaches to effectively complete and evaluate the effectiveness of projects. Topics include setting project goals and objectives, conducting feasibility studies, measurement tools including the most current and best software tools, strategies for effective human resource allocation, and approaches to gauging the worth of the project deliverables and the effectiveness of the project management process.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 511: STRATEGIC HUMAN RESOURCES MANAGEMENT

This course provides an analysis and evaluation of the role of human resources planning and practices in an organization's strategic planning efforts. Students will evaluate and apply the most current theories and practices of strategic human resources management to the operation and effectiveness of organizations in domestic and global business environments. Topics include managing knowledge workers, managing cross-cultural teams, the impact of changing legal environments, downsizing, and outsourcing.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 521: CAPITAL MARKETS AND INVESTMENTS

This course provides an analysis and evaluation of major capital markets and the underlying investments that comprise those markets. Emphasis will be placed upon both the stock and bond markets and how they interrelate. In addition, students will address the primary real and financial assets that comprise the bulk of corporate balance sheets and examine derivatives markets and their underlying securities.

4 Quarter Credit Hours
Prerequisite: GB 504

GB 522: MERGERS AND ACQUISITIONS

This course provides an analysis and evaluation of the theories and skills related to the strategic use of mergers and acquisitions to grow an enterprise. Students learn advanced mergers and acquisitions skills by applying extensive applications and execution skills to real cases.

4 Quarter Credit Hours
Prerequisite: GB 504

GB 523: INTERNATIONAL FINANCE

This course provides an analysis and evaluation of the financial management problems of a firm operating in an international environment. Students explore the impact of foreign exchange risk on the management of a firm's funds, including hedging strategies, managing funds flow, and the positioning of assets on a global basis. Students will study

the complexities of a multinational environment, with emphasis on money and capital market opportunities not typically available to a domestic firm.

4 Quarter Credit Hours
Prerequisite: GB 504

GB 531: ADVERTISING

This course provides an analysis and evaluation of strategic advertising and distribution decisions. Students will examine the linkages between national advertising and intermediary promotion, and evaluate effective creation and implementation strategies for advertising campaigns.

4 Quarter Credit Hours
Prerequisite: GB 505

GB 532: MARKETING RESEARCH

This course provides an analysis and evaluation of theories and practices of marketing research as an aid to marketing decision making. Students will apply marketing research methods and techniques to actual marketing problems through the design, implementation, and evaluation of a marketing research project.

4 Quarter Credit Hours
Prerequisite: GB 505

GB 533: SALESFORCE MANAGEMENT

This course provides an analysis and evaluation of theories and practices involved in the building and managing of effective sales forces. Students will examine such aspects of sales management as forecasting, human resources, field automation, and data analysis. Topics include training, motivation, compensation, team building, performance evaluation, and interaction with promotions and marketing.

4 Quarter Credit Hours
Prerequisite: GB 505

GB 534: MARKETING PSYCHOLOGY

This course provides an analysis and evaluation of behavioral and social science concepts and theories as they relate to the marketing function of business. Students will analyze factors that affect purchase decisions in the marketplace. Special attention will be given to research related to buyer-behavior research, the role of models in explaining behavior, the influence of buyer behavior on the development of marketing programs, and issues of consumer protection as they affect marketing strategy.

4 Quarter Credit Hours
Prerequisite: GB 505

GB 541: EMPLOYMENT AND LABOR LAW

This course provides an analysis and evaluation of theories and employment practices as they relate to labor law and effective leadership of organizations. Through case studies, students will examine issues related to such topics as wrongful termination, employment at will, compliance, current and potential legal changes in the employment environment, and collective bargaining laws.

4 Quarter Credit Hours
Prerequisite: GB 508

GB 542: EMPLOYEE DEVELOPMENT

This course provides an analysis and evaluation of the role of the training and development function in supporting change management programs and other strategic initiatives. Students will evaluate training and development designs, methods, and tools, analyze the training skills required to develop

a learning organization, and assess the effectiveness of training and development programs.

4 Quarter Credit Hours

Prerequisite: GB 500

GB 543: MANAGING CHANGE

This course provides an analysis and evaluation of organizational development theories and practices as they relate to managing change in organizations. Students will analyze factors that affect change, the role of leadership in influencing and managing change, and change models currently being employed in organizations.

4 Quarter Credit Hours

Prerequisite: GB 500

GB 544: QUALITY MANAGEMENT

This course provides an analysis and evaluation of theories and practices related to the role of quality in establishing and maintaining a company's competitive market position. Students will explore the impact of quality as a philosophy, basic statistical tools, problem-solving methods, and behavioral models on improving performance of a business enterprise.

4 Quarter Credit Hours

Prerequisite: GB 500

GB 545: STRATEGIC REWARD SYSTEMS

This course examines how an organization can leverage their reward systems to sustain, motivate, and retain its desired workforce to help achieve business objectives. The course focuses on the complex variety of pay structures within an organization and the relationship of those pay structures to organizational performance. Students will be exposed to major reward issues in the context of current theory, research, and real-business practices.

4 Quarter Credit Hours

Prerequisite: GB 511

GB 546: RECRUITMENT AND SELECTION

This course provides a solid foundation in the fundamentals of attracting, hiring, and assessing talent. It takes a closer look at the "war for talent" in the competitive marketplace today, and provides the impetus for more proactive and timely recruitment practices, effective and legally conscious selection methods, and valid assessment techniques. This course highlights the importance of refining talent-acquisition strategies as organizations and HR practitioners seek to improve the pipeline of new-hire and job-promotion candidates. By the end of the course, students will be familiar with multiple recruitment, selection, and assessment models and will synthesize these approaches from a talent management perspective.

4 Quarter Credit Hours

Prerequisite: GB 511

GB 551: MANAGING INFORMATION TECHNOLOGY PROJECTS

This course provides an analysis and evaluation of the skills and knowledge necessary to lead, and become effective members of, information technology project teams. As information technology consumes an increasing proportion of worldwide corporate capital, today's line managers and general managers are becoming more involved in information technology projects. Students examine key issues related to managing large projects, differences between technology projects and other projects,

and the tasks faced by those who design and implement new software applications.

4 Quarter Credit Hours

Prerequisite: GB 500

GB 552: DATABASE ANALYSIS AND DESIGN

This course provides an analysis and evaluation of the theory and practice of computer-based data management. Business applications are increasingly centered on the construction and use of databases in the effective delivery of high-quality data throughout an organization. This course focuses on the design of database applications that will meet the needs of an organization and its managers.

4 Quarter Credit Hours

Prerequisite: GB 500

GB 553: E-BUSINESS PRINCIPLES AND PRACTICES

This course provides an analysis and evaluation of the theories and practices related to the effective use of information technology (IT) to add value to business processes at each stage of the value chain. This course takes a functional and cross-functional look at how companies can use IT to enhance performance and achieve competitive advantage in supplier and customer relationships, inbound and outbound logistics, marketing and distribution, and support services such as human resources and technology services. Students examine local and global e-commerce implications and technology.

4 Quarter Credit Hours

Prerequisite: GB 500

GB 554: OPERATIONS MANAGEMENT

This course provides an analysis and evaluation of theories, principles, concepts, and techniques used for effectively managing the flow of goods or services. Students will examine supply chain management, capacity planning and scheduling, managing inventories, assuring quality, motivating employees, and locating facilities. Emphasis is given to systems and tools for analyzing design and operational problems in both the service and production sectors.

4 Quarter Credit Hours

Prerequisite: GB 509

GB 561: ENTREPRENEURSHIP

This course provides an analysis and evaluation of the theories and practices related to the startup, development, and management of a new venture. Students will analyze and evaluate theories related to entrepreneurial attributes, discovering and evaluating business opportunities, and developing strategies for creating new ventures.

4 Quarter Credit Hours

Prerequisite: GB 500

GB 562: SMALL BUSINESS ADMINISTRATION

This course provides an analysis and evaluation of the knowledge and skill sets necessary to effectively lead a small business. Leaders of small business enterprises face unique issues and challenges. Emphasis will be given to problem solving and decision making in the major functional areas common to small enterprises. Case study analyses will focus on the following themes: measuring economic performance, obtaining information for management decision making, developing management control systems for innovative companies, planning for the near and long term

in owner-managed businesses, and examining the differences between managing start-up versus growing companies.

4 Quarter Credit Hours

Prerequisite: GB 500

GB 571: POWER AND NEGOTIATION

This course provides an analysis and evaluation of formal and informal mechanisms for managing conflicts and differences of opinion. Students analyze, evaluate, and apply theories of conflict negotiation and use of personal power in labor relations and personal relations in organizations. Students also assess their own skills and abilities related to the theoretical concepts.

4 Quarter Credit Hours

Prerequisite: GB 500

GB 572: INTERNATIONAL MANAGEMENT

This course provides an analysis and evaluation of the factors that create unique managerial challenges in international or multinational organizations. Students will analyze and evaluate theories and practices related to foreign trade and investment, international monetary flow, government/business relationships, impacts of differing cultures on management and business practices, and issues related to doing business in developing countries.

4 Quarter Credit Hours

Prerequisite: GB 500

GB 599: BUSINESS STRATEGY

This course provides an integration of the functional areas of business with a focus on the use of this information for effective strategic decision making. Students will engage in, analyze, and reflect upon an interactive business simulation. Students will also submit their completed Self-Directed Learning Plan and a plan for their continued professional growth and development.

4 Quarter Credit Hours

Prerequisite: Last term or permission of the Dean

Graduate Management

GM 500: MANAGERS AS LEADERS

This course serves as the cornerstone experience for Master of Science in Management students. Students will analyze and evaluate theories of leadership, explore and assess their own approaches and styles as they relate to the theories, and create the first draft of the Self-Directed Learning Plan that they will develop and implement as they matriculate through the program. Emphasis will be placed on situation and issue analysis, and presentation of logic through the use of case study methodology.

4 Quarter Credit Hours

Prerequisite: Admission to the MSM program

GM 501: MANAGEMENT THEORIES AND PRACTICES—PAST, CURRENT, AND FUTURE

This course examines classic and contemporary management theories and practices, and provides a theory-based perspective for interpreting, critiquing, and applying management thought and practice. Through the study of macro-level frameworks in organization theory and micro-level processes in organizational behavior, students will be better

prepared to recognize the applicability of emerging management theory and trends.

4 Quarter Credit Hours

Prerequisite: GM 500

GM 502: SKILLS FOR PROFESSIONAL IMPACT

This course emphasizes the assessment and development of critical management competencies based on behavioral science theories and research. Through a focus on self-awareness, students will apply the tools and insights offered by behavioral science to acquire or refine the interpersonal skills necessary to understand, influence, and manage individuals in a business context. Students will also continue to refine and implement the Self-Directed Learning Plan created in GM 500.

4 Quarter Credit Hours

Prerequisite: GM 500

GM 503: FOUNDATIONS FOR EFFECTIVE MANAGEMENT PRACTICE

This course develops working knowledge of management practices that help to ensure the long-term effectiveness of the organization. Students will learn how to create high-performance teams and the support systems to ensure team effectiveness. Students will apply the concept of social responsibility and ethics in making strategic business decisions and explain the value and impact of business ethics and corporate social responsibility in contemporary organizations. Students will evaluate the manager's role in creating the organizational culture that supports business strategy. Within all areas of study, student cultural competence will be developed to enrich management effectiveness.

4 Quarter Credit Hours

Prerequisites: GM 500, GM 501, and GM 502

GM 504: ORGANIZATIONAL EXCELLENCE AND CHANGE

This course applies a systems approach to examining the design and execution of business strategies to achieve a competitive advantage. The organization is viewed as a total system that can be managed to achieve continuing high performance in today's dynamic and global marketplace. Strategies for managing enduring change are evaluated.

4 Quarter Credit Hours

Prerequisites: GM 500, GM 501, GM 502, and GM 503

GM 505: ACTION RESEARCH AND CONSULTING SKILLS

This course focuses on action research and the development of critical skills required not only for consultants, but also for any manager desiring to strengthen his or her interpersonal effectiveness as a successful change agent. An introduction to the consulting process, and the consulting skills associated with entry, contracting, meeting management, defining issues and gathering data, diagnosing problems, formulating solutions, and creating and implementing action plans will also be examined.

4 Quarter Credit Hours

Prerequisites: GM 500, GM 501, GM 502, GM 503, and GM 504

GM 506: STRATEGIC FINANCIAL ANALYSIS

Finance, like economics and accounting, is one of the important languages of business. All managers must be able to understand financial information contained in financial statements and reports in

order to evaluate their unit's financial performance, communicate clearly with other managers, and apply financial information when making decisions. This course is designed to familiarize non-financial managers with the foundational competencies of organizational budget and finance practices, allowing them to be more effective in managing resources within their respective operational contexts and to converse knowledgeably with financial analysts and managers.

4 Quarter Credit Hours

Prerequisites: GM 500, GM 501, GM 502, GM 503, GM 504, and GM 505

GM 507: STRATEGIC HUMAN RESOURCES MANAGEMENT

Students will examine human resource management from a strategy perspective. Students will analyze theories and practices as they relate to organizational effectiveness when competing in a global business environment. The course will cover ongoing, operational human resource issues, such as compensation, organizational development, benefits, recruitment, and training, as well as current issues challenging human resource practitioners, such as downsizing, implied contracts between employer and employee, managing knowledge workers, and the issues of the changing legal environment.

4 Quarter Credit Hours

Prerequisites: GM 500, GM 501, GM 502, GM 503, GM 504, GM 505, and GM 506

GM 521: HEALTH CARE SYSTEMS

This course analyzes the major aspects of the health care system, including the forces and policies shaping its performance. Students will examine the complex organizational dynamics and structures of health care systems, financing mechanisms, and the changing relationships among payers, providers, and suppliers. The course also includes an exploration of the important role of epidemiology in assessing population health needs and risks.

4 Quarter Credit Hours

Prerequisite: Completion of all core courses

GM 522: COMPREHENSIVE HEALTH CARE STRATEGIES

This course has an emphasis on the essential concepts of marketing and strategy as they apply to health care. An analysis of health care strategies and the laws that affect operational decisions will be conducted. Strategic and tactical planning issues, with particular attention to marketing and strategic planning, opportunity assessment, external analysis, the legal environment, and strategic resource allocation, will be covered.

4 Quarter Credit Hours

Prerequisite: GM 521

GM 523: QUALITY HEALTH CARE MANAGEMENT

This course examines the role of quality management in optimizing business practices and health care delivery. Focus is placed on outcome measures, process/outcome relationships, and methods for process improvement in order to improve quality and utilization. Also, students explore the needs of health care professionals in relation to providing quality services.

4 Quarter Credit Hours

Prerequisite: GM 522

GM 524: LEVERAGING IT IN HEALTH CARE

This course explores the managerial, organizational, and business implications of IT in health care and focuses on how to leverage IT and align the technologies with the strategy, people, and organizational processes in order to gain a competitive advantage. As such, it examines strategic issues related to the integration of technology and the use of information in order to support the value chain within the health care system.

4 Quarter Credit Hours

Prerequisite: GM 523

GM 541: FOUNDATIONS OF ORGANIZATION DEVELOPMENT

This course explores the emergence and development of the field of organization development (OD), including the key theorists, practitioners, and models that helped shape the field. The values and ethics underlying OD, emphasizing intervention theory, are also examined.

4 Quarter Credit Hours

Prerequisite: Completion of all core courses

GM 542: ORGANIZATION CHANGE

This course examines the nature and types of change organizations experience, while also exploring change typologies and models with an emphasis placed on planned change. This course will also explore how systems respond to other forces for change, both internally and externally.

4 Quarter Credit Hours

Prerequisite: GM 541

GM 543: ORGANIZATION DIAGNOSIS AND DESIGN

The course conducts an examination of diagnostic models and methods used to help align an organization's strategies, structures, and processes to support each other and to fit appropriately into the environmental context. Emphasis is placed on total system change strategies and the integration of intervention methods for structural, human systems, cultural, and technological changes in order to enhance organizational design.

4 Quarter Credit Hours

Prerequisite: GM 542

GM 544: APPLIED ORGANIZATION RESEARCH METHODS

This course covers concepts and methods of applied research for problem solving and organizational intervention. The course focuses on the philosophy of a scholar-practitioner, issues in applied research, field research methods, problem formulation, research design, sampling theory, data collection methods, data analysis, and interpretation.

4 Quarter Credit Hours

Prerequisite: GM 543

GM 581: SUPPLY CHAIN MANAGEMENT

This course explores the creation and management of the supply chain, examines the layout of the logistics network, inventory management, risk pooling, distribution strategies, the customer value chain, the role of information technology, strategic alliances, coordinated product and supply chain design, customer relationship management, procurement strategies, and the use of decision support systems.

4 Quarter Credit Hours

Prerequisite: Completion of all core courses

GM 582: INVENTORY AND DISTRIBUTION MANAGEMENT

This course covers strategies and analytic tools and techniques designed to enhance the operation of logistics systems and integrated supply chains. It explores the total systems approach to the management of materials and services from the source of origin, through the supply chain to the consumer, and beyond to include reverse logistics. An emphasis is placed on where and how specific tools can be used to improve the overall performance and reduce the total cost of a supply chain.

4 Quarter Credit Hours

Prerequisite: GM 581

GM 583: MANAGING THE SERVICE VALUE CHAIN

This course emphasizes the tools and techniques to create and manage an optimal supply chain. It also explores job design, facility layout, facility location selection, queuing theory, statistical process control techniques, linear programming, and the use of Enterprise Resource Planning (ERP)/Material Requirements Planning (MRP) systems. The course also discusses application of these techniques to manufacturing and service settings, and explores current issues including globalization and e-business.

4 Quarter Credit Hours

Prerequisite: GM 582

GM 584: STRATEGIC GLOBAL LOGISTICS MANAGEMENT

This course emphasizes the management of purchasing and supply management in the context of the supply chain. Students will cover all aspects of the procurement process from requirement planning, strategic sourcing, cost management, contract relationship management, and contract closeout activities. The application and synergistic integration of the purchasing function into a world-class segment of the supply chain will be stressed.

4 Quarter Credit Hours

Prerequisite: GM 583

GM 591: STRATEGIC PROJECT MANAGEMENT

This course covers project management from a strategic perspective. The course emphasizes the life-cycle project phases and processes advocated by the Project Management Institute (PMI) and defined in the Project Management Body of Knowledge (PMBOK). It stresses the planning, executing, and controlling phases of a project life cycle. The course also covers how these phases relate to the initiation and closing phases, and further examines the impact of various project management techniques on schedule, budget, and performance constraints.

4 Quarter Credit Hours

Prerequisite: Completion of all core courses

GM 592: PROJECT INITIATION, PLANNING, AND EXECUTION

This course provides an analysis and evaluation of the theories and practices for managing projects in effective organizations. The student will analyze and evaluate strategies, tools, software, and management approaches to effectively complete and evaluate the effectiveness of projects. Topics in this course include: setting project goals and objectives; preparing a project plan; conducting feasibility studies; measurement tools, including the most current and best software tools; strategies for effective human resource allocation; and approaches to

gauging the worth of the project deliverables and the effectiveness of the project management process.

4 Quarter Credit Hours

Prerequisite: GM 591

GM 593: PROJECT COST AND SCHEDULE MONITORING AND CONTROLLING

This course provides an analysis of the principles, tools, and techniques for controlling project cost and schedule. The student will use tools, software, and techniques to establish a project baseline and control cost and schedule. Topics in this course include preparing PERT/CPM networks, estimating time and resources, creating the project baseline, controlling the baseline, crashing the network, optimization and heuristics techniques for resource allocation, earned value management, and statistical control tools.

4 Quarter Credit Hours

Prerequisite: GM 592

GM 594: PROJECT RISK, QUALITY, AND PROCUREMENT MONITORING AND CONTROLLING

This course provides an integrated approach to risk, quality, and procurement. This course demonstrates how to incorporate quality throughout the project. The student explores use of contract types in managing risk and quality. Topics in this course cover all phases of contracting, including procurement planning, solicitation planning, solicitation, source selection, contract administration, and contract close-out. The student will then explore methods of analyzing make-or-buy decisions, as well as legal and ethical considerations in contracting and procurement. Students will construct an element of their Self-Directed Learning Plan from this course, as well as add materials from the course to their Presentation Portfolio.

4 Quarter Credit Hours

Prerequisite: GM 593

GM 599: APPLIED RESEARCH PROJECT

This serves as the capstone course to the Master of Science in Management program, which allows the student to integrate theories with practical application. This course utilizes the conceptual foundations and skills acquired in earlier courses as a basis for an in-depth examination of an organizational issue or problem of significance that is of special interest to the student. The student will collaborate with organizational stakeholders to identify a problem and design a research project.

4 Quarter Credit Hours

Prerequisite: Completion of all program courses

Graduate Newsweek

GN 500: BUILDING BUSINESS ACUMEN

This course is the cornerstone experience for MBA students. Students will analyze fundamental processes that comprise a business system, building a conceptual understanding of how businesses prosper. Students will assess and plan to develop their own capability relative to mastering and managing business processes. This is the first course in the *Newsweek* MBA program.

4 Quarter Credit Hours

Prerequisite: None

GN 501: LEADERSHIP STRATEGIES FOR A CHANGING WORLD

In this course, students will evaluate the relationships among an organization's culture, leadership, and people. Students will examine the concept of organizational culture, the theoretical grounding of leadership, effective leadership communication, and change management.

4 Quarter Credit Hours

Prerequisite: GN 500

GN 502: ECONOMICS AND DECISION MAKING WITHIN ORGANIZATIONS

This course provides an evaluation of microeconomic tools used in managerial decision making. Topics include demand analysis and forecasting, cost analysis, production function, market structures, and public-sector analysis. Students will analyze and evaluate business problems and opportunities using applied economics as they evaluate the efficacy of these theories. In this course, students will sharpen both their economic analysis and critical thinking skills.

4 Quarter Credit Hours

Prerequisite: GN 500

GN 503: MANAGERIAL ACCOUNTING

This course provides an analysis and evaluation of effective uses of internal accounting information by operational business managers in directing the activities of manufacturing and service organizations. Students will assess the importance of accounting data in planning and controlling operations and making effective management decisions.

4 Quarter Credit Hours

Prerequisite: GN 500

GN 504: FINANCE FOR MANAGERS

This course provides an analysis and evaluation of the roles and functions of corporate financial managers as they relate to the effective managing of a business. Students will apply and evaluate methods and tools for planning, forecasting, managing, and improving an organization's financial performance. Topics include asset valuation, risk and return, capital budgeting, international financial markets, risk analysis, and effective use of capital.

4 Quarter Credit Hours

Prerequisite: GN 500

GN 505: BUSINESS MARKETING

This course provides an analysis and evaluation of the theories and practices for effectively managing the relationships between customers and providers of goods, services, and ideas. Students will, in three segments, analyze and evaluate theories related to an understanding of the marketplace; an understanding of the relationship between the marketplace and marketing functions, such as pricing, promotion, distribution, and products; and strategy formation within the marketing function as it relates to overall business strategies.

4 Quarter Credit Hours

Prerequisite: GN 500

GN 506: INFORMATION SYSTEMS MANAGEMENT

This course examines current concepts, tools, and theories related to the effective management of information in organizations. Students learn to evaluate information system needs associated with

business in general, as well as with global and e-business ventures, to analyze control and security issues, and to apply process management principles to the selection, application, and implementation of hardware, software, and system issues related to the meeting of those needs.

4 Quarter Credit Hours
Prerequisite: GN 500

GN 507: MANAGERIAL AND CORPORATE ETHICS

This course provides an analysis of theories of ethics, domestically and globally, and practices that stem from such theories, such as corporate codes of conduct. Students will also explore their own personal ethics related to their roles and behaviors within business organizations. The concept of corporate responsibility within a global context will also be analyzed.

4 Quarter Credit Hours
Prerequisite: GN 500

GN 509: STATISTICAL ANALYSIS FOR BUSINESS

This course provides an analysis and evaluation of the use of statistics and mathematical modeling for effective decision making in management practice. Students will analyze and evaluate cases from a wide variety of functional business areas, developing hypotheses and testing them using such tools as analysis of variance, regression, linear programming, inventory control, and simulation. Students will also analyze and evaluate software programs, websites, and other sources for their veracity as decision-making resources.

4 Quarter Credit Hours
Prerequisite: GN 500

GN 510: MANAGING PROJECTS

This course provides an analysis and evaluation of the theories and practices for managing projects in effective organizations. Students will analyze and evaluate strategies, tools, software, and management approaches to effectively complete and evaluate the effectiveness of projects. Topics include setting project goals and objectives, conducting feasibility studies, measurement tools including the most current and best software tools, strategies for effective human resource allocation, and approaches to gauging the worth of the project deliverables and the effectiveness of the project management process.

4 Quarter Credit Hours
Prerequisite: GN 500

GN 511: STRATEGIC HUMAN RESOURCES MANAGEMENT

This course provides an analysis and evaluation of the role of human resources planning and practices in an organization's strategic planning efforts. Students will evaluate and apply the most current theories and practices of strategic human resources management to the operation and effectiveness of organizations in domestic and global business environments. Topics include managing knowledge workers, managing cross-cultural teams, the impact of changing legal environments, downsizing, and outsourcing.

4 Quarter Credit Hours
Prerequisite: GN 500

GN 523: INTERNATIONAL FINANCE

This course provides an analysis and evaluation of the financial management problems of a firm operating in an international environment. Students explore the impact of foreign exchange risk on the management of a firm's funds, including hedging strategies, managing funds flow, and the positioning of assets on a global basis. Students will study the complexities of a multinational environment, with emphasis on money and capital market opportunities not typically available to a domestic firm.

4 Quarter Credit Hours
Prerequisite: GN 504

GN 525: INTERNATIONAL HEALTH SYSTEMS

In this course, students will explore several key areas related to international health care: globalization, international public health, international health reform, and international health services. Students will also assess the comparative effectiveness of health system models in industrialized, developing, and transitional nations.

4 Quarter Credit Hours
Prerequisite: GN 572

GN 526: PUBLIC HEALTH SYSTEMS MANAGEMENT

In this course, students will explore managerial processes and strategies for public health systems. In addition, students will examine a population-based approach to health care while exploring public health sciences, prevention of chronic and infectious diseases and injuries, future directions for public health, international health, ethics, context analysis, health promotion, and disease prevention. The course also examines health systems and how they may assure quality care within existing financial constraints.

4 Quarter Credit Hours
Prerequisite: GN 525

GN 527: QUALITY HEALTH CARE MANAGEMENT

This course examines the role of quality management in optimizing business practices and health care delivery. The course focuses on outcome measures, process/outcome relationships, and methods for process improvement in order to improve quality and utilization. Students will explore the needs of health care professionals in relation to providing quality services.

4 Quarter Credit Hours
Prerequisite: GN 525

GN 528: COMPREHENSIVE HEALTH CARE STRATEGIES

This course emphasizes the essential concepts of marketing and strategy as they apply to health care. Students will analyze health care strategies and the laws that affect operational decisions. The course covers strategic and tactical planning issues with particular attention to marketing and strategic planning, opportunity assessment, external analysis, the legal environment, and strategic resource allocation.

4 Quarter Credit Hours
Prerequisite: GN 525

GN 543: MANAGING CHANGE

This course provides an analysis and evaluation of organizational development theories and practices as they relate to managing change in organizations.

Students will analyze factors that affect change, the role of leadership in influencing and managing change, and change models currently being employed in organizations.

4 Quarter Credit Hours
Prerequisite: GN 500

GN 544: QUALITY MANAGEMENT

This course provides an analysis and evaluation of theories and practices related to the role of quality in establishing and maintaining a company's competitive market position. Students will explore the impact of quality as a philosophy, basic statistical tools, problem-solving methods, and behavioral models on improving performance of a business enterprise.

4 Quarter Credit Hours
Prerequisite: GN 500

GN 554: OPERATIONS STRATEGY

This course provides an analysis and evaluation of theories, principles, concepts, and techniques used for effectively managing the flow of goods or services. Students will examine supply chain management, capacity planning and scheduling, managing inventories, assuring quality, motivating employees, and locating facilities. Emphasis is given to systems and tools for analyzing design and operational problems in both the service and production sectors.

4 Quarter Credit Hours
Prerequisite: GN 509

GN 572: INTERNATIONAL MANAGEMENT

This course provides an analysis and evaluation of the factors that create unique managerial challenges in international or multinational organizations. Students will analyze and evaluate theories and practices related to foreign trade and investment, international monetary flow, government/business relationships, impacts of differing cultures on management and business practices, and issues related to doing business in developing countries.

4 Quarter Credit Hours
Prerequisite: GN 500

GN 573: INTERNATIONAL MARKETING

In this course, students will examine international marketing practices. Students will analyze the theories and practices for effectively managing the flow of an organization's products and services to foreign markets. Students will also explore analytical frameworks to help understand different cultural environments and the relationship between the marketplace and marketing functions. Emphasis is placed on cultural sensitivity during the development of marketing strategies for diverse cultural, political, and economic situations. The course will focus on foreign market analysis, target market identification, and market positioning in the international arena.

4 Quarter Credit Hours
Prerequisite: GN 505

GN 574: INTERNATIONAL MANAGERIAL COMPETENCIES

In this course, students will examine the critical skills needed for the effective management of people across cultures. Globalization of the world's economy has dramatically increased the number of direct interactions that managers have with people from different cultures, hence the importance of understanding cultural differences. As such, students

will examine culture and various value dimensions as a basis to help understand different cultural environments. The course explores how management theory and practice both affect, and are affected, by the cultural environment. It examines a variety of managerial activities including communication, negotiation, and managing performance and diversity, among others. Lastly, students will explore cultural differences in a variety of countries.

4 Quarter Credit Hours

Prerequisite: GN 572

GN 599: COMPETING THROUGH BUSINESS STRATEGY

This course provides an integration of the functional areas of business with a focus on the use of this information for effective strategic decision making. Students will engage in, analyze, and reflect upon an interactive business simulation. Students will also submit their completed Self-Directed Learning Plan and a plan for their continued professional growth and development.

4 Quarter Credit Hours

Prerequisite: Last term or permission of the Dean

GRADUATE NURSING

MN 501: ADVANCED NURSING ROLES

This course explores skills and strategies essential to successful advanced nursing role implementation, as well as graduate program completion. Analysis of existing and emerging roles provides a foundation for selection of an individual advanced role specialization and an individual career development plan.

5 Quarter Credit Hours

Prerequisite: None

MN 502: THEORETICAL FOUNDATIONS OF ADVANCED NURSING

This course explores the evolution of nursing theory and its contribution to advanced nursing science. There is emphasis on the philosophical foundation, the hierarchical structure, and the evaluative criteria used in theory development and its practice application. Practical critiques and evaluations of theories from nursing and related fields, such as the natural, social, organizational, and biological sciences, are included to enhance learning. Models are explored relative to nursing administration, education, and practice.

5 Quarter Credit Hours

Prerequisite: MN 501

MN 503: ADVANCED STATISTICS FOR THE HEALTH SCIENCES

This course explores the application of statistical methods in research related to nursing and the health professions, and serves as a foundation for research and evidence-based practice. The purpose, assumptions, selection, and interpretation of selected statistical procedures will be explored. Techniques include exploratory, descriptive, comparative, correlational, and inferential statistics. Parametric and non-parametric techniques are presented. Statistical methods in selected research

studies will be critiqued. Students will use a statistical computer program for the preparation and analysis of data sets.

5 Quarter Credit Hours

Prerequisite: MN 501

MN 504: INQUIRY AND EVIDENCE-BASED PRACTICE

This course focuses on using an evidence-based approach to provide high-quality health care, initiate change, and improve nursing practice by nurses in advanced roles. The focus is on assessing current and relevant research for delineating issues, translating research, developing competencies in analysis and evaluation of relevant research, practice innovations, and evidence-based practice. Qualitative and quantitative methods of inquiry are explored.

5 Quarter Credit Hours

Prerequisites: MN 501 and MN 503

MN 505: HEALTH PROMOTION AND DISEASE PREVENTION IN A DIVERSE COMMUNITY

This course incorporates theoretical and empirical concepts related to health beliefs, health promotion, and risk reduction of diverse populations. Principles from the Healthy People 2010 initiative, epidemiology, biostatistics, and cultural competence guide comparisons of groups and inference development. Strategies and benefits of health promotion interventions are emphasized.

5 Quarter Credit Hours

Prerequisite: MN 501

MN 506: ETHICAL AND LEGAL PERSPECTIVES OF THE HEALTH CARE SYSTEM

This course introduces major ethical theories and provides an opportunity to analyze the ethical principles underlying health care. Students examine selected concepts and principles of ethics and law within a framework of ethical decision making for advanced nursing roles.

5 Quarter Credit Hours

Prerequisite: MN 501

MN 507: HEALTH POLICY, FINANCING, AND ORGANIZATION OF HEALTH CARE DELIVERY SYSTEMS

This course provides students with an understanding of health care policy formation and evaluation, facilitated by opportunities to investigate public policy and politics. The organization and delivery of health care is explored, including financial aspects of health care systems and pertinent issues in the relationship between policy and health care system change. Specific focus is placed on the leadership role of the nurse in current system dilemmas and issues.

5 Quarter Credit Hours

Prerequisite: MN 501

MN 508: TEACHING AND LEARNING STRATEGIES

This course examines theories and teaching/learning strategies relating to the development of effective educational experiences. Factors affecting the learning environment are explored in relation to staff development, patient education, and nursing education. Strategies for developing the educator role are included.

5 Quarter Credit Hours

Prerequisite: All core courses

MN 509: CURRICULUM DESIGN

This course emphasizes the foundations of curriculum design and the application of these foundations to the development of courses, groups of courses, and programs. Integration of nursing philosophy, conceptual framework, objectives for programs, and competencies/standards is also included. This course provides content and learning experiences that enable students to understand all phases of the curriculum development process.

5 Quarter Credit Hours

Prerequisite: All core courses

Prerequisite or corequisite: MN 508

MN 510: INSTRUCTIONAL TECHNOLOGY INTEGRATION

This course examines the use of selected technologies that are appropriate to the instruction and curriculum process. The course will provide an introduction to the applications of educational technologies including: educational hardware and software, multimedia, interactive media, and, appropriate Internet use in classroom, online, and distance settings. Ethical and legal issues related to technology and teaching will also be discussed.

3 Quarter Credit Hours

Prerequisite: All core courses

Prerequisite or corequisite: MN 508

MN 511: ASSESSMENT AND EVALUATION

This course explores the principles and practices involving evaluation methods integral to nursing education. Concepts related to assessment, measurement, and evaluation in nursing are developed and analyzed. The process of analysis and modification of educational programs is emphasized to promote compliance with relevant standards, criteria for evaluation, and accountability.

5 Quarter Credit Hours

Prerequisites: All core courses, MN 508, and MN 509

MN 512: ORGANIZATIONAL THEORY AND BEHAVIOR

This course examines classical and contemporary organizational theories and their applicability in health care. Exercises in leadership, determining effectiveness, diagnosing the environment, motivation, and building effective relationships assist the nursing leader to develop a managerial presence. A final synthesis of management theory for personal growth is an emphasis of the course.

5 Quarter Credit Hours

Prerequisite: All core courses

MN 513: HEALTH CARE FINANCE, STRATEGIC PLANNING, AND BUDGETING

This course examines macro- and microeconomics in profit and non-profit health care organizations for non-financial managers. An analysis of decision making and strategic planning focuses the nursing leader toward plans that effectively promote success in dynamic health care environments. Conceptual and descriptive approaches are utilized to provide an overview of current practices and notable advances in strategic management. A budget is created within a case study model, allowing analysis of potential and actual budget variations.

5 Quarter Credit Hours

Prerequisite: All core courses

Prerequisite or corequisite: MN 512

MN 514: HUMAN RESOURCES MANAGEMENT

This course presents a managerial overview of various aspects of personnel management in a fiscally responsible environment. Activities are designed to familiarize students with recruiting, training, and retaining the best employees; ensuring high performance; and conforming practices to various regulations. Exercises designed to develop ability in personnel policy development and implementation are offered.

5 Quarter Credit Hours

Prerequisite: All core courses

Prerequisite or corequisite: MN 512

MN 515: INFORMATION AND HEALTH CARE TECHNOLOGIES

This course focuses on the use of information technology in advanced roles. Students will explore how computer, information, and nursing sciences are integrated to provide the basis for managing health care information. A current health care information system will be examined.

3 Quarter Credit Hours

Prerequisite: All core courses

Prerequisite or corequisite: Nurse administrator specialization students must complete MN 512

MN 519: NURSE EDUCATOR RESIDENCY

This residency (150 hours) provides the student with a mentored teaching experience in the content area and site selected by the graduate student and approved by course faculty. The residency offers the learner an opportunity to develop, implement, and evaluate a teaching/course plan based on the principles of teaching and learning and curriculum development acquired in the prerequisite courses. Requirements include development of a contract with the student's mentor teacher, measurable

learning outcomes, and lesson plan(s); the use of a variety of teaching methods and audiovisual aid; and both peer and student evaluations of effectiveness.

5 Quarter Credit Hours

Prerequisites: All core and specialization courses, or permission of the Dean

MN 520: NURSE ADMINISTRATOR RESIDENCY

This residency (150 hours) allows students to apply concepts of organizational dynamics and outcome measures, informatics, and financial management in a health care setting selected by the student and approved by course faculty. The residency offers the learner an opportunity to work closely with an administrator mentor in a selected health care setting. Requirements include development of a contract with the administrator mentor to work on a project unique to the specific agency, patient, or staff population that impacts quality, financial, or technological care outcomes.

5 Quarter Credit Hours

Prerequisites: All core and specialization courses, or permission of the Dean

MN 600: EVIDENCE-BASED PROJECT PROPOSAL

This option focuses on students developing a project proposal for an evidence-based solution to a work-setting problem or issue in the specialization area. Students use valid evidence to propose a solution, and develop plans to implement the solution and evaluate its effectiveness. Students prepare both a written project proposal and oral presentation of the proposal.

5 Quarter Credit Hours

Prerequisites: All core and specialization courses; the specialization residency requirement may be taken concurrent

MN 601: THESIS I

The thesis option consists of two courses (Thesis I and Thesis II) and is designed for the graduate student who plans to pursue doctoral education. In Thesis I, the student identifies an original research problem in their specialization area that is feasible and worthwhile to study, and develops a research proposal. The decision to choose the thesis option should be made in conjunction with the student's Specialization Chair, with whom the student can discuss the appropriateness of the option.

5 Quarter Credit Hours

Prerequisites: All core and specialization courses; the specialization residency requirement may be taken concurrently

MN 602: THESIS II

The thesis option consists of two courses (Thesis I and Thesis II) and is designed for the graduate student who plans to pursue doctoral education. In Thesis II, the student collects and analyzes data and reports findings of the research study. In addition to the thesis submission, an oral defense is required. The decision to choose the thesis option should be made in conjunction with the student's Specialization Chair, with whom the student can discuss the appropriateness of the option.

5 Quarter Credit Hours

Prerequisite: MN 601; the specialization residency requirement may be taken concurrently





Concord Law School

Mission Statement

Concord Law School, using state-of-the-art technology and the Internet, delivers a sound program of legal education that is accessible and affordable. Concord's program helps career-focused learners achieve their personal and professional goals. In doing so, the program uniquely serves the needs of the legal profession and the public interest.

Concord Law School Information

Concord Law School reserves the right to change provisions of this Catalog, with or without notice, subject to accreditation and licensing requirements. Where the Concord policies set forth in this section differ from general Kaplan University policies, the Concord policies apply to students in any of the Concord programs.

At Concord Law School, students may choose a program of study leading to a Juris Doctor (JD) or Executive Juris DoctorSM (Executive JDSM/EJDSM). Concord has authority, which it is currently not using for new students, to award a Bachelor of Science in Law (BSL) degree to qualifying students in limited circumstances and to award the LLM (Master of Laws) degree. Employing Internet-adaptive technologies, Concord programs offer excellent course instruction while allowing students the flexibility of choosing when and where they study.

ABA Approval

Concord is not on the list of schools approved by the American Bar Association (ABA). The ABA Standards for the Approval of Law Schools currently do not allow for JD programs that are delivered fully or substantially online.

Program Objectives

Concord delivers a sound program of legal education that compares favorably to programs offered by traditional, fixed-facility schools.

JD PROGRAM

Students seeking to practice law and develop a wide range of career opportunities should enroll in the Juris Doctor program. The JD program focuses on the knowledge and skills necessary to be a responsible and effective member of the legal profession. Law study and the JD degree have also been widely recognized as providing a foundation for individuals working in business, government, education, and public interest positions.

The JD program at Concord strives to develop students' abilities, skills, and perspective in legal fundamentals, professional and practical skills, and critical thinking skills.

EJD PROGRAM

The EJD is a program pioneered by Concord to provide a law-based degree for those individuals who do not intend to become practicing attorneys. It is designed for individuals who are seeking an understanding of the U.S. legal system to enhance their current career, to open up employment opportunities, or for their personal growth. In addition to obtaining a thorough legal background, graduates will have sharpened their analytical reasoning and communication skills.

Students in the EJD program will not be certified as meeting the requirements of the State Bar of California to sit for the California Bar Examination. The EJD offers more flexibility than the JD program without sacrificing a rigorous education in core legal subjects. In addition to general law studies, EJD students may opt to participate in an area of concentration called "tracks." There are currently three "tracks" in the specialty areas of health law, law and technology, and criminal justice.

The Curriculum

Concord Law School provides comprehensive, rigorous, and dynamic instruction leading to the Juris Doctor and Executive JD degree. Unlike most of its fixed-facility counterparts, Concord utilizes technology and the Internet to communicate its instructional material and enhance and streamline the learning process.

Concord's course of study is presented in a variety of formats. The casebooks and other textbooks required in the Concord programs are those regularly used at law schools nationwide. Lectures are presented over the Internet, while assignments are researched and prepared using electronic research engines. Students may access lectures, curriculum, and the law library virtually 24 hours a day, 7 days a week. In addition, Concord professors conduct classes over the Internet. Students are required to complete online course modules that include multiple choice tests and essays.

JD PROGRAM

The JD program at Concord is a 92-unit, 4-year program. Students are required to successfully complete at least 22 to 24 units of coursework between 48 to 52 consecutive weeks each year. The program consists of required courses and electives. Graduates of this program will have met the legal education requirement of the Committee of Bar Examiners of the State Bar of California and may apply for admission to the State Bar of California. JD students may obtain a concentration in health law by focusing their electives (12 units) in the health law area.

	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
REQUIRED	Contracts	Civil Procedure	Corporations	Community Property
	Torts	Constitutional Law	Evidence	Wills and Trusts
	Criminal Law	Real Property	Professional Responsibility	Remedies
	Legal Writing and Test Taking	Criminal Procedure	Legal Analysis and Writing	Capstone
			Legal Research	
ELECTIVES	No Electives	No Electives	2-4 units	6-8 units

EJD PROGRAM

The EJD program is a 72-unit, 3-year program. Students who complete the EJD program will not be eligible to sit for the California State Bar Examination. Students in the EJD general program are required to complete 36 units in specific core classes indicated below and an additional 36 units of electives to graduate.

All EJD students start with the same classes that the first-year JD students take (Contracts, Torts, Criminal Law, and Legal Writing and Test Taking) and all tracks must also complete Constitutional Law, Legal Research, Legal Analysis and Writing, and Ethics. In addition to these required courses, some courses require the taking of another course, either previously or concurrently. For example, a student taking Bioethics should have previously taken Health Law.

Health Law

Students who elect the health law track combine a core of required

courses with a wide range of health law electives. In the second year, students begin the specialization with the foundation-building Health Law course. This track is designed for individuals with a background in the health care profession who seek to enhance their current position or seek new employment opportunities. While the program is designed to prepare graduates to pursue employment in their field of study, or in related fields, Concord does not guarantee that graduates will be placed in any particular job or employed at all.

Law and Technology

This track is designed for individuals with a technology background who seek to enhance their current position or who seek new employment opportunities. EJD students on this track are required to take Civil Procedure, Real Property, Intellectual Property, and Cyberlaw plus a combination of eight units of selected upper-division technology electives—through Kaplan University—and/or patent law elective courses.

Criminal Justice

This track is designed for individuals with a background in criminal justice who seek to enhance their current position or who seek new employment opportunities. While the program is designed to prepare graduates to pursue employment in their field of study, or in related fields, Concord does not guarantee that graduates will be placed in any particular job or employed at all. EJD students on this track are required to take Criminal Procedure and Evidence plus eight units of selected upper-division criminal justice electives through agreement with Kaplan University.

California State Bar Registration

Students enrolled in the Juris Doctor program must register with the State Bar of California no later than 90 days after beginning law studies at Concord.

“Pursuant to Rule V, Section 2 of the Rules Regulating Admission to Practice Law in California, every general applicant for admission to practice law in California shall file a registration application with the Committee of Bar Examiners not later than 90 days after he or she begins the study of law and shall pay the registration fee. Every general applicant who registers later than 90 days after beginning the study of law shall pay a late fee in addition to the regular registration fee.”

For more information, see www.calbar.ca.gov. Specific information is found in the Admissions section.

For online registration, visit <http://calbar.xap.com>.

Note: Registration as a first-year student is distinct from registering to sit for the California State Bar First-Year Law Students’ Examination (FYLSE). All students who successfully complete the first year at Concord and satisfy all other requirements will be certified to sit for this examination. More information about the FYLSE is available from the student’s Concord homepage at the Student Services link under the FAQs tab.

		EJD HEALTH LAW	EJD LAW AND TECHNOLOGY	EJD CRIMINAL JUSTICE
FIRST YEAR	<ul style="list-style-type: none"> • Contracts • Torts • Criminal Law • Legal Writing and Test Taking 	<ul style="list-style-type: none"> • Contracts • Torts • Criminal Law • Legal Writing and Test Taking 	<ul style="list-style-type: none"> • Contracts • Torts • Criminal Law • Legal Writing and Test Taking 	<ul style="list-style-type: none"> • Contracts • Torts • Criminal Law • Legal Writing and Test Taking
SECOND YEAR	<ul style="list-style-type: none"> • Constitutional Law • 18 units of electives 	<ul style="list-style-type: none"> • Constitutional Law • Health Law • 14 units of electives* 	<ul style="list-style-type: none"> • Constitutional Law • Civil Procedure • Real Property • Either Cyberlaw or Intellectual Property 	<ul style="list-style-type: none"> • Constitutional Law • Criminal Procedure • 14 units of electives*
THIRD YEAR	<ul style="list-style-type: none"> • Legal Analysis and Writing • Legal Research • Ethics • 18 units of electives 	<ul style="list-style-type: none"> • Legal Analysis and Writing • Legal Research • Ethics • 18 units of electives* <p>*Must take a total of 12 units in health law electives for the concentration.</p>	<ul style="list-style-type: none"> • Legal Analysis and Writing • Legal Research • Ethics • Either Cyberlaw or Intellectual Property • 14 units of electives* <p>*Must take a total of eight units of a combination of patent law courses and Kaplan University technology electives for the concentration.</p>	<ul style="list-style-type: none"> • Legal Analysis and Writing • Legal Research • Ethics • Evidence • 12 units of electives* <p>*Must take a total of two Kaplan University criminal justice electives for the concentration.</p>

Admissions

JD Program

Applicants who have earned a bachelor's degree from a regionally or Distance Education Training Council (DETC)-accredited institution approved by the State Bar of California will be considered for admission to Concord's law programs. In addition to Concord's admissions requirements, all applicants must also meet the statutory requirements for prelegal education required by California law and State Bar rules. In general, students must have a 3.0 or better cumulative grade point average (CGPA) from their undergraduate work.

Applicants must also complete Concord's online admissions test. The Law School Admissions Test (LSAT) is not required, but Concord applicants who have taken that test may also submit those scores. Applicants must complete a telephone interview, which is crucial to determining applicants' motivation, desire to succeed, and suitability for distance learning. An applicant's completed application and admissions file is then reviewed by the School's Admissions Committee.

Applicants who have completed their undergraduate and/or graduate study outside the United States must have their study evaluated by a credential evaluation service approved by the Committee of Bar Examiners and must demonstrate English proficiency. Such proficiency may be demonstrated by a TOEFL score of 550/213/80 or higher or at least two years of college-level study completed within the United States. All courses offered are conducted in English. Students must be able to speak, read, and write English fluently. English abilities will be determined through the School's interview and application process.

Concord Admissions Advisors are available to provide additional information on Concord's admission requirements. For more information about the requirements of the State Bar of California, contact it directly at 213.765.1500 or via its website at www.calbar.ca.gov.

EJD Program

The requirements are the same as the JD program with the exception that the undergraduate institution attended need not be approved by the State Bar of California.

Transfer Students

Students who have completed law study at schools in the United States must have their legal study evaluated and certified by the Committee of Bar Examiners prior to Concord's acceptance and application of those credits into its JD program. Transfer units for the EJD program will be awarded based upon evaluation by the Associate Dean of the EJD program of the specific course description and curriculum content at other institutions in comparison with those offered at Concord Law School.

No credit is offered for experiential learning (work experience).

Application Dates

Concord Law School practices a "rolling admissions" policy. Qualified candidates will be accepted throughout the academic year. First-year students may begin at any one of six class start dates (January, February, April, June, August, and September) during the year. Upper-division students may begin at any one of two class starts (January and July) during the year.

Application for Readmission

Former students who wish to return to Concord in either the JD or EJD program after withdrawing or having been dismissed should contact the Administrative Office in Los Angeles for application documents.

Applicants who are applying for readmission after dismissal from the School or after withdrawing more than 9 months earlier will be reviewed as if they are new applicants to the School. Applicants who have received permission to apply for readmission less than 9 months after their withdrawal from the School may be reviewed as a continuously enrolled student at Concord's discretion.

Equipment, Internet Connection, and Technological Competency

The computer equipment utilized to access Concord's online program must meet the minimum requirements below. Elective courses may have additional requirements. Note that the minimum computer and software requirements may evolve during a student's course of studies, in particular as third-party vendors discontinue support for older versions of a product.

TECHNOLOGY REQUIREMENTS

CURRENT STUDENTS	STUDENTS STARTING JANUARY 2008
<p>Hardware/OS Minimums</p> <ul style="list-style-type: none"> • Intel Pentium or Celeron, or AMD Sempron 1.0 GHz or faster; 1.6 GHz recommended. • 512 MB RAM; 1 GB or more recommended. • Windows XP or greater. • Sound cards and speakers. <p>Software</p> <ul style="list-style-type: none"> • Internet Explorer 6.0 or higher or Firefox 2.0.0.3 or higher. • Adobe Flash Player 9.0 or higher (downloaded from the Internet). • Verisign Digital Certificate. • MS Word 97 or higher or WordPerfect 6 or higher. • RealPlayer version 8.0 or higher (downloaded from the Internet). • Adobe Reader 6.0 or higher (downloaded from the Internet). 	<p>Hardware/OS Minimums</p> <ul style="list-style-type: none"> • Intel Pentium or Celeron, or AMD Sempron 1.6 GHz or faster. • 1 GB RAM or more. • Windows XP or greater. • Sound card and speakers. <p>Software</p> <ul style="list-style-type: none"> • Internet Explorer 6.0 or higher or Firefox 2.0.0.3 or higher. • Adobe Flash Player 9.0 or higher (downloaded from the Internet). • Verisign Digital Certificate. • MS Word 97 or higher or a word processor that can create files with the following extensions: .doc (MS Word 97 through MS Word 2003), .docx (MS Word 2007), or a standard .rtf (rich text format). • RealPlayer 8.0 or higher (downloaded from the Internet). • Adobe Reader 8.0 or higher (downloaded from the Internet).

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CURRENT STUDENTS	STUDENTS STARTING JANUARY 2008
<ul style="list-style-type: none"> • A current antivirus application with up-to-date virus definitions; a current antispyware program is recommended. <p>Internet Connection</p> <ul style="list-style-type: none"> • A reliable connection to the Internet consisting of at least a 56 Kbps modem; a broadband connection is preferred. • An email address that will accept all emails, including attachments, from the domain name concord.kaplan.edu (Note: Students are presumed to receive the messages sent to designated email addresses. It is the responsibility of the student to ensure that messages from Concord Law School are not blocked and that the mailbox is not too full to receive messages.) <p>Technological Competency</p> <ul style="list-style-type: none"> • Ability to use email to correspond with faculty, staff, and students. • Ability to access, create, and save documents in MS Word or WordPerfect (this includes the ability to cut-and-paste, edit documents, and search for files). • Ability to browse the Web. • Ability to run an antivirus application to ensure that files are virus free. • Ability to open .pdf files. 	<ul style="list-style-type: none"> • A current antivirus application with up-to-date virus definitions and a current antispyware program. <p>Internet Connection</p> <ul style="list-style-type: none"> • A reliable connection to the Internet consisting of at least a 56 Kbps modem; a broadband connection is preferred. • An email address that will accept all emails, including attachments, from the domain name concord.kaplan.edu (Note: Students are presumed to receive the messages sent to designated email addresses. It is the responsibility of the student to ensure that messages from Concord Law School are not blocked and that the mailbox is not too full to receive messages.) <p>Technological Competency</p> <ul style="list-style-type: none"> • Ability to use email to correspond with faculty, staff, and students. • Ability to access, create, and save documents in MS Word or standard .rtf (rich text format) (this includes the ability to cut-and-paste, edit documents, and search for files). • Ability to browse the Web. • Ability to run antivirus and antispyware applications to ensure that files are virus free. • Ability to open .pdf files.

Student Services

Academic Calendar

Concord Law School has four or more starts each year for first-year students and two starts each year for upper-division students. Some start dates, as well as academic events, may conflict with religious or secular holidays. Concord will attempt to avoid these conflicts or schedule around them on a case-by-case basis, but may not be able to do so in all instances.

Orientation

The Concord experience begins with a thorough orientation to the study of law and the online learning environment. Through the online orientation, students learn how to operate in the School, how to study law, and how to access the resources available at Concord.

Prestart Fundamentals Program

Many law students start their law school career with little knowledge of the legal system, what is expected of them, or how to get the most from their studying. At Concord, the Prestart Fundamentals Program relieves some of the stress of the first few months of law school. The course provides an introduction to the skills necessary for success and the background and context that are important for first-year studies at Concord.

Within a few weeks of admission, a Concord student receives access to a Prestart Orientation. New students have the opportunity to become familiar with the Concord online environment through their Prestart personal homepage and from there gain access to the Fundamentals course. A Concord faculty member is available throughout this period to answer questions and assist in orienting students to the law school experience.

The Fundamentals course is not available for applicants accepting advanced standing admission to Concord.

Student/Faculty Interaction

At Concord, students interact with faculty and fellow students through online classes, emails, interactive bulletin boards, listservs, and telephone calls. The program incorporates synchronous classes convened over the Internet at regularly scheduled times each week. These classes function like classes in a traditional law school setting. Students are expected to come to class prepared on the day's assigned reading. The professor engages the students in a discussion of the assigned material, which includes questions that may be directed to the class or to a particular student in the class. At the time of publication of this Catalog, these classes are audiostreamed from professor to student and text-based responses are sent from student to professor. The classroom is led by the professor, who has the capacity to transmit some or all of the responses that are offered to a particular question by students to the class as a whole.

An online student roster provides an additional opportunity to contact fellow classmates. Those who have experienced the Concord classroom as either student or teacher typically remark on the richness and interactivity of the class sessions.

Academic Support

Concord is committed to providing a supportive learning environment for its students. The Dean of Students supervises a program of interaction and intervention designed to encourage and support students as they achieve their educational goals.

At the start of law study, students are introduced to their Law Advisor, who monitors their progress throughout the program. Each student is required to make consistent progress toward completion of his or her studies. Progress is measured by the student's progression through modules in each course. Thus, students are deemed to be doing unsatisfactory work when they fail to maintain the recommended study pace. If a student falls behind an average of three modules, the student is contacted and offered encouragement and guidance. If a student falls an average of five modules behind, the student is placed on probation and is contacted by the Law Advisor. Together, the student and Advisor develop a study plan to assist the student in overcoming scheduling, academic, or other problems that may have been creating barriers to satisfactory performance. In addition, if academic issues have slowed the student's progress, appropriate counseling and professor discussions are initiated.

Law Library

Students access a complete law library from their computers. On Concord's website, a law library interface is available that gives students access to the Internet's free legal library. The library includes, among other things, all U.S. Supreme Court cases, the U.S. Constitution (with annotations to Supreme Court cases), all U.S. Codes, the Federal Rules of Evidence, the Federal Rules of Civil Procedure, codes of Professional Responsibility, all California codes and laws, and recent appellate cases and law review articles. It also includes access to the UAH Salmon Library at the University of Alabama in Huntsville, Alabama, used by Kaplan University, which provides online access to several excellent business, periodical, and law-related databases.

The School provides students with access to Westlaw, an electronic legal library, after they have been enrolled for a month. In addition to the Concord Librarian's tutorial, Westlaw offers research training by telephone and materials to navigate through the wealth of information available.

The School also provides students with access to HeinOnline, an image-based retrospective of more than 1,000 law journals with substantial historical coverage, as well as access to historical copies of the Federal Register, U.S. treaties, and other international agreements.

The Concord Law Librarian is also available to assist students in developing research skills to find the resources they need on the Internet.

Career Services

Concord is committed to supporting its students efforts in obtaining up-to-date information about entering the legal field after graduation or obtaining legal experience while enrolled at the School. Although the School site has links to resources that allow any student to investigate the career opportunities open to those with a legal education, they are primarily for third- and fourth-year students. As students progress through the Concord program, they may contact the Career Services Director for individual assistance with their career development. Concord does not guarantee that graduates will be placed in any particular job or employed at all.

Concord's JD program is designed to meet the requirements of the State Bar of California to allow Concord's JD graduates to sit for the California Bar Exam if all additional requirements are met. Students interested in sitting for the Bar Exam in other jurisdictions should consult those admission-to-practice rules.

Although the JD program is designed to prepare students to sit for the Bar Exam, Concord cannot guarantee students will pass the exam.

Student Rosters

Concord maintains student rosters that constitute the School directory. Students may choose to opt out entirely or restrict the information available to third parties. All information posted to the student rosters must comply with School policies, such as the Student Conduct policy, Acceptable Use policy, Family Educational Rights and Privacy Act (FERPA) of 1974, and Statement on Nondiscrimination.

Administrative Offices

Concord's administrative offices are located at 10866 Wilshire Boulevard, Suite 1200, Los Angeles, CA 90024. The general telephone number is 310.689.3200 and the fax number is 310.470.3547.

All members of the faculty and administration are available through email, fax, and phone. Student questions, in most situations, are answered in 24 to 48 hours.

Concord maintains student transcripts and student records at this location consistent with the requirements of the Higher Learning Commission and the State Bar of California. Transcripts will not be released without the prior written consent of the student in accordance with FERPA.

School Policies

Attendance Policy

Concord's learning management system captures when students complete academically related activities, such as when they log in to the school site (student homepage), how long they stay logged in during a session, and when they click through assignments in their course modules. The data captured on this learning management system will be used to monitor student progress and determine if students are "attending" the School.

Concord's learning management system is the official record for implementing the Attendance policy:

1. Students who do not complete academically related activities within the first 7 days of the term start date will be withdrawn from their classes and their enrollment will be administratively cancelled.
2. Students who fail to complete academically related activities for 21 consecutive calendar days, excluding scheduled breaks, will be administratively withdrawn from the program.
3. Students dismissed for nonattendance may apply for readmission under Concord's application for readmission policies and procedures.
4. Students may appeal to the Dean of Students or the Dean's designee if they feel an error has been made in their attendance calculation. All appeals must occur within 30 days of any administrative action.

Academic Year and Enrollment Status

Concord's term for JD students is 51 weeks. The standard term for EJD students is 52 weeks, which may be extended to a nonstandard 78-week term.

Concord is required on different occasions to report the number of students in full-time or part-time status.

A student's enrollment status can impact financial aid eligibility. The reference to "term" is for the 51-week term for JD students and the 52-week term for EJD students.

- Full-time = 22 credit hours per term
- Three-quarter-time = 16 credit hours per term
- Half-time = 11 credit hours per term

The Veterans Administration may have different definitions for full-time and part-time status. Students receiving veterans benefits should talk to the veterans certifying official.

Add/Drop Policy for Courses

Required courses are not subject to the Add/Drop policy. Students in the JD program are responsible for ensuring that they are carrying sufficient units for a "qualifying year of law study" as required by the State Bar of California. Students in the EJD program are responsible for ensuring that they are carrying sufficient units to complete the program within the six-year time limit.

JD STUDENTS

After the term begins, students will have a 14-day add/drop period in which to change an elective choice. Only one "add/drop" is permitted per term. The course dropped under this policy within the 14-day period will not appear on the student's transcript.

EJD STUDENTS

Students may drop or add an elective course within 14 days of the course start date. The dropped course will not appear on the student's transcript.

Students may drop an elective course within 30 days of the course start date as long as they have not yet clicked into module 4 in the course they wish to drop. The course dropped will be reflected on the transcript and have a "W" entered in the grade column.

Academic Standards and Academic Dismissals

GENERAL JD PROGRAM REQUIREMENTS

To maintain good academic standing in the JD program at Concord, JD candidates must actively progress toward the completion of each academic year as required by the State Bar of California. Students must maintain a module pace dictated by State Bar of California rules that require students to complete their studies (a minimum of 864 hours of Concord curriculum) within 48 to 52 weeks in each year of the program.

Students who do not maintain an appropriate pace, or who do not log into their courses in a timely manner after a term begins, are subject to probation and possible dismissal. Further, any grade lower than "C-" is considered a failing grade and the hours of credit earned will be reduced. Any student who earns a grade of "D" (including "D+" or "D-") earns credit for only one half of the total number of hours possible for that course. Any student who achieves a grade of "F" earns no credit for that course.

FIRST-YEAR JD REQUIREMENTS

JD students in the first academic year must pass every course with a "C-" or above to receive credit for the units studied at Concord and for Concord to certify the student for the First-Year Law Students' Examination (FYLSE) as required by the State Bar of California. Should the student fail any individual course (receive a grade below a "C-") in the first year, he or she will not be certified for the FYLSE and will be dismissed from the JD program.

Students dismissed from the JD program for failing to achieve a "C-" or above in each first-year course may petition to continue law study at the school in the EJD program. Credit for courses completed in the JD program with a "C-" or better will be transferred to the EJD program. Transfer credit for courses in which the student achieved a "D" will be reviewed and granted at the discretion of the Associate Dean of the EJD program.

UPPER-DIVISION JD FYLSE REQUIREMENTS

JD students are required to take and pass the FYLSE unless they qualify for an exemption based upon attendance at a prior law school or because they have already passed the FYLSE.

Rule VIII of the Rules Regulating Admission to Practice Law in California provides as follows:

RULE VIII

Examinations

Section 1. First-Year Law Students' Examination.

(b) An applicant who is required to take the First-Year Law Students' Examination shall not receive credit for any law study until the applicant has passed the examination. An applicant who passes the examination within three consecutive administrations of first becoming eligible to take the examination upon completion of one year of law study shall receive credit for all law study completed to the date of the administration of the examination passed. An applicant who does not pass the examination within three consecutive administrations of first becoming eligible to take the examination but who subsequently passes the examination shall receive credit for his or her first year of law study only.

First-year Concord JD students awaiting the next administration of the FYLSE, or awaiting results, are permitted to enroll in their second-year courses provided that the student is otherwise in good standing at Concord. While a JD student is permitted to continue and complete the second year of studies while the second or third administration to pass the FYLSE is pending, under no circumstances may a student begin the third year at Concord in the JD program without successfully passing the FYLSE. JD students who are repeating the second year because they passed the FYLSE on a fourth or subsequent administration are considered not in compliance with the Satisfactory Academic Progress policy set forth below.

JD students who fail to pass the FYLSE within three consecutive administrations of first becoming eligible to take the examination are automatically dismissed from the JD program. Dismissed JD students will be permitted to continue law study in the nonbar-track EJD program as long as they are in good academic standing at Concord and as long as they meet the criteria established by the EJD program for transfer. Contact Administration or the Director of EJD Student Affairs for more information.

Students who transfer to the EJD program (nonbar track) may not transfer back to the JD program (bar track).

GENERAL UPPER-DIVISION JD ACADEMIC REQUIREMENTS

First-year students who achieve passing grades in all their courses but end the term with a grade point average (GPA) below 2.0 are placed on academic probation. Students must then attain a cumulative GPA of 2.0 at the end of their second year to progress on to their third year of studies.

If an upper-division student's CGPA falls below a "C" (2.0), the student shall be placed on academic probation for the subsequent year of their studies at the School. Upper-division students who are repeating a year because they have failed the year (see below) are automatically placed on academic probation regardless of the CGPA.

While on academic probation, a student who fails to attain a cumulative average of "C" for the academic year is subject to dismissal from Concord.

UPPER-DIVISION JD STUDENTS WHO FAIL A YEAR

Upper-division students who fail to complete the minimum number of units required for a "qualifying year of law study" under the rules of the State Bar of California may continue their studies at Concord but will have to make up the failing year of law study. The course load for the makeup year will be constituted as follows:

- Any course in which the student achieved a grade of "C-" or lower in the failing year must be repeated under the Retaken Work policy.
- Any course in which the student achieved a grade of "C" or better in the failing year may be repeated under the Retaken Work policy, at the option of the student, as long as the current course offerings at Concord will allow that student to successfully complete four qualifying years of law study.

Students shall be allowed to make up 1 year of law study. Students who achieve another failing year are subject to dismissal from Concord.

EJD PROGRAM REQUIREMENTS

To maintain good standing in the EJD program at Concord, EJD candidates:

1. Must maintain a cumulative average of 1.7 to advance to the second and third years of study at Concord. If a student's cumulative average for any academic year falls below 1.7, the student shall be placed on academic probation for the next year of study at Concord. If a student again fails to maintain a cumulative average of 1.7 for the academic year while on academic probation, the student is subject to dismissal from the School.
2. Must pass each of the required core courses in the EJD program they have selected. Students who do not pass a required course may repeat that course. A student who again fails to pass a required course is subject to dismissal from the School.
3. A student whose GPA for any term falls below 1.5 is subject to dismissal from the School.

Satisfactory Academic Progress

Satisfactory academic progress is defined as follows for students in the JD program without prior law studies, or with prior law studies and an exemption from the FYLSE:

1. The student is at, or no more than four modules behind, the ideal module pace as set forth in the ideal module table on the School site;
2. Achieves a GPA of at least 2.0 in the first year and maintains a CGPA of at least 2.0 in all upper-division years;
3. Completed the previous year of study with at least 22 units of credit; and
4. Has passed the FYLSE before starting the third year.

Satisfactory academic progress is defined as follows for students in the JD program with prior law studies who are required to take and pass the FYLSE, and established eligibility for the FYLSE before matriculating to Concord:

1. The student is at, or no more than four modules behind, the ideal module pace as set forth in the ideal module table on the School site;
2. Achieves a GPA of at least 2.0 in the first year and maintains a CGPA of at least 2.0 in all upper-division years;

- Completed the previous year of study with at least 22 units of credit; and
- Has passed the FYLSE before starting the second year.

Satisfactory academic progress is defined as follows for students in the EJD program:

- The student is at, or no more than four modules behind, the ideal module pace as set forth in the ideal module table on the School site and
- Achieves a GPA of at least 1.7 in the first term and maintains a CGPA of at least 1.7 in all upper-division terms.

Reinstatement/Extended Enrollment Status

A student who is terminated because of either failure to comply with the Attendance policy or who has been found in violation of the Satisfactory Academic Progress policy, as set forth above, may appeal the decision by submitting a written appeal to the Associate Dean at associatedean@concord.kaplan.edu. Appeals must:

- Be submitted within 30 business days of notification of the termination or failure to comply and
- Explain the circumstances surrounding the failure to comply with School policies and provide appropriate supporting documentation.

The student will be notified within 10 business days of the Associate Dean's decision. If a student is reinstated, it will be on an extended enrollment status. Students on extended enrollment status are not eligible for financial aid.

A student who has been reinstated on extended enrollment status who becomes compliant with the Satisfactory Academic Progress policy may petition the Associate Dean to be placed back on regular status.

Grading and Examination

GRADING SCALE

Concord grades all examinations using standards similar to those employed by the Committee of Bar Examiners of the State Bar of California. All exams, written assignments, and other assessments are governed by the Concord Honor Code.

83 and above = A
 80–82 = A-
 78–79 = B+
 73–77 = B
 70–72 = B-
 68–69 = C+
 63–67 = C
 60–62 = C-
 58–59 = D+
 53–57 = D
 50–52 = D-
 Below 50 = F

Grading Symbols

A: Superior
 B: Excellent
 C: Proficient
 D: Below Standard Proficiency
 F: Unsatisfactory

Grade Point Value Scale

4.0 pts
 3.0 pts
 2.0 pts
 1.0 pts
 0.0 pts

A plus or minus sign denotes the higher or lower end of the grade range and adds or subtracts, respectively, 0.3 pts to the standard point value of the letter grade (e.g., an "A-" = 3.7 pts while a "B+" = 3.3 pts). Any JD student who achieves a grade of "D" (including a "D+" or "D-") earns credit for only one half of the total number of hours possible for that course. Any student who achieves a grade of "F" earns no credit for that course.

GPA is determined by multiplying the point value of the grade received by the number of units in that course. This is done for each course completed. These numbers are then added together and divided by the total number of units completed. Any course with an incomplete ("I") grade will affect GPA as a failure ("F") until completed. Any course with a pass ("P") grade will have no effect on the GPA.

EXAMS

JD Program

Exams are administered in a variety of forms, including:

- Modular quizzes:** Administered asynchronously on the School site. For the first 10 modules of the first-year subjects, the quizzes are totally "open book" and untimed. Students work on improving the speed of responses and work under "closed-book" conditions for quizzes in the remainder of the first-year subjects. All other quizzes in all courses (except where otherwise noted in the specific course syllabus or grading policy) are to be taken under timed conditions (2 minutes per quiz question) and under closed-book conditions.
- Essay writing assignments:** Administered asynchronously on the School site. For the writing assignments in the first-year subjects, the assignments are open book. Student should strive to complete the first six essay assignments in the first year within 1.5 hours and the last three first-year essay assignments within 1 hour. Concord will monitor the time each student takes to download an essay and then submit a response. For requirements of upper-division essays, review the course syllabus and grading policy.
- Final exams and first-year midterm exams:** Administered at fixed dates and times to be determined by the School administration. Unless otherwise noted in the specific course syllabus, all final exams and first-year midterm exams are taken under timed and closed-book conditions.

Each course may include any or all forms of these assessments. The specific grading policy and required examinations are listed on the syllabus of the individual course.

EJD Program

In the EJD program, modular quizzes are administered as open-book exams, asynchronously on the School site. The essay writing assignments and final exams are administered under the policies stated above.

FINAL EXAM QUALIFICATION POLICY

JD Program

Students are required to attend regularly and punctually to their studies. To sit for final exams, students must comply with the Attendance and Satisfactory Academic Progress policies and be in good academic standing. Good academic standing for exams requires that students complete a minimum of 80 percent of their modules in each course.

If a student has not advanced to module 25 in any course at least 1 week prior to the regularly scheduled date for the final examination in that course, that student cannot take the final examination. This requirement can only be satisfied from the progress tracker device available on the School site, which is reflected on the student home-

page. The School site must show that the student has completed through module 24 to be eligible for the final examination in that course. First-year JD students must advance to module 25 in all their courses to sit for the first-year final exam.

Failure to take the final examination in any required course will result in academic dismissal from the JD program. Students who have advanced to at least module 25, but not completed module 30, will not be deemed to have maintained the good faith effort necessary to benefit from grading policies allowing dropped grades and will receive a zero for any essays or quizzes untaken or incomplete on the date of the final examination.

EJD Program

A student who has advanced to module 25 in any course may take the final examination for that course. Students who have advanced to at least module 25, but not completed module 30, will not be deemed to have maintained the good faith effort necessary to benefit from grading policies allowing dropped grades and will receive a zero for any essays or quizzes untaken or incomplete on the date of the final examination.

Retaken Work Policy

Each JD student must successfully complete (achieve a grade of “C-” or better) all core curriculum courses within 48 to 52 consecutive study weeks to be eligible to continue to the next year of study or graduation. Any failure of a core course will necessitate the repetition of the entire year of study. Upon successful completion of all courses in the year in which the failed course occurs, the GPA will reflect only the grades from the successful year, but no higher than a “C” in all courses retaken. If a noncore course is failed, the course may be repeated once. Both attempts will remain on the transcript and count toward the student’s GPA.

EJD students may repeat a failed course once. Both attempts will remain on the transcript and count toward the student’s GPA.

Concord does not specially indicate retaken courses on the School transcript.

The following policies governing the grading of retaken work apply to both the JD and EJD programs.

Entire course: Students who retake an entire course will receive their actual grade or a “65” (“C”) for their final grade, whichever is lower. Essay assignments, papers, and quizzes will reflect the student’s actual level of achievement during the term, but the final entry on the transcript can be no higher than “C.”

Partial courses: When students repeat modules, essay assignments, papers, and quizzes taken will reflect the student’s actual level of achievement during the term, but for purposes of finalizing the grade for the student all retaken module scores will be the actual score the student received during the retake or the previous score, whichever is lower.

Academic Honors

Dean’s List for students with a GPA between 3.0 and 3.30 will appear on the transcript for each year this honor is earned.

Distinguished Scholar for students with a GPA of 3.30 or greater will appear on the transcript for each year this honor is earned.

Students graduating with a GPA between 3.0 and 3.30 will have “With Honors” appear on both the transcript and diploma.

Students graduating with a GPA of 3.30 or greater will have “With Highest Honors” appear on both the transcript and diploma.

Transfer Credit, Outside Law School Courses (JD Program)

Third- and fourth-year Concord students in the JD program may make arrangements to take elective courses at other appropriately accredited law schools and Concord will accept the credit as transfer credit toward a Concord degree so long as:

1. The student obtains prior approval from Concord.
2. The course is offered through a JD program at an appropriately accredited school.
3. The education must meet all requirements to be considered qualifying legal education under the rules of the State Bar of California.
4. The entire course must start and end within the student’s Concord Law School term.

The student is responsible to assure that he or she is admitted to the external JD program, enrolls and completes the course in a manner that will meet the State Bar of California requirements, and maintains the appropriate course load at Concord to earn a qualifying year of legal education. At the conclusion of the course, the student must provide Concord with an official transcript indicating course grades before credit can be awarded. Students who enroll in excess units in a single year must still receive passing grades in at least 22 semester units per year in each year at Concord to receive credit for that year from the State Bar of California.

JD students who wish to receive credit for an external course must petition the Associate Dean at associatedean@concord.kaplan.edu. The petition should include a statement of the student’s academic credentials, a course description (usually available in the school catalog), syllabus (if available), and dates the course begins and ends.

Transfer Credit, Outside Law School or Graduate Program (EJD Program)

In addition to the approved Kaplan University courses, second- and third-term Concord students in the EJD program may make arrangements to take elective courses at other appropriately accredited schools offered through a law or graduate program. Concord will accept the credit as transfer credit toward a Concord degree so long as:

1. The student obtains prior approval from Concord.
2. The course is offered through an appropriately accredited school in a law or graduate program.
3. The course is appropriate for the EJD program.

The student is responsible to assure that he or she is admitted to the external program, enrolls and completes the course, and maintains the appropriate course load at Concord. At the conclusion of the course, the student must provide Concord with an official transcript indicating course grades before credit can be awarded.

EJD students who wish to receive credit for an external course must petition the Associate Dean of the EJD program at ejd_associatedean@concord.kaplan.edu. The petition should include a statement of the student’s academic credentials, a course description (usually available in the school catalog), syllabus (if available), and dates the course begins and ends.

Probation for Failure to Progress in Studies

JD PROGRAM

Students must maintain a module pace that will result in the completion of each academic year in 48 to 52 weeks as required by the State Bar of California.

Three Modules Behind

Student progress is strictly monitored by the Law Advisor on a weekly basis. A student who falls three or more modules behind is notified by email message from the Law Advisor.

Five Modules Behind

Students who fall an average of five modules behind the ideal module pace (as noted on the student homepage and syllabus) in their required courses will be placed on probation for failure to progress and will be required to agree to an educational contract that contains a plan to help students become current in their studies.

A student who fails to respond to the notification of probation for failure to progress in the required time is subject to dismissal from the JD program.

EJD PROGRAM

Minimum Progress Policy

In addition to the requirements of the Attendance and Satisfactory Academic Progress policies, EJD students must make minimum progress in the curriculum at all times. Minimum progress means that student must note as complete at least one module in every course every 30 days. This minimum progress is designed to ensure that students remain engaged in their studies and applies to both students who are ahead of the ideal module pace in their studies and students who may be behind their ideal module pace.

If minimum progress, as defined above, is not achieved, the student must respond to the Law Advisor's request to develop a study plan to bring the student back to the ideal module pace. If a student fails to cooperate in the development of a study plan within 7 days of the Law Advisor's request, and minimal progress is not made during this time, the student may be subject to dismissal.

Three Modules Behind

Student progress is strictly monitored by the Law Advisor on a weekly basis. A student who falls three or more modules behind is notified by email message from the Law Advisor.

Five Modules Behind

In the event a student falls more than five modules behind, the student may be placed on probation for failure to progress and must submit to the Law Advisor within 7 days of notice of probation for failure to progress a remedial plan that includes specific completion dates for each module.

A student who has not followed the agreed-upon plan, has not made significant progress, or fails to cooperate in the development of such a plan will be subject to dismissal from the EJD program.

Transfer Policy, JD to EJD Program

JD students in good academic and financial standing may transfer to the EJD program at any time prior to the completion of their third year of study. JD students who are on academic probation or on probation for failure to progress, or who are subject to dismissal for failure to meet the academic standards for JD students set forth above, may petition to transfer to the EJD program.

Students who transfer to the EJD program, and former JD students who apply for admission into the EJD program, may not transfer back into nor be readmitted into the JD program.

Time Limit to Complete Coursework

Students are required to complete the JD program within 5 years after passing the FYLSE, or, for prior law students offered advanced standing, within 4 years after commencing studies at Concord.

EJD students are required to complete the program within 6 years of starting their studies at Concord.

Deferrals and leaves of absence granted do not extend this time limit.

Graduation Requirements

Students in the JD program must successfully complete at least 92 units within the timeline required by the State Bar of California within 5 years of passing the State Bar of California's FYLSE to graduate with a JD degree from Concord.

Students in the EJD program must complete 72 units, pass each core course within 6 years of commencing study, and maintain a cumulative GPA of 1.7 to graduate with an EJD degree from Concord.

Both JD and EJD students must be in good financial standing to graduate and must have successfully completed all academic requirements to participate in the graduation ceremony.

EJD GRADUATING GROUP

EJD students who complete all coursework, including final exams and submission of final papers, between January 1 and June 15 are considered to be part of the summer graduating group and may participate in summer commencement exercises immediately following completion of the program. Students who complete all coursework, including final exams and submission of final papers, between June 16 and December 31 are considered to be part of the winter graduating group and may participate in winter commencement exercises immediately following completion of the program.

Deferment, Leave of Absence, and Withdrawal

DEFERMENT OF START DATE

Students are accepted for a specific term, for example, January or June. After acceptance, but before a student completes orientation, students may request to change their start date to the next term that starts at least 2 months after the start of the student's current term.

A deferral may be approved for students who have started the term under the following conditions:

1. For JD students whose current class has not yet reached ideal module 6; or
2. For EJD students whose current class has not yet reached ideal module 6 at the 52-week pace.

All deferrals will be granted only to a term that starts at least 2 months after the start date of the student's current term.

Example 1. If a first-year student is accepted for the September term, a deferral may be requested to start the following January. A student who is accepted to an August start may defer to the following January.

Example 2. An upper-division student who starts in January may request a deferral to July.

LEAVE OF ABSENCE

Concord Law School may grant, on a limited basis, an administrative leave of absence in the event the School is unable to schedule students within 30 days of the next upper-division term. A leave of absence is not available to students who choose to defer to a future upper-division term start date.

The following policies apply:

1. A request for a leave of absence must be submitted in writing and include the reason for the student's request.
2. The total number of days on leave cannot exceed a total of 180 days in any 12-month period.
3. Students must return from a leave of absence when the next upper-division term becomes available.
4. Students will not be eligible for any financial aid while on leave.
5. Students who have received Title IV loans and fail to return from a leave of absence will have their grace period begin retroactively from the date the leave began, and may have their grace period reduced or eliminated.
6. Students who fail to return from a leave of absence on the scheduled date will be dropped from the program.
7. Students making tuition payments to the School are obligated to continue to do so during a leave of absence.

Please note that a leave of absence could affect students' future financial aid eligibility and the availability of class scheduling.

Students whose circumstances do not permit them to successfully complete the term should withdraw and apply to be readmitted when they are ready to return to the School.

Students in the EJD program may select the slower 78-week pace.

A break in studies or extension of the term may impact the student's eligibility for financial aid.

WITHDRAWAL POLICY

Students who withdraw from Concord must make a request to the School containing the reasons the student is no longer able to complete the program. The request may be in writing, by email, over the telephone, or in person to the Administrative Office in Los Angeles. The student will be responsible for all tuition and fees per the enrollment agreement.

Any student who withdraws from Concord and wishes to reenroll may apply for readmission to a class starting at least 12 months from the date of their withdrawal.

Withdrawal from individual courses after the add/drop period is at the discretion of Concord and may be subject to conditions.

Withdrawal after the start of the term is in general reflected with "W"s for course grades on the transcript. Withdrawals made within a week of the first scheduled final exam (JD students) and the end of term (EJD students) will result in grades of "F" for those courses where a student did not sit for final exams or submit final course papers.

The effective withdrawal date for a student shall be when any of the following occur:

1. The date the student notifies Concord of withdrawal or the date of withdrawal, whichever is earlier,
2. The last date of attendance in the case of students who do not complete academically related activities within the first 7 days of the term start date,
3. The last date of attendance for students who fail to complete academically related activities for 21 consecutive calendar days,
4. The date when Concord terminates the student's enrollment, or
5. The date the student is scheduled to return from a leave of absence and fails to do so.

All refunds due will be made within 30 days of the student's effective withdrawal date. The last date of actual participation (login) is used in calculating any refund amount.

Dismissed Students

Students who are dismissed from Concord may not reapply for readmission to a program starting earlier than 12 months from the date of their dismissal.

Student Conduct

Concord requires students to conduct themselves in accordance with the professional standards and conduct expectant of attorneys and future attorneys. Students failing to meet these standards or who are disruptive to the School and learning environment may be subject to disciplinary action, including dismissal from the School.

Concord has taken precautions to discourage dishonesty and preserve the academic integrity of its programs. Concord has installed protections into its website to prevent students from using the curriculum inappropriately or submitting assignments or examinations fraudulently. Any student found to be involved in the submission of fraudulent assignments or material on the website or otherwise in furtherance of his or her degree will be subject to discipline, including possible expulsion from the School. In addition, any evidence of unethical or fraudulent use of the site by a student in the JD program that is confirmed after thorough investigation by Concord will be forwarded to the Committee of Bar Examiners of the State Bar of California and may affect the student's future application for admission to the Bar. In the case of such conduct by a student in any LLM program that Concord may offer, any such information may be forwarded to the ethics committee of the appropriate jurisdiction.

The Honor Code

1. STATEMENT OF PURPOSE

Concord functions on a global campus, with a diverse student population, on a unique asynchronous platform of study modules. These and other unique constraints make an Honor Code core to Concord's educational mission and vital to the integrity of its learning outcomes.

The purpose of this Honor Code is to establish rules and procedures of Concord Law School governing student conduct with respect to academic integrity. As a vehicle through which standards of personal conduct and self-regulation are established, the Code is more than an aspirational goal. Rather, it represents an integral part of Concord's legal educational philosophy. Nowhere is such a system more important than in a profession such as the law, which is so dependent on high ideals of personal ethics. The Code is intended to promote an

atmosphere of confidence and trust among students. The governing philosophy and premise of the Code is that students striving to study or enter the legal profession are capable of adherence to ethical standards and the self-regulation of their own conduct. With this goal, above all, students are warned to avoid any actions that give even the appearance of impropriety or reflect negatively on Concord, its educational mission, or its students.

2. SCOPE

The Honor Code applies to any academic matter relating to the attendance, enrollment, and performance of a student at the School. Academic matter means any activity that may affect a grade, one's status as a student, another student's entitlement to a legal education, or another student's satisfaction of the requirements for graduation, and includes, but is not limited to:

1. Any application for admission or supporting documentation relating to law school;
2. Any final or midterm examination;
3. Any quiz;
4. Any essay, research paper, or other assignment for a course;
5. Any misrepresentation concerning GPA, academic honors, class rank, or personal history that is made for the purpose of inducing another person to act or refrain from acting on the basis of that misrepresentation.

3. PROHIBITED ACTIVITIES

Students shall not give, receive, or solicit aid in completing any graded assignment. Students shall not submit as their own the work of another. Students shall not share, divulge, or discuss the content of any graded assignment (including, but not limited to, Concord's quiz, essay, midterm exam, or final exam questions) with other students or third parties, either before or after completing the assignment. The "content" includes, but is not limited to, the questions, issues list, model answers, explanations, topics, and the content or language of student answers to the question (whether a student's own answer or that of another student). The proscribed activities include, but are not limited to, copying, posting, publishing, transferring, and otherwise discussing the content, either in person, by phone, through bulletin boards, via Internet-based discussion groups, or in chat rooms.

The rules against giving or receiving aid and sharing the content of Concord materials are absolute. This prohibition is applicable at all times and in all places—real time and real space, as well as cyber-time and electronic space. This prohibition includes oral, written, and electronic communications of all kinds. This prohibition governs discussions both before and after the completion of any quiz, essay, or exam.

In addition, under no circumstances may a student misuse Concord's proprietary or copyrighted materials.

Instructions provided by the syllabus, an administrator, or a faculty member may modify or abrogate some of the restrictions contained in this section for purposes of that particular course, assessment, examination, or assignment. It is incumbent on the student to communicate in writing with the professor and to be clear about what materials may be shared or passed among others in the class. The burden is on the student to ask, document, and follow the instructions received. Errors of judgment will be read against the student who failed to ask in advance.

The prohibitions described in this section of the Honor Code are examples of violations of the Code and are not meant to be an all-inclusive list of possible Honor Code violations that may occur.

Above all, students are warned to avoid any actions that give even the appearance of impropriety or reflect negatively on Concord, its educational mission, or its students. The School reserves the right to determine alleged violations on a case-by-case basis. Without limiting, in any way, Concord's right to enforce the Honor Code, the following examples are offered to enhance understanding and facilitate compliance with the Honor Code:

A. Final and Midterm Examinations

Unless specifically permitted to do so by specific written instructions of the professor or School administration, it is a violation of the Honor Code, in connection with a midterm or final examination, to:

1. Communicate with anyone about a midterm or final examination, except the School administration or the Technology Department, during the midterm or final examination;
2. Give, receive, or solicit aid during any midterm or final examination;
3. Use any materials during any midterm or final examination not specifically permitted in writing by the professor;
4. Begin reading any part of the midterm or final examination prior to the start of the midterm or final examination;
5. Continue writing or typing any final or midterm examination answer when the midterm or final examination time has expired;
6. Retain examination questions beyond the time when examinations have been completed, or transfer copies of any examination to another person;
7. Discuss with, or otherwise communicate, by any medium or in any forum, to any person, the content of the exam question or questions, explanations, topics, list of issues, model answer, the student's own answer, or any other student's answer before or after the exam;
The phrase "content of the exam" includes, but is not limited to, the following: any communication of the exam question or topic, issue list or summary, model answer, or any student answer to the exam question as provided in section 3 of The Honor Code.
8. Discuss the midterm or final examination with the professor after the midterm or final examination and before the grades have been submitted;
9. Engage in any conduct prior to, or during, the midterm or final examination that unreasonably interferes with another student's ability to concentrate or otherwise to complete the midterm or final examination; or
10. Engage in any other conduct in the preparation or taking of a midterm or final examination that gives a student an unfair advantage or seeks to hinder or harm another's ability to do his or her best.

B. Other Assessments (Quizzes, Essays, Papers, and Other Assignments)

Unless specifically permitted to do so by specific written instructions of the professor or School administration, it is a violation of the Honor Code, in connection with an assessment, to:

1. Communicate with anyone about the assessment, except the School administration or the Technology Department, during the assessment;
2. Give, receive, or solicit aid during any assessment;
3. Use any materials during any assessment not specifically permitted in writing by the professor or administration;

4. Transfer copies of any assessment, model, or student answer (the student's own or another's) to another person;
5. Discuss with, or otherwise communicate, by any medium or in any forum, to any person, the content of the assessment, explanations, topics, list of issues, model answer, the student's own answer, or any other student's answer before or after the assessment;

The phrase "content of the assessment" includes, but is not limited to, the following: any communication of the assessment question or topic, issue list or summary, model answer, or any student answer to the assessment as provided in section 3 of The Honor Code.
6. Discuss an assessment with the professor before or after completion of the assessment and before the grade(s) have been submitted;
7. Engage in any conduct prior to or during an assessment that unreasonably interferes with another student's ability to concentrate or otherwise to complete the assessment; or
8. Engage in any other conduct in the preparation or taking of an assessment that gives a student an unfair advantage or seeks to hinder or harm another's ability to do his or her best.

C. Academic Record

Students are prohibited from purposely, knowingly, or intentionally misrepresenting factual information about the academic performance or record of any student, including a student's own academic record.

4. PERMITTED ACTIVITIES

The situations described in this section of the Honor Code are examples of activities that do not constitute a violation of this Honor Code if conducted as described. Other activities may be permissible. The School reserves the right to determine alleged violations on a case-by-case basis. Before taking any action involving sharing or publishing any of Concord's curricular material, students should ask a Law Advisor for assistance in understanding and applying the Honor Code. In case of doubt, the burden is on the student to ask, document, and follow the instructions received. Errors of judgment will be read against the student who failed to ask in advance. Note that issues of copyright, appropriate use of electronic communications, and privacy may also be present in these situations, and students should take care to comply with the law and School policies in those areas. Without limiting, in any way, Concord's right to enforce the Honor Code, the following examples are offered to enhance understanding and facilitate compliance with the Honor Code:

A. Administrators and Faculty Members

Students may discuss or communicate about quizzes, essays, exams, and other assessments only as follows:

1. With an administrator at any time, including with the technical support staff about access issues;
2. With their professor, but only after the grade(s) have been recorded; this maintains student-professor anonymity in grading;
3. With any person if given explicit written permission by an administrator or a professor;
4. In a chat specifically established to go over the material, for example, a midterm or other assignment, with explicit permission of the professor or the administration;
5. With the Honor Code Committee as a whole (but not with its members individually), as requested and directed in the course of Honor Code Committee proceedings; or
6. In other circumstances that shall from time to time be explicitly raised and formally given an exception in writing by a professor or administrator.

B. Study Groups

Students in study groups are bound by the Honor Code in regard to all Concord materials, questions, answers (their own or those of others), model answers, issues lists, explanations, topics, and outlines, as described in section 3 of the Honor Code, except that individual students and study groups may freely and fully share, subject to copyright and any other intellectual property law limitation, any and all of the following:

1. Computer-Assisted Legal Instruction (CALI) exercises and materials.
2. Study questions in any textbook.
3. Any and all hornbooks or treatises.
4. Start on Skills (SOS) essays and sample answers (Concord's own voluntary, study-group based essay materials).
5. Concord Essay Outreach (CEO) essay questions and answers (available on the site).
6. Concord First (CF), Concord's unique FYLSE preparation materials (available on the site).
7. Any questions, whether multiple choice or essay, that a study group prepares on its own (the group may even write multiple-choice questions and sample essays and trade them with another study group) so long as these materials do not contain prohibited content.
8. Any outlines, flashcards, or other study aids that a study group prepares on its own (the group may even create these tools and trade them with another study group), so long as these materials do not contain prohibited content.
9. Commercial materials (PMBR "Finals," PLI materials, etc.) available online for purchase (although of differing quality and purpose), from outlines, to case notes, to multiple-choice collections, to compendiums of essays, to flash cards, etc. There are print sources, CDs, audiotapes, and videos. There are also resources available on the Internet.
10. Materials purchased in advance from a Bar Review. (Many Bar Examination preparation courses offer early admission, for a reduced fee, and as a part of early enrollment, provide law outlines and practice questions for the subjects tested on the FYLSE or the State of California Bar Examination.)

C. Tutoring Other Students

Individuals and study groups may tutor other Concord or non-Concord students, but under no circumstances may any Concord materials—including, but not limited to, lectures, quizzes, essays, or exams—be used in this endeavor, whether conducted pro bono or for a fee. Students tutoring other students should comply with all of the prohibitions in section 3 of the Honor Code at all times.

5. ADDITIONAL VIOLATIONS

A. Failing to Report an Honor Code Violation is, Itself, a Violation

If a student has reason to believe that a violation of the Honor Code occurred during the course of an examination, quiz, essay, paper, practicum, or assessment, it is the student's obligation to report it.

If a student has reason to believe that a violation of the Honor Code occurred in any forum, in any place, under any circumstances, by any means, it is the student's obligation to report it following the procedures set forth in the General Report/Complaint Procedures.

B. False Statements

The Honor Code imposes upon students the same duties of honesty in fact and complete candor that are owed by attorneys in practice. Students have an affirmative duty, on their own initiative, to correct

any misunderstanding, misrepresentation, or misstatement that they reasonably believe may have occurred in any context or communication they participated in with Concord's administration, staff, or faculty. By way of illustration and not limitation, it is a violation of the Honor Code to:

1. Purposely, knowingly, or intentionally make any false statement of fact, material or immaterial, to any member of the Concord administration or faculty, including any member of the Honor Code Committee. This includes, but is not limited to, making a false Honor Code accusation about any other Concord student.
2. Fail or refuse to cooperate with any Honor Code investigation or proceeding.
3. Purposely, knowingly, or intentionally mislead, by omission or affirmative statement, any member of the Concord administration, staff, or faculty, or any member of the Honor Code Committee, during the investigation of an Honor Code matter or any portion of an Honor Code proceeding.

C. Abuse of Honor Code Process

Students making bad-faith reports of violations abuse the Honor Code process and may themselves be found in violation of the Honor Code.

6. ENFORCEMENT

A. Notice

A notice shall be placed on each examination, quiz, or assignment, advising students that the final examination, midterm examination, quiz, practicum, or assignment is being conducted under the terms of the Honor Code. To complete the examination, students are required to restate their understanding of and assent to the provisions of the Honor Code and acknowledge receipt of the notice.

B. Reporting Obligation and Procedure

If a student has reason to believe that a violation of the Honor Code occurred in any forum, in any place, under any circumstances, by any means, it is the student's obligation to report it. Remember, however, that a formal report is a serious matter and deserves due consideration of the possible consequences.

If a student has reason to believe that a violation of the Honor Code occurred in any forum, in any place, under any circumstances, by any means, it is the student's obligation to report it following the procedures set forth in the General Report/Complaint Procedures.

C. Sanctions

One or more of the following sanctions may be imposed for Honor Code violations:

1. Dismissal from the School;
2. Suspension from the School for a specified time period;
3. Mandatory failing grade in all courses involved;
4. Written reprimand, either temporary or permanent; or
5. Any other sanction the Associate Dean finds just and appropriate under the circumstances.

D. Questions

Any questions about the interpretation or application of the Honor Code should be addressed to the Honor Code Committee through the Administrative Question email link from the student's personal homepage.

Acceptable Use Policy

Concord Law School operates in a virtual environment. All students, faculty, and any other user of the secure school site shall (1) abide by certain rules governing use of that virtual environment, and (2) use the Concord Law School ("Concord") secure School website ("Concord Site") in a responsible, ethical, and legal manner. While it is not possible to enumerate every type of conduct that may violate these principles, the following rules form a framework for proper use of the Concord Site.

1. No Improper Use of Concord Law School's Intellectual Property

The Concord Site contains textual, graphic, and audiovisual materials ("Site Materials"). Concord owns or licenses all intellectual property rights in such Site Materials. Concord students shall abide by all laws and regulations protecting such intellectual property rights, including all copyright notices and restrictions contained in the Site Materials. Respect for the intellectual property rights of others is in particular essential given the fact that Concord is a law school and many students may become members of the legal profession.

Students may reproduce Site Materials only (1) for personal, non-commercial, and educational purposes; (2) in the number necessary for these purposes; and (3) without altering the text or removing any trademark, copyright, or other notice displayed on the copies. If students have any doubt as to whether it is permissible to copy Site Materials, they should contact the Concord administration to request clarification.

Other than such permitted copying, you may not copy, distribute, save or collect into a database, display, perform, create derivative works of, transmit, or otherwise use any Site Materials (including computer programs or other code).

2. No Display of Concord Trademark or Trade Name Without Written Permission

CONCORD LAW SCHOOL, the Concord Logo, and other logos and indicia on the Concord Site are trademarks owned by Concord Law School ("Concord Trademarks"). Improper use of the Concord Trademarks can affect Concord's academic reputation, as well as its trademark rights. Accordingly, students may not display or otherwise use the Concord Trademarks unless they first obtain written permission from Concord Law School, which Concord may grant or withhold at its sole discretion.

3. Use of Roster Information

Concord students are given the option of disclosing contact information to the rest of the student body ("Roster Information"). Roster Information is released solely to permit Concord students to contact each other for personal, educational, noncommercial reasons, such as forming study groups, communicating regarding personal or educational issues, or participation in Concord student organizations and activities.

Students may not use the Roster Information to send any unsolicited communications, chain letters, spam, commercial solicitations, or any other bulk, unsolicited messages to their fellow classmates. Students may not enter Roster Information into a database, "spider" Roster Information, or otherwise extract Roster Information through automated means.

For postings that are directed to the general student body, such as notices regarding bar review preparation programs, invitations to join study groups, or invitations to form content-based interest groups, students may use the community bulletin board on the Concord Law School site.

4. No Entry into Secure Areas

The Concord Site contains some areas to which access is restricted to authorized employees and certain students. Unless students are so authorized, they may not enter these online areas. If students inadvertently gain access to a restricted area, or if they become aware of others who have gained unauthorized access, they must immediately inform the Concord administration.

5. No Sharing of Student Passwords

Each student is responsible for maintaining the security and secrecy of his or her password, digital certificate, and any account information. Sharing this information is strictly prohibited.

Each student is provided a password for use as a Concord student that authorizes the designated student, and only that designated student, to enter the Concord Law School site. If a student shares his or her student ID and password with spouses, family members, friends, or others, that student gives access to services that they are not authorized to use.

Students should remember to log off or sign out of the School Site and close their browser window when they have finished their work. This practice ensures that others cannot access the School Site or personal information and correspondence. The risk of inadvertent sharing is in particular acute if the computer is accessible to others, shared with someone else, or located in a public place.

6. Chain Email, Hoax or Active Viruses, Worms, and Other Destructive Programs Are Strictly Forbidden

It is strictly forbidden to introduce viruses (whether active or hoax), worms, Trojan horses, or any other such destructive files into the School Site. Such activities are illegal and violators will be referred to the appropriate civil or criminal authorities. It is also strictly forbidden to send email bombings, chain emails, or other types of large emails that may disrupt the operation of the School Site. Any such activities are subject to disciplinary action, up to and including permanent dismissal.

7. Use Electronic Communications Responsibly and With Civility

The School values freedom of expression and encourages diverse viewpoints endemic to an academic institution and the legal community, but a value of equal importance is treating others with civility and respect. Students, faculty, and staff should honor both these principles when sending electronic communications within the Concord Law School community.

Because Concord does not provide Internet service for its students, it does not have control and cannot censor electronic communications submitted by students from their personal computers. It may, however, monitor the Concord Site, including any message boards, bulletin boards, or forums that are part of that site, in an effort to ensure that offensive, harassing, or other communications jeopardizing the integrity of the School have not been made available to other students. Sending repeated and unwanted messages to a specific individual or individuals through the Concord Site with the intent to harass or threaten constitutes harassment. Such conduct is grounds for disciplinary proceedings. If students become aware of any such communication, promptly report such communication pursuant to the procedures set forth in the School's General Report/Complaint Procedures.

8. Procedures for Violations

If a violation of any provision of this Acceptable Use Policy is determined after a full investigation, including opportunity for

the violating individual to respond to the charges, Concord Law School may impose one or more of the following disciplinary measures: (1) a formal reprimand to the student involved; (2) a temporary suspension from the School; or (3) permanent dismissal.

Note that, for JD candidates, such behavior may jeopardize a student's ability to meet the moral character requirement to be admitted to the practice of law. Further, note that any activity that is illegal under local, state, or federal law may also be referred to the relevant authorities.

Privacy Policy

Concord Law School is committed to honoring student's privacy while also providing a forum for legal discourse among fellow students and faculty. This policy statement is intended to inform students of what information Concord collects after admission to the School, how Concord uses that information at the School Site, and what information is available to persons other than the School. The policies and systems are designed to provide students with a private, secure means of interacting and communicating with School faculty, administration, and classmates while utilizing the School Site.

In accordance with federal and state law, educational records are maintained at Concord's Administrative Offices in Los Angeles, California, and on the School Administrative Site. Within the Administrative Site, the security of the student record information is maintained by affording different levels of access for administrators and faculty. Faculty and administrators are afforded the appropriate access to information to assist them to do their assigned job. Concord does not release these records to other persons outside the School without written consent from the student or as required by law.

The School Site, <https://concord2.kaplan.edu>, is also secure. Only persons with digital certificates can access and utilize the site.

1. Sites and Services to Which This Statement Applies

Concord students are granted access to the School Site, <http://www.concord2.kaplan.edu>. Information submitted to this School Site is not shared with the concordlawschool.edu, info.concordlawschool.edu, kaplan.edu, or kaplanuniversity.edu site, which may have initially been utilized to research or apply to the School. For information about the Kaplan University Privacy policy, visit <http://www.kaplan.edu>.

2. Information Students Provide to Concord Via the School Site and How It is Used

When students are granted admission into the School, they will be asked to provide certain personal information, such as their name and contact information. Concord asks for this to complete enrollment, properly place students in the correct program of study and class group, and allow the School administration to contact students, if needed, throughout their studies with Concord. As part of this process, Concord asks that students notify the administration immediately if they change their email address. This allows the School to contact students in a timely manner.

3. Information Available to Persons Other Than the School

The student's personal homepage requires users to give the School contact information, such as their permanent/ mailing address, phone, and email address. This information is for School purposes only and not shared with persons outside the School.

The student's personal homepage also provides a "Roster Info" option that requests information such as name, city, state, email addresses, phone numbers, photograph, occupation, title, company, education, and other information. Each individual item requested is optional and students may opt out of providing this information and it therefore will not be released. Once students voluntarily submit this information to the School, it will be posted and available to other Concord students. If after submitting this information students wish to update or delete specific items released, they may do so by returning to the "Roster Info" option.

Entries submitted in discussion boards (such as the Student-to-Student Board) are available to all Concord students. Be aware that this is for students only and Concord does not control what information is submitted, nor does it censor this site. However, if students become aware of any offensive, harassing, or other communications at these sites, they should report such communications following the procedures set forth in the General Report/Complaint Procedures.

Entries submitted in classrooms are available to all Concord students and faculty. Concord faculty serve as moderators to the chat and monitor the content to direct legal discussions. Moderators may also delete comments and content that is inappropriate or profane.

4. Links to Other Sites

Students will find links from the Concord School Site to independently owned, controlled, and/or managed websites that contain content the School believes will be of possible interest and value to students (e.g., the Concord Law Library).

In many cases, these links represent cooperative projects or mutual links established with the organizations connected with these sites. Concord does not control the content of these linked sites. These other sites may send students their own cookies, collect data, or solicit personal information. While Concord identifies sponsor and advertiser areas of its websites, it does not control these cookies or the content of these third parties.

Once students leave Concord servers (students can, in general, tell where they are by checking the URL in the address bar on their browser), the use of any information they provide is governed by the privacy policy of the operator of the site they are visiting. That policy may differ from Concord's. If students cannot find the privacy policy of any of these sites via a link from that site's homepage, they should contact the site directly for more information. Concord is not responsible for the privacy practices or the content of such sites.

5. Security

The importance of security for students' personally identifiable information is of utmost concern to Concord. The School has physical, electronic, and managerial procedures in place to assist it in providing secure transmission of students' information from their personal computers to Concord servers. Unfortunately, no data transmission over the Internet can be guaranteed to be secure. As a result, while Concord strives to protect students' personal information, Concord cannot and does not ensure or warrant the security of any information students transmit to the School and students do so at their own risk.

Concord's policy does not extend beyond its website to anything inherent in the operation of the Internet, except to the extent that this policy applies to how students use their own computers to communicate with the Concord site and its faculty and staff. Concord's policy is also not to be applied in any manner contrary to applicable law or governmental regulation.

6. Contact Us

If students have questions or concerns regarding this privacy statement, they should contact the School as follows: Concord Law School 10866 Wilshire Boulevard, Suite 1200, Los Angeles, CA 90024; telephone 310.689.3200; or via email to associatedean@concord.kaplan.edu.

Inspection/Review of Academic Records

Students or former students who wish to inspect or review part of their academic record, other than standard transcript information, must make their request in writing in an administrative email or to:

Associate Dean
Concord Law School
10866 Wilshire Boulevard, Suite 1200
Los Angeles, CA 90024
Email: associatedean@concord.kaplan.edu
Fax: 310.470.3547

The request must identify specifically which record(s) the requestor wishes to inspect and whether the inspection the records will be in person at Concord's Office of Academic Administration in Los Angeles or by receipt of a copy by U.S. mail. If any portion(s) of the academic record requested for review are maintained in electronic format they will be made available in printed form, in general, offered by the relevant software application.

REQUESTING A REVIEW IN PERSON

To request an in-person review the requestor must suggest the date and time for the review with a minimum of 10 days' advance notice. Reviews must take place during the normal business hours of the Office of Academic Administration.

REQUESTING COPIES BY MAIL

Requests for copies will be answered within 45 days of receipt of the request and are normally sent by U.S. Priority Mail Certified Return Receipt Requested. Other methods of delivery are available upon request. Persons requesting copies of their academic record must pay in advance a fee to cover the cost of copying and delivering the documents.

Requests for amendments to any academic records must be made in writing as set forth above. If Concord declines to amend the academic record, a reason will be provided in writing. This decision may be reviewed using the General Report/Complaint Procedures.

General Policy Governing Official Student Groups

Concord Law School recognizes and registers student groups that comply with the established procedures for registration of such groups. This registration remains in effect as long as the group conducts itself in accordance with Concord's policies and procedures. A proposed student group applies to the Dean of Students for recognition using the procedures and forms provided on the Concord School site. Once a group is recognized and registered, it must maintain a roster of at least 10 active members at all times. All members must be current JD or EJD students who are actively engaged in legal studies and who have access to the site. Should the number of active members fall below 10, the group may be delisted. The membership roster on the site is the official roster for group membership.

A recognized student group may use "Concord Law School" in its group's name. Concord supports registered student groups in a variety of ways, including with a link on the Concord School site

under the Student Organizations tab, a bulletin board, and other technical support as appropriate. Groups must specifically obtain permission from the Dean of Students to use the Concord Law School logo and may not have any other logo that identifies the group.

See the Student Groups tab on the Concord School site for further instructions on forming official student groups and student group guidelines. All Concord student groups are bound by the Honor Code, the Academic Use policy, the Net Etiquette policy, and any other Concord policies that govern student behavior and communication on the Internet and elsewhere.

Report/Complaint Procedures

GENERAL REPORT/COMPLAINT PROCEDURES

The following are the School's standard procedures that govern reports of alleged violation of the Student Conduct Code, Honor Code, Privacy policy, Acceptable Use policy, Grievance policy, and any other matter deemed appropriate for these procedures by the Associate Dean.

1. A student wishing to report an alleged violation or incident that may merit action by the School shall submit an email message requesting a reporting form to: associatedean@concord.kaplan.edu. Only reports and complaints made using this form shall be considered by the School.
2. Upon receipt of a completed reporting form, the Associate Dean may choose to resolve the matter based upon the facts alleged in the report or the Associate Dean may appoint a committee of one to three faculty members and/or administrators to investigate and recommend to the Associate Dean the appropriate resolution. Any committee so appointed by the Associate Dean shall conduct itself as follows:
 - A. If the committee concludes upon preliminary investigation that no further action is warranted, the committee shall provide the Associate Dean with written findings of fact and conclusions. Should the Associate Dean agree with the committee, no further action need be taken, unless the Associate Dean deems additional action, such as a notice to the School, is appropriate.
 - B. If the committee concludes that there are reasonable grounds to believe a possible violation has occurred, the committee shall give notice to the student(s) that there is an investigation pending, the factual basis for the investigation, and an opportunity to respond. Each committee may adopt specific procedures as it deems necessary for the proper conduct of its proceedings as long as the procedures provide notice and an opportunity to respond.
 - C. Upon the completion of any additional investigation, including review of any responses submitted by the student(s) in question, the committee shall make written findings of fact and conclusions and recommend a course of action to the Associate Dean. Upon the Associate Dean's approval, the committee shall notify all appropriate parties of its findings of fact and conclusions, and the discipline to be imposed or the consequent action, whichever is appropriate.
3. Students do not have the right to be represented by counsel in any School investigation, hearing, or other proceeding
4. There is no appeal of the decisions resulting from any of these proceedings. However, allegations by a student that any committee proceedings were tainted by serious misconduct or conducted arbitrarily and capriciously, resulting in abuse of discretion, may

be raised under the procedures for Review by the Dean. A request for Review by the Dean must be filed within 30 days of the date of the decision. The burden is on the student to establish by clear and convincing evidence that misconduct by the committee, or any member thereof, occurred and that only as a result of such misconduct was the sanction imposed or consequent action taken.

5. All General Report/Complaint forms, findings of fact, and final decisions of the Associate Dean and/or committee shall be maintained at the administrative offices for a period not less than 5 years.

REVIEW BY THE DEAN

A student requesting a Review by the Dean pursuant to paragraph four of the School's General Report/Complaint Procedures shall submit an email to administration using the link through the student's personal homepage, with the first line of the message being "Request for Review by the Dean." The request must clearly identify the proceeding and decision the student is requesting to have reviewed, provide a summary of supporting facts, and provide a list of supporting evidence (e.g., email messages, copies of bulletin board postings, letters, names of potential witnesses), if any, this student has in his or her possession, and/or directions where supporting evidence may be found.

The Dean will conduct a timely review of the matter. This review will be on the written record and shall give appropriate regard to the outcome of the prior proceedings on the matter. The Dean may affirm those proceedings or, in exceptional circumstances and for good cause shown, may overrule the prior outcome and enter a different result.

GRIEVANCE POLICY

Students may address grievances or complaints not covered under any other specific school code or policy to the Associate Dean by requesting a reporting form as set forth in the School's General Report/Complaint Procedures.

Statement of Nondiscrimination

Concord Law School does not discriminate on the basis of race, color, religion, ancestry, national origin, age, nondisqualifying disability, gender, sexual orientation, marital status, or veteran status in the recruitment of students or in the implementation of its policies, procedures, and activities. Sexual harassment is a prohibited aspect of sexual discrimination under this policy.

Concord's policies and practices are in accordance with all applicable laws and regulations, including:

- Title VI of the Civil Rights Act of 1964, as amended, and the implementing regulations 34 CFR Parts 100 and 101 (barring discrimination on the basis of race, color, or national origin);
- Title IX of the Education Amendments of 1972 and the implementing regulations 34 CFR Part 105 (barring discrimination on the basis of sex);
- The Family Educational Rights and Privacy Act of 1974 and the implementing regulations 34 CFR Part 99;
- Section 504 of the Rehabilitation Act of 1973 and the implementing regulations 34 CFR Part 104 (barring discrimination on the basis of physical handicap);
- The Age Discrimination Act of 1975 and the implementing regulations 45 CFR Part 90; and
- The Americans with Disabilities Act of 1990 and the implementing regulations in 29 CFR Part 1630 (1992).

Concord is committed to full compliance with these laws. Pursuant to the Rehabilitation Act of 1973 (Section 504) and the 1990 Americans With Disabilities Act (ADA), Concord will provide reasonable and individualized academic modifications for students who provide proper documentation outlining their disabilities and request reasonable and appropriate accommodations. Because each student's disabilities may differ in degree and impact, reasonable accommodations will be made on an individual basis. However, it is the responsibility of persons with disabilities to seek available assistance and make their needs known at the time of enrollment or as the need arises due to disability. Documentation to support the disability must be provided to Concord at the time of the request. Information pertaining to a student's disability is voluntary and confidential. If this information is supplied, it will be used to seek to overcome the effects of conditions that limit the participation of qualified disabled students.

Questions regarding Concord's Statement of Nondiscrimination or about ADA accommodations may be directed to:

Associate Dean
 Concord Law School
 10866 Wilshire Boulevard, Suite 1200
 Los Angeles, CA 90024
 310.689.3200
 associatedean@concord.kaplan.edu

Tuition and Fees

A \$100 nonrefundable application fee is required to be considered for admission. Effective June 1, 2007, for new students, and effective July 1, 2007, for renewing students, the annual tuition is \$8,900. For renewing students there is a \$100 nonrefundable registration fee. Any units taken above 24 units annually are charged at the rate of \$370 per unit. Tuition increases will typically occur at the beginning of June and July for beginning and renewing students, respectively.

Some upper-division electives offered in partnership with other law schools require a one-time program fee in addition to the Concord tuition rate or alternatively the tuition rate of the partner school.

Access to the Internet curriculum begins at a prescribed time when all tuition and orientation obligations are met. The above tuition and fees do not include the student's own cost of textbooks, computer equipment, Personal Digital Certificate, an online provider to access the curriculum, and certain student services fees. These costs are estimated to be:

Textbooks: \$600 per year
 Computer equipment: \$1,000
 Online provider: \$29.95/month
 Personal Digital Certificate: \$19.95 per year
 MS Word (market price) or WordPerfect (student rate, \$70)

Miscellaneous Fees

Returned check fee	\$25
Official transcripts (unofficial transcripts are available through the student homepage)/good standing letter	No charge for the first copy; subsequent copies are \$5 each
Deferment request—within 2 weeks after acceptance	\$75
Deferment request—more than 2 weeks after acceptance but before start of term	\$150
Deferment request—after start of term	\$250
Petition for special treatment	Petitions to be excepted from School policies set forth in this Catalog may

have as a condition of approval the payment of fees up to \$250 to offset administrative costs.

Degree audit/diploma order	\$100
Graduation ceremony tickets	\$135 to participate in the ceremony; this fee includes up to four tickets.
Late registration fee	\$150 after the close of registration but more than 14 days before the designated start date of the term; \$250 within 14 days of the designated start date of the term.

Financial Aid Services

Prior to enrolling at Concord, applicants are encouraged to explore all financing options available to them for financing their education, including employer or military tuition assistance or reimbursement, veterans benefits, and financial aid funding through state and federal agencies. Financial aid information and application assistance is provided by the School's Financial Aid Office to help students understand their options before entering into a contractual agreement. Concord is approved for the following loans and grants:

Loans (available to all students, subject to eligibility requirements)

- Subsidized Federal Stafford Loan
- Unsubsidized Federal Stafford Loan
- Federal PLUS Loan
- Alternative Loans

Other Agencies or Programs

- Promise Jobs
- Veterans Administration Benefits
- Workforce Development Center
- Workforce Investment Act
- Division of Vocational Rehabilitation
- Defense Activity for Non-Traditional Education Support (DANTES)

Students who receive loans to pay for their course of instruction must realize that it is their responsibility to repay the full amount of the loan, plus interest, less the amount of any refund. Defaulting on loans guaranteed or reinsured by the state or federal government could result in damage to credit ratings, loss of eligibility for future student loans and other forms of financial aid, loss of deferment and monthly payment options, withholding of state and federal income tax refunds, initiation of court action, and garnishment of wages.

Additional information on eligibility requirements, alternate financing, amounts available, interest rates, scholarships, and repayment schedules is available from the Financial Aid Office. Third-party funding sources may be available to students from outside agencies. Students are encouraged to seek such funding and familiarize themselves with the policies of such agencies. Although the School will assist students in completing necessary forms and will provide any required information to the agency, it is ultimately the student's responsibility to ensure the agency's requirements are met.

Some alternative loans are only available to pay any direct tuition charges that are not covered by a student's federal, state, or institutional funding. Students are encouraged to take advantage of federal Title IV funding before making application toward the alternative loan programs. Students and, when applicable, their parents have the

right and ability to choose any lender they wish, and Concord does not require that any loans be obtained from any particular lender or source.

NOTICE TO STUDENTS

If you withdraw or are dismissed from the University up through the 60 percent point in any payment period and received federal financial aid in the form of grants or loan funds, federal law requires that the University, and in some cases you, the student, return funds you did not earn to the U.S. Department of Education.

In these situations, the federal Title IV financial aid must be recalculated. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

1. To determine the percentage of the payment period for which federal financial aid was awarded and completed, the percentage of the payment period or term completed, which is the number of days completed up to the withdrawal date, is divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.
2. To determine the amount of aid to be returned, subtract the percentage of aid earned from 100 percent of the aid that could be disbursed and multiply it by the total amount of aid that could have been disbursed during the payment period or term as of the date you withdrew. Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: After the 60 percent point in the payment period, the student will have earned 100 percent of the federal financial aid funds already disbursed to them. This calculation concerning federal financial aid is separate and distinct from the institutional refund policy, and may result in the student owing additional funds to the School to cover tuition charges previously paid by federal financial aid prior to student withdrawal. If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student is required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debt balance to the institution. If a student earned more aid than was disbursed to them, the institution would owe the student a post-withdrawal disbursement, which must be paid within 120 days of the student's withdrawal.
2. If a student plans to withdraw from the School, please contact the Financial Aid or Business/Bursar's Office to determine the amount of funds that must be returned on the student's behalf, if applicable. All refunds due will be made within 30 days of the student's effective withdrawal date. The last date of actual attendance is used in calculating any refund amount. Refunds are allocated in the following order:
 1. Unsubsidized Federal Stafford Loan
 2. Subsidized Federal Stafford Loan
 3. Federal Perkins Loan
 4. Federal Parent (FPLUS) Loan
 5. Federal Pell Grant
 6. Academic Competitiveness Grant (ACG; degree programs only)
 7. National SMART Grant (specially identified degree programs only)
 8. Federal Supplemental Educational Opportunity Grant
 9. Other Title IV assistance
 10. Other state funds (unless otherwise mandated by the state)

11. Private and institutional aid

12. Student

Cancellation and Refund Policy

If students are accepted to the program but wish to cancel their enrollment, they may cancel by emailing administration@concord.kaplan.edu or by mailing a certified, written notice of cancellation to Attn: Director of Student Services, Concord Law School, 10866 Wilshire Boulevard, Suite 1200, Los Angeles, CA 90024. If students cancel prior to or on the first day of commencing instruction, they will receive a full refund of tuition paid. All refunds will be made within 30 days of cancellation.

If the student has obtained a loan to pay for tuition, it is the student's responsibility to repay the full amount of any loans plus interest, less any amount of any refund to the lender. Students are advised that some financial refunds are due directly to the lender.

JD CANDIDATES

A student who begins the program is entitled to a prorated refund of tuition paid, up to the time 60 percent of the academic year has lapsed (60 percent of the program is defined as the lapse of 31 weeks of instruction in an academic year of 51 weeks). Thus, a student who withdraws from or is dismissed by the School anytime after commencing instruction on the Internet but prior to 60 percent of the academic year will receive a prorated refund.

For example, if a student paid the annual JD tuition of \$8,900 and 12 weeks of the academic term had elapsed, the refund is \$6,805.88 calculated as follows: \$8,900 paid x 39 weeks paid for but not received/51 weeks for which payment had been made equals \$6,805.88.

The refund is strictly based on the lapse of time and not on the amount of utilization of the Internet program.

If a student withdraws from or is dismissed by the School anytime after the 31st week from commencing instruction, there will be no refund. A student paying tuition on installment may owe a balance due, depending upon the installment payment schedule.

EJD CANDIDATES

A student who begins the program is entitled to a prorated refund of tuition paid up to the time 60 percent of the academic term has been completed (60 percent of the academic term is defined as completion of 60 percent of the 24 units per year of which the program is comprised, or 14.4 units). Thus, for example, a student who withdraws from, or is dismissed by, the School anytime after commencing the program but prior to completing 60 percent of the program will receive a prorated refund calculated as follows: if the student paid the EJD tuition of \$8,900 and completed 15 modules in each of the first-year courses, the refund would be \$4,450 calculated as follows: 15 of 30 modules of Contracts completed = 50 percent of 8 units = 4 units; 15 of 30 modules of Torts completed = 50 percent of 8 units = 4 units; 15 of 30 modules of Criminal Law completed = 50 percent of 6 units = 3 units; 15 of 30 modules of Legal Writing and Test Taking completed = 50 percent of 2 units = 1 unit; 4 units + 4 units + 3 units + 1 unit = 12 units completed out of 24 units per year. \$8,900 paid x 12 units paid for but not completed divided by 24 units equals \$4,450. If a student withdraws from, or is dismissed by, the School anytime after completing 60 percent of the program, there will be no refund.

A student paying tuition on installment may owe a balance due, depending upon the installment payment schedule.

Course Descriptions

Concord reserves the right to add, drop, or modify courses that are listed in this catalog based upon faculty availability and student needs. (Unless otherwise noted, courses are considered electives available to both JD and EJD students. Courses noted “JD Only” or “EJD Only” are not available to students in the other program.)

CL 6000: LEGAL WRITING AND TEST TAKING SKILLS

This first-year course is designed to teach the ability to spot legal issues in factual situations and form legal arguments and theories. In addition, students demonstrate factual analysis and reasoning to buttress their arguments and conclusions.

Required: JD and EJD
2 units

CL 6100: CONTRACTS

This course examines the legal theories and principles relating to parties and agreements and their resultant obligations or benefits. Covered topics include: formation, conditions, and remedies of contracts; bargained for consideration; third-party contracts (including assignments and delegations); statute of frauds; parole evidence; impossibility of performance; and frustration of purpose.

Required: JD and EJD
8 units

CL 6200: TORTS

This course explores the study of civil liability relating to intentional acts and violation of duties imposed by law. In addition, legal wrongs committed by a private person upon the person or property of another independent of a contractual relationship are covered in detail in this course. Topics include intentional torts, negligence, strict liability, product liability, nuisance, defamation, invasion of privacy, and misrepresentation.

Required: JD and EJD
8 units

CL 6300: CRIMINAL LAW

This course examines the state's ability to punish individuals for wrongs committed. Homicide, theft (including robbery and burglary), assault, rape, kidnapping, and arson as well as attempts, conspiracies, and solicitation are covered in depth. The state of mind required to commit a crime, including justifications and excuses, is thoroughly covered.

Required: JD and EJD
6 units

CL 7000: CONSTITUTIONAL LAW

This course examines the organization and framework of the federal government, the distribution of political and governmental authorities and functions, and the fundamental principles that regulate the relationship between the government and its citizens. Specific topics include the source of judicial review, the powers of legislative and executive branches,

the authority reserved for the states, due process, equal protection, and First Amendment freedoms.

Required: JD and EJD Second Term
6 units

CL 7100: REAL PROPERTY

The law governing all aspects of real property and the creation of rights is the focus of this course. Additional topics include ownership rights (including present estates), cotenancy, future interests, and the relations between landlord and tenant. Real property contracts, statute of fraud problems, real property mortgages, conveyancing, and adverse possession are also discussed.

Required: JD and EJD Law and Technology Track
8 units

CL 7150: WILLS AND TRUSTS

This course covers the law of estates and trusts as applied in California and gives a general overview of how it applies in the rest of the country. Issues dealing with the validity and revocation of wills are examined, in particular as they may affect distribution of assets of an estate. In addition, the laws of express trusts (including creation and administration), charitable trusts, and consecutive trusts are covered.

Required: JD
6 units

CL 7200: CIVIL PROCEDURE

Access to the U.S. court system is the focus of this course. Proper jurisdiction and venue (including long arm statutes and minimum contacts) are covered in detail. Other topics include pleadings, joinder of parties and claims, class actions, discovery, summary judgment, directed verdict, res judicata, collateral estoppel, and the appeal process.

Required: JD and EJD Law and Technology Track
6 units

CL 7300: CRIMINAL PROCEDURE

This course focuses on the law governing the rights of the accused. The topics of arrest, search, seizure, confession, and self-incrimination, police lineups, guilty pleas, double jeopardy, right to counsel, and ineffective assistance of counsel are covered in detail.

Required: JD and EJD Criminal Justice Track
4 units

CL 7500: CORPORATIONS AND BUSINESS ORGANIZATIONS

This course covers the area of law relating to artificial persons or legal entities, consisting of members acting with a common purpose. Particular emphasis is placed on the formation of the corporate unit, the sale of shares (including federal securities law), the operation and management of the corporation, and the law covering dividends, repurchases, and redemptions.

Required: JD
4 units

CL 7600: EVIDENCE

This course covers the substance of and means by which alleged matters of fact are proved or disproved in court. Central topics include the requirements for the introduction and impeachment of evidence, relevancy, character evidence, expert testimony, privileges, and hearsay. The course also covers the requirements of the originals and roles of judges and juries in the evaluation of evidence.

Required: JD and EJD Criminal Justice Track
6 units

CL 7700: COMMUNITY PROPERTY

This course covers the Law of Community Property and Division of Marital Assets in California. Specific topics include the characterization of property as separate or community, creditors rights, third-party transfers, and the resolving of disputes upon the termination of a relationship or the death of a party.

Required: JD
4 units

CL 7800: LEGAL ANALYSIS AND WRITING (JD)

This course covers the practical basis of “how to” write the kinds of documents that make up a lawyer's traditional practice: a client advice letter, an office (research) memorandum, and a memorandum of law in support of—or in opposition to—a dispositive motion, for example, a Motion for Summary Judgment. The course will also include an oral argument.

Required: JD Only
4 units

CL 7850: LEGAL ANALYSIS AND WRITING (EJD)

This course is designed to allow students to apply their legal knowledge to a series of writing exercises. In addition to having an opportunity to refresh writing skills, students will learn the basis forms of correct legal citation. The skills training focuses on precision of writing and drafting, careful word usage, clear and precise communication, legal analysis, using common sense and mature judgment, and a meticulous attention to detail.

Required: EJD Third Term Only
2 units

CL 7875: ELECTRONIC LEGAL RESEARCH

This course focuses on research skills and techniques, including the use of an online library. Students will be assigned various research projects to be completed under the tutelage of their instructor.

Required: JD and EJD Third Term
2 units

CL 7875: LEGAL RESEARCH

See Electronic Legal Research.

CL 7900: PROFESSIONAL RESPONSIBILITY

The law relating to the ethical standards that govern attorneys and judges is the focus of this course. It covers the ABA Rules of Professional Conduct, the ABA Model Rules of Professional Conduct, and the

ABA Code of Judicial Ethics. The course will also include materials on professional conduct of the attorney, the role of a lawyer, the lawyer as an officer of the court, and the relationship of the lawyer to society.

Required: JD Only
4 units

CL 7950: ETHICS

This general survey course consists of the law relating to the ethical standards that govern attorneys and judges. Select sections of the ABA Rules of Professional Conduct, the ABA Model Rules of Professional Conduct, and the ABA Code of Judicial Ethics are covered.

Required: EJD Third Term Only
2 units

CL 7975: REMEDIES

This course reviews both legal and equitable remedies, focusing on the underlying liability theories that give rise to the remedy and the remedy itself. Special attention is given to contract and tort remedies. Students will be exposed to the types of problems that they may encounter in law practice, with particular emphasis on ones that cross a variety of disciplines. Final papers are similar to the performance tests currently administered by the State Bar of California.

Required: JD
4 units

CL 7999: CAPSTONE COURSE (JD)

This course provides students with an effective means of integrating what they have learned over the course of their legal education, building on a strong substantive and skills foundation to make critical judgments about the law and policy as a practicing attorney. Special attention will be devoted to the skills necessary for success on the California Bar Examination. Through work with testing forms currently employed by the California Committee of Bar Examiners, students will refine their ability to analyze legal principles and express their thoughts in an appropriate legal fashion.

Required: JD only
2 units

CL 8000: COMMERCIAL LAW

This survey course covers essential business transactions involving the transfer of interests in personal property and the means by which the obligation to pay is secured and satisfied. Commercial Law will expose students to a wide variety of concepts governed by the articles of the Uniform Commercial Code, including Sales (Article 2), Negotiable Instruments (Article 3), and Secured Transactions (Article 9). Students will gain experience working with statutory law in the commercial arena. Special attention will be paid to security interests, checks, and securities. This is an important course for students seeking exposure to fundamental business law concepts, creditor/debtor issues, and banking transactions.

4 units

CL 8010: CONTRACT DRAFTING

A lawyer once said, "Legal drafting is legal thinking made visible." The drafter's work makes explicit the parties' understanding of the deal, but also fills the "gaps" sometimes left in contract negotiations and

anticipates problems that might arise in the future. This course uses contract drafting to (1) exemplify the principles of contract law, (2) illustrate those principles in a planning context rather than a litigation context, and (3) develop the legal skills of reading, writing, and analysis. Through a series of readings and drafting exercises, students will learn to analyze and draft contracts that accomplish the particular needs and objectives of their client.

2 units

Prerequisite: CL 6100

CL 8020: BUSINESS PLANNING AND SKILLS TRAINING—PRACTICUM

This course focuses on the role of the lawyer as an advisor to closely held businesses and their owners. The required course materials include an online cyberworkbook entitled "Drake on Representing Closely Held Entities," which is written by Dwight Drake on business planning and integrates case study problems written by Andrea Johnson. During the course, students will study and plan the creation, operation, and dissolution of a closely held company called "Compu Devices." This course workbook integrates a primary textbook and course materials and assessment tools that focus on California law. This is a practicum course and, as such, the focus in this course will be to provide hands-on skills training for business lawyers in devising strategies, negotiating agreements, and drafting business documents. Students will work individually and in teams to negotiate and draft different types of documents used during the life of a business. Note that students will be required to participate in one or more small group projects, and must be able to accommodate conference calls and virtual meetings with their business partners outside of the regularly scheduled classes.

4 Units

Prerequisite or corequisite: CL 7500

CL 8030: DEBTOR-CREDITOR LAW

Debtor-creditor law encompasses state and non-bankruptcy federal law that governs how a creditor collects money a debtor owes the creditor. Debtor-creditor law mainly concerns when and how a creditor can acquire property of a debtor to satisfy an obligation the latter owes the former. A closely related concern is the extent to which a creditors' rights to do so, as against the debtor, are also valid and enforceable against the debtor's other creditors. This law applies without regard to the nature of the underlying debt, whether tort, contract, statutory liability, or any other substantive law. It applies, too, whether the debtor is a natural person or business entity and whether the debt is consumer or commercial. Debtor-creditor has wide applicability in everyday practice and also drives, to an extent, the substance and practice of bankruptcy law, which in large part is a reaction to state debtor-creditor law. Therefore, this course is useful in itself and is foundational (even essential) to understanding and practicing bankruptcy law.

2 units

CL 8110: ADMINISTRATIVE LAW

This course reviews administrative law, particularly related to health care administrative agencies. It will compare federal and state licensing, permits, and appeals processes, as well as the adoption, modification, and judicial review of agency rules

and decisions. The course will emphasize administrative procedures in health law, but will also discuss general administrative law principles.

4 units

CL 8120: CONFLICT OF LAWS

This course examines the problems that arise in choosing the law to be applied to transactions, relationships, or occurrences having contacts with more than one state in the United States or with the United States and a foreign nation. The course begins with the problem of enforcing nonforum and foreign judgments in U.S. courts. Enforcement of judgments logically leads next to the consideration of U.S. constitutional constraints in the choice of substantive and procedural law that courts use in rendering a judgment. Finally, the course focuses on the various approaches, theories, and rules that courts have developed to guide them in choosing the law to be applied to interstate and international transactions, relationships, occurrences, and litigation.

4 units

Prerequisite: CL 7200

CL 8130: EMPLOYMENT DISCRIMINATION

This course will focus on the federal statutory responses to the issues surrounding employment discrimination on the basis of age, disability, race, color, religion, sex, national origin, and alienage. In this context, students will examine the manner in which Congress and the federal courts have balanced the competing interests of preserving the rights to control private property with the nation's commitment to equal opportunity in employment. To that end, students will carefully examine the provisions of Title VII of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, religion, national origin, and sex; the nineteenth-century federal Reconstruction Civil Rights Acts; the Age Discrimination in Employment Act; and the Americans With Disabilities Act.

2 units

CL 8500: FEDERAL TAXATION

This course examines the fundamental concepts underlying the federal income tax system, with emphasis on its history and current operation. Major topics that will be explored include determination of gross income and deductions, timing issues, and disposition of property, with emphasis on taxation of the individual. Students will gain an understanding of the research tools used by lawyers in analyzing taxation issues.

4 units

CL 8600: INTELLECTUAL PROPERTY

This is a survey course in the field of intellectual property law. Topics include patent, copyright, and trademark law. It would be valuable for students to have completed or be concurrently enrolled in Real Property, Constitutional Law, and Civil Procedure.

Required: EJD Law and Technology Track
4 units

CL 8620: CYBERLAW

This broad survey course is designed to explore the legal, ethical, and technological issues involved in working in cyberspace. Topics will include: Internet history, policy development, governance, and regulation; jurisdiction; First Amendment and privacy; copyright and fair use; trademark and domain

names; cybercrime and Internet security; electronic commerce and virtual transactions; discovery of electronic evidence; and legal practice issues on the Internet. It would be valuable for students to have completed or be concurrently enrolled in Constitutional Law, Civil Procedure, and Real Property.

Required: EJD Law and Technology Track
4 units

CL 8650: PATENT LAW FUNDAMENTALS

This class focuses on the law relating to the procurement of patents, which is commonly referred to as the “patentability requirements.” The goal of this course is to allow students to obtain a broad overview of the patent laws as applied by the U.S. Patent and Trademark Office and by the various federal courts (primarily the U.S. Court of Appeals for the Federal Circuit) having jurisdiction to hear patent matters.

2 units

CL 8655: PATENT LITIGATION

This course will focus on the law associated with enforcing patents through the U.S. district court system, including the elements of the complaint (i.e., standing/jurisdiction, infringement, damages), issues arising in discovery (potential defenses), trial (the role of the judge and jury), and a potential appeal to the U.S. Court of Appeals for the Federal Circuit (CAFC).

2 units

Prerequisites or corequisites: CL 8650 or CL 8600, and CL 7200

CL 8660: PATENT CLAIM DRAFTING

This class will focus almost entirely on the law and rules associated with writing claims that pass muster at the U.S. Patent and Trademark Office. Such claims must include the invention and, at the same time, avoid the “prior art.” Such claims should be of varying scope, commercially relevant, and stand up to validity challenges during litigation. This course will introduce a student to sufficient principles regarding patent law to be able to understand the patent application prosecution process and write claims.

2 units

Prerequisite or corequisite: CL 8650 or CL 8600

CL 8665: PATENT APPLICATION DRAFTING

This class is designed to be an introduction to drafting a patent application, filing the application, and understanding basic patent office procedure. A patent application consists of many parts and drafting requires the creator to understand the invention, understand the “prior art,” and adequately describe the invention so that it is capable of being made by those skilled in the relevant art. The goal of this course is not mastery, but rather for students to become familiar with basic drafting techniques and rules.

2 units

Prerequisite: CL 8660

CL 8700: HEALTH LAW

This course introduces students to the legal issues involving the health care system and health care providers. Areas covered include the legal issues surrounding licensing, quality control regulations,

patient-professional relationships, health care organizations and structures, bioethical issues, and liability of health care professionals and institutions. It would be valuable for students to have completed or be concurrently enrolled in Civil Procedure and Constitutional Law.

Required: EJD Health Law Track
4 units

CL 8710: MEDICAL MALPRACTICE/ PROFESSIONAL LIABILITY

This course examines the duty of health care professionals and organizations to provide appropriate care by addressing specific tort issues, practice guidelines and standards, applicable regulations, and data bank issues.

2 units

Prerequisite: CL 8700

CL 8720: HEALTH CARE POLICY

This course explores the legal, political, and socioeconomic principles underlying the development, implementation, and trends in public health policies related to national and international health care initiatives and other legislative efforts in progress. Students will analyze the development of health policies and will propose and negotiate future policy directions.

4 units

Prerequisite: CL 8700

CL 8730: MEDICAL PRODUCTS LIABILITY

This course explores the legal aspects of health-related products liability, including medical devices, pharmaceuticals, and genetically engineered treatment modalities, plus relevant toxic tort issues. Students will evaluate the current laws applicable to these areas and how they are applied through product liability claims and through administrative agencies like the U.S. Food and Drug Administration (FDA). The course will emphasize health law issues in products liability and will also cover aspects of administrative law. The course assessments provide students with some hands-on opportunities to apply what they learn in a “real-world” way by doing projects on the FDA and on litigation involving medical devices and pharmaceuticals and by drafting pleadings and a judicial decision to address hypothetical situations.

2 units

CL 8740: RISK MANAGEMENT IN HEALTH CARE

This course explores various models and trends in risk management programs, along with their components. The course will focus on all forms of risk and risk management in health care environments, from initiation of care through completion of care.

2 units

Prerequisite: CL 8700

CL 8750: BIOETHICS

This course examines legal, ethical, and political implications of biological and technological advances in the following areas: human reproduction, fetal-maternal decision making, surrogacy, human genetics, death and dying of children and adults, physician-assisted death, human subjects research, and distributive justice in health care. These issues are addressed from the standpoint of the stakeholders—patients, health care providers, and government policy makers. Students will draft legislation and

codes of ethics, negotiate contracts, and write legal memoranda related to these topics.

4 Units

Prerequisite: CL 8700

CL 8799: HEALTH LAW INDEPENDENT STUDY

This course affords students in their third or fourth year the opportunity to write a major paper on a health law topic. Papers will have to be original, be significant in length, and reflect a high level of research and through analysis of a topic. Students will develop a thesis or prepare an expository piece on a particular area of health law.

2 units

Prerequisite: CL 8700

CL 8805: EJD PRACTICUM

The EJD Practicum provides students with the opportunity to experience the law in a practical setting. EJD students apply their knowledge of the law in a business or other appropriate setting that may be law related but is not the practice of law. The student works with the Director of the EJD Practicum to identify and obtain approval for an appropriate externship in his or her location. This elective also requires additional coursework including lectures, discussion groups, and writing assignments.

EJD Only, CGPA Requirement

4 units

CL 8810: LEGAL EDUCATION EXPERIENCE PROGRAM

The Legal Education Experience Program (LEEP) provides students with the opportunity to experience the law in a practical setting. JD students work under a supervising attorney in a judicial, law firm, public law office, corporate, or government setting. The student works with the Director of LEEP to identify and obtain approval for an appropriate externship in his or her location. This elective also requires additional coursework including lectures, discussion groups, and writing assignments.

JD Only, CGPA Requirement

4 units

CL 8899: INDEPENDENT STUDY

This course is open to fourth-year JD students and third-term EJD students who have at least a 3.0 Concord GPA at the time the course begins. While the School will provide assistance in communicating proposed projects to the faculty, the responsibility for finding a faculty sponsor rests with the student. Both the acquiescence of a faculty sponsor and the Associate Dean is required before a student will be enrolled. The exact parameters of each project—subject, scope of work, credits—will be initially be determined by the faculty sponsor and the student and, thereafter, must be approved by the Associate Dean. A general guideline would be that the project should generate written product of 15 pages per unit of credit, that is, 3 units = 45 pages.

1 to 4 units

CL 8910: EQUINE LAW I

Equine Law I explores the law relating to the equine industry and of use to equine law practitioners. Major topics covered include: law of common equine contracts, such as sale, boarding, indemnity and release agreements, warranty issues, and duties and obligations of agents, which include trainers, co-owners, and independent contractors; secured

transactions; and insurance issues. Students will gain an appreciation of the duties and obligations of industry participants and a working knowledge of legal issues necessary to draft contracts in this field.

2 units

CL 8920: EQUINE LAW II

Equine Law II is a continuation of Equine Law I and covers such major topics as Equine Activity Liability legislation, associations and the law relating to industry governance, tax issues, land use law, employment law and immigration issues, family law including divorce and estate planning, Internet gambling legal issues, veterinary malpractice and animal cruelty issues, and ethics. Students will gain an understanding of the challenges faced by industry participants and the legal landscape of use to equine law practitioners in these areas.

2 units

Prerequisite: CL 8910

Courses in Partnership With Other Law Schools: JD Only

CL 8800: ADVOCACY—THEORIES, TACTICS, AND TECHNIQUES

Offered online in partnership with William Mitchell College of Law, this course introduces students to the fundamentals of the courtroom and oral advocacy. Interactive modules allow students to study the foundation of effective advocacy and to learn by doing. Students are exposed to trial tactics and techniques, including opening statements, direct and cross examinations, introduction of evidence, and closing arguments. Students are assessed and receive feedback on their own performances via videotape presentations. Students must have access or arrange access to videotaping equipment (VHS) to tape their own performances. In addition to Concord tuition per unit, students will be required to pay a \$500 program fee.

3 units

ADVANCED ADVOCACY

Offered at the William Mitchell College of Law (WMCL) Summer Skills Program in St. Paul, Minnesota, this is an eight-day, in-person course. The course is an intense, learning-by-doing trial skills course. Students continually perform and are critiqued live and on videotape by experienced trial lawyers. Topics include: case analysis; opening statements; direct and cross examinations; examination of lay and expert witnesses; impeachment, rehabilitation, and refreshing recollection; introduction of evidence and demonstrative exhibits; closing arguments; jury selection; and ethics and professional responsibility. (Students register directly with and pay tuition, at the WMCL JD rate, directly to William Mitchell College of Law. The course is graded on a pass/fail basis by WMCL.)

3 units

Prerequisite: Advocacy—Theories, Tactics, and Techniques

NEW YORK LAW SCHOOL COURSES

Concord JD students may register for selected online courses offered through New York Law

School. In the past, they have included Mental Disability Law and the Americans With Disability Act (ADA). Course offering information will be provided at the time of registration or through school announcements, as appropriate, as courses are available.

3 to 4 units

Courses in Partnership With Kaplan University: EJD Only

EJD students may request enrollment in up to three approved Kaplan University courses. Students who wish to enroll in more than three approved Kaplan University courses must submit a petition to the Associate Dean of the EJD program and provide supporting information, including appropriate documentation, on why additional courses would be an educational benefit to the student. These petitions should be submitted to: ejd_associatedean@concord.kaplan.edu

CRIMINAL JUSTICE ELECTIVES

CJ 343: COMPARATIVE JUSTICE SYSTEMS

This course compares and contrasts justice systems around the world. Topics covered include crime on the world scene, legal traditions, substantive law and procedural law, and an international perspective on policing, the courts, corrections, and juvenile justice. The study of other cultures and countries is an important feature of a comprehensive educational experience. In this course, students discuss the positive and negative attributes of the various justice systems of England, France, Sweden, Japan, and Russia.

4 units

CJ 350: ORGANIZED CRIME

The course investigates the international phenomenon of organized crime from historical origins through future trends in organized criminal enterprise. Special emphasis is given to domestic organized crime involving different racial and ethnic groups. Law enforcement's efforts to describe, understand, and combat organized crime are discussed.

4 units

CJ 370: CRIME SCENE INVESTIGATION II

This course provides students with a general understanding of the contributions that experts can make in dispute resolution both inside and outside the courtroom. It explains when expert testimony is necessary and when a person is qualified to testify as an expert. Students learn the relevancy of evidence and how to provide the expert testimony necessary to substantiate the results of the examined evidence.

4 units

CJ 411: DRUGS AND ALCOHOL IN THE CRIMINAL JUSTICE SYSTEM

This course examines all phases of drug abuse, with the goal of providing students with the information and insight necessary to evaluate the policy options available in response to this significant social problem.

Distinctions between the pharmacology, psychology, and the sociology of drug abuse are quite artificial; while the interaction of these three dimensions can explain drug use, the value of each by itself is limited. Students learn about the historical, legal, biological, psychological, and sociological dimensions of drug abuse in order to understand treatment, prevention, and policy alternatives.

4 units

CJ 433: PROBATION AND PAROLE

This course provides an introduction to probation, the most common response to criminal offenders, and parole. As the problem of prison overcrowding continues, probation and parole will expand, and so will the controversy surrounding their use. Students gain an understanding not only of probation and parole history, administration, policy, and procedures, but also areas of controversy. The course also provides insight into the difficult but interesting work performed by probation and parole officers.

4 units

CJ 443: SECURITY MANAGEMENT AND ADMINISTRATION

This course will guide students toward an understanding of the role of management within a security organization and explain techniques and offer practical methods that will help them achieve effective security department management. During the course, students will examine the following issues and topics: basic management and organizational theory; individual roles of security management personnel; policy and procedure; current computer applications that can help all aspects of the security function; the importance of security statistics; and how to sell security to the organization. One of the course's major themes is the importance of security within the organization and within the community.

4 units

CJ 444: MANAGING CRIMINAL JUSTICE ORGANIZATIONS

This course deals with concepts and theory in the field of organizational behavior. The course focuses on the historical perspectives of organizational theorists, theories of motivations and leadership, and future trends and developments in modern organizations.

4 units

CJ 500: CRITICAL LEGAL ISSUES IN CRIMINAL JUSTICE

This course involves the study of recent legislation and case law, both state and federal, that impact criminal justice professionals and the administration of criminal justice in the context of professional practice. The topics will depend upon current legal developments, but will include such areas as law enforcement, criminal procedure, civil and criminal liability, civil rights, employment law, substance abuse, corrections, and judicial review of administrative decisions.

4 units

CJ 505: CRITICAL ISSUES IN CRIMINAL JUSTICE

This course will address critical issues affecting the major tenets of the criminal justice profession, including, but not limited to, homeland security, training and education, ethics and morality in professional practice, and community-based law

enforcement and corrections programs. Other current trends and any other critical issue facing the fields of policing, private security, and corrections are addressed as needed.

4 units

CJ 506: ADVANCED TOPICS IN CRIMINAL LAW

This course addresses complex issues related to substantive criminal law, focusing on the sources of modern criminal law, the purposes and types of laws, the interpretation of criminal laws, the categories of crime and penalties, the similar characteristics of criminal violations, the elements of complex crimes, and the types of criminal defenses. This course is best suited for those students working in the area of law enforcement/policing.

4 units

CJ 510: SPECIALIZED CRIMINAL STATUTES AND COMPLEX INVESTIGATIONS

This course involves the study of legislation and case law that affect the daily practice of criminal justice professionals in the context of investigative techniques and the prosecution of cases. Students examine such areas as white-collar crime; the Racketeer Influenced and Corrupt Organizations (RICO) Act; money laundering; health care fraud; wire, mail, and bank fraud; identity and access device fraud; securities fraud; insurance fraud; corporate criminal liability; tax enforcement; and public corruption. In addition, the USA PATRIOT Act, Title III wiretaps, and grand jury procedures are also discussed.

4 units

CJ 513: CRITICAL ISSUES IN TERRORISM

This course is designed to provide students with a critical analysis and understanding of issues related to terrorism. This includes historical analyses of the causes and effects of social, political, economic, and religious conflict as they pertain to terrorist groups from source countries; protective intelligence gathering and associated legal issues; threat assessment; emergency first-responder plans and policies; counterterrorism tactics and strategies; cyberterrorism and the role of technology; and concerns for the future.

4 Units

CJ 521: CRITICAL ISSUES IN CORRECTIONS

This course provides a critical analysis of contemporary issues facing the U.S. correctional system. Students address issues such as the philosophies and theories that guide practice, community-based policies and practices, prison reform, special populations, recidivism, and legal mandates affecting the administration and operations of correctional facilities.

4 units

CJ 523: CRITICAL ISSUES IN JUVENILE JUSTICE

This course is designed to explore the social context of delinquency, law, the history of the juvenile court, policing in juvenile justice, and court and corrections interventions with regard to children who have been victimized or are criminal. The course integrates scholarship and case law to investigate the many layers of the juvenile justice system, including how the juvenile court works and why it works the way it does. Upon completion, students will have much more than a cursory understanding of the juvenile justice system.

4 units

TECHNOLOGY ELECTIVES

HU 310: CULTURE, SOCIETY, AND ADVANCED TECHNOLOGY

How will technological innovation continue to transform culture, professional life, health, business, and education? Can technology spin out-of-control? Will developments, such as artificial intelligence, bioengineering, nanotechnology, the knowledge economy, and online education, lead to new cultural and social forms? In this course, students will explore some of the possibilities and perils of advanced technology. The course will draw lessons from a wide range of scholarly and fictional responses to the questions of culture, society, and advanced technology, and students will work to craft creative responses and informed, critical questions of their own.

4 units

MT 300: MANAGEMENT OF INFORMATION SYSTEMS

This course provides students with an understanding of the role of computer-based information systems in business organizations. Emphasis is placed on management and technical concepts essential to business application and management of information systems. Procedures and controls used in maintaining communication channels are studied.

4 units

MT 351: ECONOMICS OF INFORMATION

Successful managers must understand the integral ties between the Internet and other forms of communication and the development of a successful business. This course examines the Information Age from the perspective of applied management, preparing students to manage in the digital, network environment. It provides context for the growth of the information society, connecting the role of American business with the expansion of various information technologies.

4 units

MT 451: MANAGING TECHNOLOGICAL INNOVATION

In this course, students will observe how business leaders manage the adoption and/or application of technological innovation. Students will be introduced to the technology adoption life cycle, several methods of technology forecasting, and the fostering/ hindering effects of internal company culture. Finally, students will trace the technology life cycle of a specific technology of their own choosing, discuss how the innovation has effected business, and prepare a projection of its use in industry for the foreseeable future.

4 units



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Kaplan University Administrators and Academic Leadership

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