



Kaplan University

2012–2013 Catalog Addendum Supplement

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Unless otherwise noted, all changes contained in this document are effective August 21, 2013. Refer to the 2012-2013 Catalog Addendum appended to this document for all policies and programs introduced or revised since the publication of the 2012-2013 University Catalog.

Kaplan University Program Offerings

PROGRAM	Online	Augusta	Davenport	Cedar Falls	Cedar Rapids	Des Moines	Hagerstown	Lewiston	Lincoln	Mason City	Omaha	South Portland
<input checked="" type="radio"/> Online instruction <input type="radio"/> Program enrollment through campus locations; online instruction X Program enrollment through campus locations; combines onsite and online instruction												
PROFESSIONAL LAW DEGREES												
Master of Laws (LLM)	●											
Juris Doctor (JD)	●											
Executive Juris Doctor (EJD)	●											
DOCTORATE DEGREES												
Doctor of Nursing Practice*	●											
MASTER'S DEGREES												
Master of Arts in Teaching	●											
Master of Business Administration	●	○	○†	○†	○†	○†	○	○	○	○†	○	○
Master of Health Care Administration	●	○	○	○	○	○	○	○	○	○	○	○
Master of Health Informatics‡	●											
Master of Health Information Management‡	●											
Master of Public Administration	●	○	○	○	○	○	○	○	○	○	○	○
Master of Public Health	●	○	○	○	○	○	○	○	○	○	○	○
Master of Science in Accounting	●	○§	○§	○§	○§	○§	○§	○§	○§	○§	○§	○§
Master of Science in Criminal Justice	●	○	○	○	○	○†	○	○	○	○	○	○
Master of Science in Education	●						○					
Master of Science in Education in Instructional Technology#	●						○					
Master of Science in Educational Psychology**	●											
Master of Science in Environmental Policy	●	○	○	○	○	○	○	○	○	○	○	○
Master of Science in Finance	●		○	○	○	○	○		○	○	○	
Master of Science in Health Education	●	○§	○§	○§	○§	○§	○§	○§	○§	○§	○§	○§
Master of Science in Higher Education	●											
Master of Science in Homeland Security and Emergency Management	●	○	○	○	○	○	○	○	○	○	○	○
Master of Science in Information Technology	●	○	○	○	○	○	○	○	○	○	○	○
Master of Science in Legal Studies	●	○§	○§	○§	○§	○§	○§	○§	○§	○§	○§	○§
Master of Science in Management	●	○	○	○	○	○	○	○	○	○	○	○
Master of Science in Nursing††	●	○§	○§	○§	○§	○§		○§	○§	○§	○§	○§
Master of Science in Nursing—DNP Path*	●											
Master of Science in Psychology	●		○	○	○	○	○		○	○	○	
BACHELOR'S DEGREES												
Advanced Start												
Advanced Start Bachelor of Science in Accounting	●	○	X	X	X	X	○	○	○	X	X	○
Advanced Start Bachelor of Science in Business Administration	●	X	X	X	X	X	X	X	X	X	X	X

*Effective May 15, 2013. Available in Alabama, Alaska, California, Colorado, Connecticut, Delaware, District of Columbia, Idaho, Indiana, Iowa, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Vermont, Virginia, and Wyoming.

†Effective February 27, 2013

‡Effective August 21, 2013. Not currently available in Florida, Missouri, Tennessee, or Wisconsin.

§Effective August 21, 2013

#Not currently available in Kentucky or Missouri.

**Not currently available in Arkansas, Illinois, Kentucky, or Missouri.

††Not currently available in Tennessee or Washington.

PROGRAM	Online	Augusta	Davenport	Cedar Falls	Cedar Rapids	Des Moines	Hagerstown	Lewisiston	Lincoln	Mason City	Omaha	South Portland
● Online instruction ○ Program enrollment through campus locations; online instruction X Program enrollment through campus locations; combines onsite and online instruction												
Advanced Start (continued)												
Advanced Start Bachelor of Science in Communication	●	○	X	X	X	X	○	○	○	○	X	○
Advanced Start Bachelor of Science in Criminal Justice	●	X	X	X	X	X	○	X	X	X	X	X
Advanced Start Bachelor of Science in Early Childhood Development	●	X	○*	○*	○*	○*	○*	X	○*	○*	○*	X
Advanced Start Bachelor of Science in Environmental Policy and Management	●	○	○	○	○	○	○	○	○	○	○	○
Advanced Start Bachelor of Science in Fire and Emergency Management	●	○	○	○	○	○	○	○	○	○	○	○
Advanced Start Bachelor of Science in Fire Science	●	○	○	○	○	○	○	○	○	○	○	○
Advanced Start Bachelor of Science in Health and Wellness	●	○	○	○	○	○	○	○	○	○	X	○
Advanced Start Bachelor of Science in Health Care Administration	●	○	X	X	X	X	X	○	X	X	X	○
Advanced Start Bachelor of Science in Health Science	●	○	○	○	○	X	○	○	X	○	○	○
Advanced Start Bachelor of Science in Human Services	●	○	X	X	X	X	X	○	X	X	X	○
Advanced Start Bachelor of Science in Information Technology	●	X†	X	X	X	X	X	X†	X	○	X	X†
Advanced Start Bachelor of Science in Legal Studies	●	○	X	○*	○*	○*	○*	○	○*	○*	○*	○
Advanced Start Bachelor of Science in Liberal Studies	●	○*	○	○	○	○	○	○*	○	○	○	○*
Advanced Start Bachelor of Science in Nutrition Science	●		○	○	○	○	○	○	○	○	○	
Advanced Start Bachelor of Science in Paralegal Studies	●	○	X	○*	○*	○*	○*	○	○*	○*	○*	○
Advanced Start Bachelor of Science in Political Science	●	○	○	○	○	○	○	○	○	○	○	○
Advanced Start Bachelor of Science in Professional Studies	●		X	X	○	○	○	○	○	X	○	
Advanced Start Bachelor of Science in Psychology	●	○	X	○	○	○	○	○	○	○	○	○
Bachelor of Science												
Bachelor of Science in Accounting	●	○	X	X	X	X	○	○	○	X	X	○
Bachelor of Science in Business Administration	●	X	X	X	X	X	X	X	X	X	X	X
Bachelor of Science in Communication	●	○	X	X	X	X	○	○	○	○	X	○
Bachelor of Science in Criminal Justice	●	X	X	X	X	X	○	X	X	X	X	X
Bachelor of Science in Early Childhood Development	●	X	○*	○*	○*	○*	○*	X	○*	○*	○*	X
Bachelor of Science in Environmental Policy and Management	●	○	○	○	○	○	○	○	○	○	○	○
Bachelor of Science in Fire and Emergency Management	●	○	○	○	○	○	○	○	○	○	○	○
Bachelor of Science in Fire Science	●	○	○	○	○	○	○	○	○	○	○	○

*Effective August 21, 2013

†Effective May 15, 2013

PROGRAM	Online	Augusta	Davenport	Cedar Falls	Cedar Rapids	Des Moines	Hagerstown	Lewiston	Lincoln	Mason City	Omaha	South Portland
● Online instruction ○ Program enrollment through campus locations; online instruction X Program enrollment through campus locations; combines onsite and online instruction												
Bachelor of Science (continued)												
Bachelor of Science in Health and Wellness	●	○	○	○	○	○	○	○	○	○	X	○
Bachelor of Science in Health Care Administration	●	○	X	X	X	X	X	○	X	X	X	○
Bachelor of Science in Health Information Management	●											
Bachelor of Science in Health Science	●	○	○	○	○	X	○	○	X	○	○	○
Bachelor of Science in Human Services	●	○	X	X	X	X	X	○	X	X	X	○
Bachelor of Science in Information Technology	●	X†	X†	X	X	X	X	X†	X	○	X	X†
Bachelor of Science in Legal Studies	●	○	X	○*	○*	○*	○*	○	○*	○*	○*	○
Bachelor of Science in Liberal Studies	●	○*	○	○	○	○	○	○*	○	○	○	○*
Bachelor of Science in Nursing—RN-to-BSN‡	●	○*	○*	○	○	○*	○	○*	○*	○*	○*	○*
Bachelor of Science in Nutrition Science	●		○	○	○	○	○		○	○	○	
Bachelor of Science in Paralegal Studies	●	○	X	○*	○*	○*	○*	○	○*	○*	○*	○
Bachelor of Science in Political Science	●	○	○	○	○	○	○	○	○	○	○	○
Bachelor of Science in Professional Studies	●		X	X	○	○	○		○	X	○	
Bachelor of Science in Psychology	●	○	X	○	○	○	○	○	○	○	○	○
Prelicensure Bachelor of Science in Nursing§		X										
ASSOCIATE'S DEGREES												
Associate of Applied Science in Accounting	●	X	X	X	X	X	X	X	X	X	X	X
Associate of Applied Science in Business Administration	●	X	X	X	X	X	X	X	X	X	X	X
Associate of Applied Science in Criminal Justice	●	X	X	X	X	X	X	X	X	X	X	X
Associate of Applied Science in Early Childhood Development	●	X#	○*	○*	○*	○*	○*	X#	○*	○*	○*	X#
Associate of Applied Science in Fire Science	●	○	○	○	○	○	○	○	○	○	○	○
Associate of Applied Science in Health Information Technology	●						X					
Associate of Applied Science in Human Services	●	○	X	X	X	X	X	○	X	X	X	○
Associate of Applied Science in Information Technology	●	X†	X	X	X	X	X	X†	X	X	X	X†
Associate of Applied Science in Medical Assisting—Online and Maine	●	X						X				X
Associate of Applied Science in Medical Assisting—Iowa, Maryland, and Nebraska			X	X	X	X	X		X	X	X	
Associate of Applied Science in Medical Office Management	●	○	X	X	X	X	X	○	X	X	X	○

*Effective August 21, 2013

†Effective May 15, 2013

‡Not currently available in Tennessee or Washington.

§Effective January 9, 2013

#Effective February 27, 2013

PROGRAM	Online	Augusta	Davenport	Cedar Falls	Cedar Rapids	Des Moines	Hagerstown	Lewisiston	Lincoln	Mason City	Omaha	South Portland
● Online instruction ○ Program enrollment through campus locations; online instruction X Program enrollment through campus locations; combines onsite and online instruction												
Associate's Degrees (continued)												
Associate of Applied Science in Medical Transcription	●											
Associate of Applied Science in Paralegal Studies	●	X	X	X	X*	X	X	X	X	X	X	X
Associate of Applied Science in Public Administration	●		○	○	○	○	○		○	○	○	
Associate of Science in Health Science [†]	●											
Associate of Science in Nursing—Florida (offered in Fort Lauderdale, Florida, only)	●											
Associate of Science in Nursing—Iowa and Nebraska				X	X	X			X			
DIPLOMA PROGRAMS												
Dental Assistant Diploma											X	
Practical Nursing Diploma				X	X	X			X		X	
CERTIFICATE PROGRAMS												
Adult-Gerontology Nurse Practitioner Certificate [‡]	●											
Applied Behavior Analysis Postbaccalaureate Certificate	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*
Autism Spectrum Disorders (ASDs) Postbaccalaureate Certificate [#]	●											
Cisco Networks Postbaccalaureate Certificate	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*
Computer Forensics Postbaccalaureate Certificate	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*
Corrections Certificate	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*
Crime Scene Technician Certificate	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*
Executive Leader Graduate Certificate [§]	●											
Family Nurse Practitioner Certificate [‡]	●											
Graduate Certificate in Accounting	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*
Graduate Certificate in Addictions	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*
Graduate Certificate in Human Resources	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*
Graduate Certificate in Industrial/Organizational Psychology [#]	●											
Graduate Certificate in Information Security	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*
Graduate Certificate in Instructional Design for Organizations	●											
Graduate Certificate in K–12 Educational Leadership	●											
Graduate Certificate in Literacy and Language Teaching	●											
Graduate Certificate in Mathematics Teaching	●											
Graduate Certificate in Online College Teaching	●											

*Effective August 21, 2013

[†]Effective November 7, 2012

[‡]Available in Alabama, Alaska, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Iowa, Maine, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Vermont, Virginia, Wisconsin, and Wyoming.

[§]Not currently available in Tennessee or Washington.

[#]Effective August 21, 2013. Not currently available in Tennessee.

PROGRAM	Online	Augusta	Davenport	Cedar Falls	Cedar Rapids	Des Moines	Hagerstown	Lewisiston	Lincoln	Mason City	Omaha	South Portland
● Online instruction ○ Program enrollment through campus locations; online instruction X Program enrollment through campus locations; combines onsite and online instruction												
Certificate Programs (continued)												
Graduate Certificate in Project Management	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*
Graduate Certificate in Teaching With Technology	●											
Human Resources Postbaccalaureate Certificate	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*
Information Security Postbaccalaureate Certificate	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*
Internet Web Design Postbaccalaureate Certificate	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*
Legal Secretary Certificate	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*
Linux System Administration Postbaccalaureate Certificate	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*
Management and Supervision Certificate in Criminal Justice	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*
Medical Assistant Certificate							X					
Medical Billing/Coding Certificate	●	○*	○*	○*	○*	○*	X	○*	○*	○*	X	○*
Microsoft Operating Systems Postbaccalaureate Certificate	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*
National Security Administration Postbaccalaureate Certificate	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*
Nurse Educator Graduate Certificate [†]	●											
Nurse Informatics Graduate Certificate [†]	●											
Oracle Database Administration Postbaccalaureate Certificate	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*
Pathway to Paralegal Postbaccalaureate Certificate	●	○	X	○*	○*	○*	○*	○	○*	○*	○*	○
Phlebotomist Certificate							X					
Postgraduate Certificate in Applied Behavior Analysis	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*
Private Security Certificate	●	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*	○*

*Effective August 21, 2013

[†]Not currently available in Tennessee or Washington-

Kaplan University Learning Centers provide an opportunity for students to enroll in many online degree-level programs and offer limited onsite support for students. Students should contact their local Kaplan University Learning Center for details.

Table of Contents

Policy Information

University Information	
Accrediting Agencies, Approvals, and Memberships	8
Admissions	
Admissions Requirements	17
First-Term Responsibilities	19
Technology Requirements for Online Courses	20
Academic Information	
Leave of Absence and Withdrawal From the University	21
Financial Information	
Scholarships	22

Undergraduate Programs

State-Specific Curricular Requirements	23
School of Arts and Sciences Programs	25
School of Business Programs	30
School of Health Sciences Programs	41
School of Information Technology Programs	49
School of Legal Studies Programs	56
School of Public Safety Programs	62
Discontinued Programs	68
Undergraduate Course Descriptions	
Discontinued Courses	69
Revised Course Titles/Numbers	69
Course Prerequisite Changes	69
Course Descriptions	70

Graduate Programs

School of Arts and Sciences Programs	75
School of Graduate Education Programs	85
School of Health Sciences Programs	94
School of Information Technology Programs	98
School of Legal Studies	99
School of Nursing Programs	100
School of Public Safety	118
Discontinued Programs	123
Graduate Course Descriptions	
Discontinued Courses	124
Revised Course Titles/Numbers	124
Course Prerequisite Changes	125
Course Descriptions	126

Concord Law School

Concord Law School Information	
California Bar Registration	131
The Curriculum	131
Admissions	
Equipment, Internet Connection, and Technological Competency	134
Student Services	
Academic Support	136
Student/Faculty Interaction	136
Law Library	136
Career Services	136
Administrative Offices	137
School Policies	
Grading and Examination	138
Student Conduct	140
Report/Complaint Procedures	141
Tuition and Fees	142
Concord Law School Administrators and Faculty Members	144

Policies for Nondegree-Seeking Students

Kaplan University Credits Programs	145
General Nondegree-Seeking Option Courses	145

Policy Information

UNIVERSITY INFORMATION

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):

230 South LaSalle Street, Suite 7-500

Chicago, IL 60604-1413

Tel: 800.621.7440 (Toll Free)

PROGRAM AND SCHOOL ACCREDITATION AND APPROVALS

Concord Law School

- Concord Law School received initial affirmation of accreditation by the Accrediting Commission of the Distance Education and Training Council (DETC) in 2000 and its most recent reaffirmation of accreditation in 2010. 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 as an unaccredited law school in the distance learning category 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 Title IV, Division 1 of the Rules of the State Bar of California (Admission Rules) and all other requirements are met, graduates of the Juris Doctor program are eligible to sit for the California Bar Examination.

School of Arts and Sciences

The Behavior Analyst Certification Board®, Inc. (BACB®) has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Assistant Behavior Analyst® Examination:

- PS 340: Exceptional Needs Children
- PS 360: Applied Behavior Analysis I
- PS 365: Applied Behavior Analysis II
- PS 410: Screening and Assessment
- PS 430: Program Design and Evaluation

The BACB has also approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst® Examination:

- PS 512: Research Design in Applied Behavior Analysis
- PS 517: Advanced Principles of Applied Behavior Analysis
- PS 522: Behavioral Measures and Interpretation of Data
- PS 527: Implementing Behavioral Change
- PS 532: Clinical Applications of Applied Behavior Analysis

To become certified, you will need to obtain the necessary number of hours of field experience under an appropriate supervisor, as required by the BACB, meet additional degree and practicum requirements, and must also pass the comprehensive BACB exam. BACB can be contacted at:

Behavior Analyst Certification Board
2888 Remington Green Lane, Suite C
Tallahassee, FL 32308
Tel: 850.765.0905

School of Business

- Kaplan University's 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 policy page 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's School of Business has received programmatic accreditation from the Accreditation Council for Business Schools and Programs (ACBSP) for the following programs:
 - Associate of Applied Science in Accounting
 - Associate of Applied Science in Business Administration
 - Bachelor of Science in Accounting
 - Bachelor of Science in Business Administration
 - Master of Business Administration
 - Master of Science in Accounting
 - Master of Science in Management

ACBSP promotes continuous improvement and recognizes excellence in the accreditation of business education programs around the world.

Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park, KS 66213
Tel: 913.339.9356
Fax: 913.339.6226
Website: www.acbsp.org

School of Graduate Education

The Iowa certification track of the Master of Arts in Teaching 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

School of Health Sciences

- The Associate of Applied Science in Medical Assisting program and the Medical Assistant Certificate program offered at campuses in the states of Iowa, Maryland, and Nebraska are accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB):

Commission on Accreditation of Allied Health Education Programs
1361 Park Street
Clearwater, FL 33756
Tel: 727.210.2350
Website: www.caahep.org

The Associate of Applied Science in Medical Assisting program offered online and at campuses in the state of Maine is not accredited by the Commission on Accreditation of Allied Health Education Programs.

- The Associate of Applied Science in Health Information Technology program, offered online and at the Hagerstown campus, is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). CAHIIM can be contacted at:
223 North Michigan Avenue, Suite 2150
Chicago, IL 60601
Tel: 312.233.1100
Website: www.cahiim.org
- The Associate of Applied Science in Medical Transcription program is approved by the Approval Committee for Certificate Programs (ACCP), a joint committee established by the American Health Information Management Association (AHIMA) and the Association for Healthcare Documentation Integrity (AHDI). AHDI can be contacted at:
4230 Kiernan Avenue, Suite 130
Modesto, CA 95356-9322
Tel: 209.527.9620
- The Phlebotomy Certificate program offered onsite in Hagerstown is approved by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS):
5600 North River Road, Suite 720
Rosemont, IL 60018
Tel: 773.714.8880
- The Dental Assistant Diploma program offered onsite in Omaha is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the U.S. Department of Education. The Commission on Dental Accreditation can be contacted at:
211 East Chicago Avenue
Chicago, IL 60611
Tel: 312.440.4653

School of Information Technology

Kaplan University's School of Information Technology 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 Information Technology policy page 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

School of Nursing

- The online Bachelor of Science in Nursing—RN-to-BSN program and the online Master of Science in Nursing program are 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—RN-to-BSN and the Master of Science in Nursing programs offered online and the Practical Nursing Diploma program offered onsite in Cedar Rapids, Cedar Falls, and Des Moines are approved by the Iowa Board of Nursing. The Associate of Science in Nursing program offered onsite in Cedar Falls, Cedar Rapids, and Des Moines, and the Doctor of Nursing Practice program offered online have received interim approval:
Iowa Board of Nursing
400 SW 8th Street, Suite B
Des Moines, IA 50309-4685
Tel: 515.281.3255
- The Prelicensure Bachelor of Science in Nursing program offered onsite in Augusta is granted initial approval by the Maine State Board of Nursing:
161 Capitol Street
158 State House Station
Augusta, ME 04333-0158
Tel: 207.287.1133
- The Practical Nursing Diploma program offered onsite in Lincoln and Omaha is approved by the Nebraska Board of Nursing and the Nebraska Department of Health and Human Services. The Associate of Science in Nursing program offered onsite in Lincoln has received interim approval from the Nebraska Board of Nursing. The Nebraska Department of Health and Human Services can be contacted at:
Nebraska Department of Health and Human Services
Regulation and Licensure
P.O. Box 95007
Lincoln, NE 68509-5007
- The Associate of Science in Nursing program at Pembroke Pines, FL, has been placed on probation by the Florida Board of Nursing:
Florida Board of Nursing
4062 Bald Cypress Way
Tallahassee, FL 32399-3257

For more information, please contact an Admissions Advisor.

School of Public Safety

Kaplan University is recognized by the U.S. Fire Administration as an official Fire and Emergency Services Higher Education institution:
16825 South Seton Avenue
Emmitsburg, MD 21727
Tel: 301.447.1000
Fax: 301.447.1346
Website: www.usfa.fema.gov

STATE APPROVALS

Alabama

Kaplan University has been granted a Certificate of Approval by the Alabama Commission on Higher Education.

State authorization to provide a program related to the preparation of teachers or other P–12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least 3 years of full-time employment as an administrator in a P–12 school system(s).

Website: www.alsde.edu

Alaska

Kaplan University is exempt from authorization in Alaska under AS 14.48 and 20 AAC 17.015 because it offers programs online and does not have a physical presence in the state.

Arkansas

Kaplan University is certified to offer online degree programs by the Arkansas Higher Education Coordinating Board. Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

Florida

Kaplan University is licensed by the Florida Commission for Independent Education, license number 3296. Additional information regarding the University may be obtained by contacting the Commission:

325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Tel: 888.224.6684 (Toll Free)

Illinois

- Kaplan University has operating authority granted by the Illinois Board of Higher Education. Additional information regarding the University may be obtained by contacting the Board:
431 East Adams, 2nd Floor
Springfield, IL 62701
Tel: 217.782.2551
- Kaplan University is approved by the Illinois Division of Vocational Rehabilitation.

Indiana

Kaplan University is regulated by the Indiana Board for Proprietary Education:

The Indiana Board for Proprietary Education
Indiana Commission for Higher Education
101 West Ohio Street, Suite 670
Indianapolis, IN 46204
Tel: 800.227.5695 (Toll Free)
Tel: 317.232.1320

Iowa

- Kaplan University is authorized by the Iowa College Student Aid Commission:
603 East 12th Street, 5th Floor
Des Moines, IA 50319
Tel: 877.272.4456 (Toll Free)
Web: www.IowaCollegeAid.gov

Qualified students of the University are eligible to receive Iowa state tuition grants.

- Kaplan University is approved by the Iowa Division of Vocational Rehabilitation and the Iowa Private Industry Area Council.

Kentucky

Kaplan University is licensed by the Kentucky Council on Postsecondary Education. Additional information regarding the University may be obtained by contacting the Council:

1024 Capital Center Drive, Suite 320
Frankfort, KY 40601
Tel: 502.573.1555
Fax: 502.573.1535
Website: www.cpe.ky.gov

Note: The Master of Science in Higher Education degree is not recognized for rank change for K–12 teachers in Kentucky.

Louisiana

Kaplan University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every 2 years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, or signify that programs are certifiable by any professional agency or organization.

Maine

The Augusta, Lewiston, and South Portland campuses are approved by the state of Maine to offer the following degrees, which are authorized by the state of Maine legislature:

- Associate's degrees in accounting, business administration, criminal justice, early childhood development, information technology, medical assisting, and paralegal studies
- Bachelor's degrees in business administration, criminal justice, early childhood development, information technology, and nursing

Maryland

The Hagerstown campus is approved by the Maryland Higher Education Commission as a coeducational, nonpublic institution of higher education offering bachelor's and associate's degrees and certificate programs. Kaplan University is registered with the Maryland Higher Education Commission to enroll Maryland students in its fully online programs.

Maryland Higher Education Commission (MHEC)
839 Bestgate Road, Suite 400
Annapolis, MD 21401
Tel: 410.260.4500

Minnesota

Kaplan University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the University. Registration does not mean that credits earned at the University can be transferred to all other institutions.

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227

Missouri

Kaplan University is certified to operate by the Missouri Coordinating Board of Higher Education:

3515 Amazonas Drive
Jefferson City, MO 65109
Tel: 573.751.2361
Website: www.dhe.mo.gov

Nebraska

Kaplan University is authorized by Nebraska's Coordinating Commission for Postsecondary Education. Additional information regarding the University may be obtained by contacting the Commission:

140 North 8th Street, Suite 300
Lincoln, NE 68509-5005
Tel: 402.471.2847

Nevada

Kaplan University is licensed to operate by the Nevada Commission on Postsecondary Education (CPE) to offer degree programs containing an experiential or clinical component. The state does not require licensing of online programs that do not contain an experiential/clinical component. CPE renews licenses every 2 years.

Nevada Commission on Postsecondary Education
3663 East Sunset Road, Suite 202
Las Vegas, NV 89120
Tel: 702.486.7330
Fax: 702.486.7340

New Mexico

Kaplan University is registered with the New Mexico Higher Education Department:

2048 Galisteo Street
Santa Fe, NM 87505-2100
Tel: 505.476.8400
Fax: 505.476.8453
Website: www.hed.state.nm.us

Tennessee

Kaplan University is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility. Any grievances not resolved at the institutional level may be forwarded to the Tennessee Higher Education Commission:

404 James Robertson Parkway, Suite 1900
Nashville, TN 37243-0830
Tel: 615.741.5293

Specific School of Graduate Education master's degrees and graduate certificates are not recognized for initial licensure in Tennessee and cannot be used to add endorsement areas to a Tennessee license. Prior to enrolling, you are strongly encouraged to confirm salary rating and license renewal policies with their school district and/or state department, when applicable.

Benefits for Tennessee K–12 teachers enrolled in the Master of Science in Education, the Master of Science in Education's educational leadership emphasis area, the Graduate Certificate in Literacy and Language Teaching, the Graduate Certificate in Mathematics Teaching, the Graduate Certificate in Teaching With Technology, or the Graduate Certificate in K–12 Educational Leadership include:

- Salary increase and/or licensure renewal*
- Career advancement, i.e., those completing the educational leadership emphasis area may gain the necessary leadership knowledge and skills to be eligible for a department chair or other nonlicensure administrative role

Benefits for career changers enrolled in the Master of Arts in Teaching's noncertification track include:

- Increased confidence in the classroom while working with adolescents in current role
- Greater preparation for state pedagogy exams and state-approved certification programs
- Salary increase*

Benefits of the Master of Science in Education in Instructional Technology include:

- Entry into a career as an instructional designer or instructional technologist
- Ability to fine-tune skills related to design, development, and evaluation of instructional programs, materials, and media

*Please check with your school district and/or the Tennessee Department of Education prior to enrollment.

Texas

Kaplan University is authorized by the Texas Higher Education Coordinating Board:

Texas Higher Education Coordinating Board
1200 East Anderson Lane
Austin, TX 78711
Tel: 512.427.6200

Washington

Kaplan University is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Kaplan University to offer field placement components for specific degree programs. The HECB may be contacted for a list of currently authorized programs. Authorization by the HECB does not carry with it an endorsement by the Board of the institution or its programs. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the HECB:

P.O. Box 43430
Olympia, WA 98504-3430

West Virginia

Kaplan University is registered with the West Virginia Community and Technical College System.

West Virginia Higher Education Policy Commission
West Virginia Community and Technical College System
1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301

Wisconsin

Kaplan University is authorized by the Wisconsin Educational Approval Board. Any questions or concerns about Kaplan University that have not been satisfactorily answered or resolved by the University should be directed to the Wisconsin Educational Approval Board:

210 West Washington Avenue, 3rd Floor

Madison, WI 53703

Tel: 608.266.1996

Website: www.eab.state.wi.us

MEMBERSHIPS

- The Associate of Applied Science in Human Services program and the Bachelor of Science in Human Services program are members of the Council for Standards in Human Service Education (CSHSE). The CSHSE can be contacted at:
Council for Standards in Human Service Education (CSHSE)
1935 South Plum Grove Road
PMB 297
Palatine, IL 60067
- Kaplan University is a member of the Association of Private Sector Colleges and Universities:
1101 Connecticut Avenue NW, Suite 900
Washington, DC 20036
Tel: 202.336.6700

ADDITIONAL APPROVALS

- Kaplan University is a licensed testing center for the Travel Institute. Tests are offered at select University locations.
- Kaplan University is approved under the provisions of Title 38, United States Code, to train eligible persons and veterans.
- Kaplan University is authorized under federal law to enroll nonimmigrant, alien students.
- 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

ADMISSIONS

Admissions Requirements

These are the general requirements for applicants seeking admission. Visit the individual school sections for program-specific admissions requirements.

GENERAL REQUIREMENTS

In order to present a complete application, you must:

1. Complete an Enrollment Agreement and any other documents required for your chosen program and submit monies as outlined on the Tuition and Fees Schedule. The Enrollment Agreement must be signed by a parent or legal guardian if you are under 18 years of age.
2. Complete an informational interview. For campus interviews, we welcome your spouse or parents.
3. Speak, read, and write English fluently.
4. Complete financial arrangements prior to starting class, including any necessary financial aid applications.
5. Fulfill any program-specific and/or international admissions requirements.
6. Consider a tour of the campus and/or online learning environment.
7. Attest to certain technological competencies.
8. Resolve any balance you have at a prior Kaplan University location.

Deans or their designees reserve the right to approve all candidates for admission.

ADDITIONAL REQUIREMENTS FOR UNDERGRADUATE PROGRAMS

In addition to the general admissions requirements, you must meet one of the following criteria:

1. Be a high school graduate or possess a General Education Development (GED) certificate
2. Possess a home study certificate or transcript from a home study program that is equivalent to high school level and recognized by your home state; you must also be beyond the age of compulsory attendance in that state
3. Be a high school senior eligible to apply and submit proof of high school graduation

You must attest to high school graduation or an approved equivalent. Acceptable attestation for the University may be the proof of graduation attestation included on an Enrollment Agreement, the Free Application for Federal Student Aid (FAFSA), or any other document deemed acceptable by the University. Tennessee residents have an additional requirement (see below).

The statements made in this attestation are verified through a random sampling of students admitted to the University. If you are selected for this verification, you will have 30 days to provide the University with acceptable evidence of high school graduation or its equivalent. If the University is required to obtain this proof of graduation on your behalf, you will be charged a \$10 fee. Title IV financial aid cannot be used to pay this fee; you must pay the fee using your own funds.

All graduates of foreign high schools must provide actual proof of graduation.

If, for any reason, your evidence or attestation of high school graduation or its equivalent is found to be false, untrue, or otherwise unacceptable, you will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions. All aid disbursed on your behalf will be refunded to the appropriate source, and you will be responsible for payment of these funds to the original source or to Kaplan University, as appropriate.

ADDITIONAL REQUIREMENTS FOR GRADUATE PROGRAMS

You must provide an unofficial copy of your transcript which shows completion of a bachelor's degree from an accredited institution. In some cases, a graduate degree may also be acceptable. You must submit an official copy to the Registrar's Office by the last day of the first term.

If you already possess a graduate degree, you must obtain permission from the Dean of the respective school prior to enrolling in a Kaplan University degree program.

EXCEPTIONS TO STANDARD ADMISSIONS

1. If you reside in Arkansas, Florida, or Illinois, you are not eligible to enroll in the advanced start degree option. If you reside in one of these states and have prior college credit we can provide you with a course-by-course evaluation of your prior learning upon receipt of your official transcript.
2. The state of Tennessee requires all undergraduate students who reside in Tennessee to supply the University with proof of graduation from a recognized high school program, receipt of a GED certificate, or receipt of a Home Study certificate. Acceptable proof consists of the following documents:
 - o A copy of an official high school transcript;
 - o An official GED certificate with scores or official notification that a GED certificate has been issued; or
 - o A valid Home Study certificate or transcript confirming completion of a home study program.

All graduates of foreign high schools must provide actual proof of secondary completion. If you reside in the United States but attended school in a foreign country, and are unable to produce the required documents, evidence may include certification from other official sources.

If you cannot provide the required documentation by the end of the first term of enrollment, you will be dismissed from the University.

3. The state of Maine requires all students born after 1956 and enrolled in an onsite degree program to provide proof of specific immunizations at the time of admission. If you are seeking admission to a Kaplan University campus in Maine, you must submit proof of immunization against measles, mumps, rubella, diphtheria, and tetanus. Proof of immunization must detail the administration of the following:
 - o A DT booster within the last 10 years
 - o An adult MMR vaccination for individuals who previously received an MMR vaccination prior to their first birthday

If you fail to submit documentation of the required immunizations, you will be denied admission to the University.

4. High school students may take individual courses at the University under special local and state programs. You will be enrolled as a nondegree-seeking student until you have graduated high school and are admitted to the University under the standard admissions requirements.

ACCEPTANCE TO THE UNIVERSITY

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

If you are not accepted, you will have no financial obligation to the University beyond the application fee, which is nonrefundable. Questions regarding the admissions decision should be addressed to the Dean of the academic program to which you applied or the Campus President/Executive Director.

RETURNING STUDENTS

In order to re-enter the University, you must meet all admissions requirements for the program you wish to enter, complete all standard admissions procedures, supply all required documents, and have a clear student account. If you have a history of conduct or behavior issues or a poor academic record, your re-entry to the University may require additional approval by the Dean of the school you wish to enter or the Dean's designee.

In addition, you must be in good academic standing. If you are not, after 6 months you may appeal to the Dean of the school you wish to enter. Your letter of appeal should explain the extenuating circumstances that caused you to fall below the satisfactory academic progress standards and what corrective actions you have taken to ensure success upon returning to your studies. A denied appeal is considered final and binding. You may not reappeal unless new information is presented for consideration.

First-Term Responsibilities

By the last day of the first term, you must supply the official transcripts required for your enrollment. Failure to comply with this deadline will result in withdrawal from your program and blocked reentry until an official transcript is provided or you change your program of study to one that does not require proof of graduation.

- If you are enrolled in an advanced start degree option, you must furnish an official transcript indicating receipt of a comparable associate's degree or bachelor's degree.
- If you are enrolled in a graduate or postbaccalaureate program, you must supply an official transcript showing completion of a bachelor's degree or higher credential, as required by your program of study.

A NOTE ON ACCEPTABLE CREDENTIALS

There are institutions and companies who will provide any sort of educational credential for a fee with minimal or no student work required.

Certificates and diplomas of this nature *are not* valid and you cannot be admitted based on such documentation. Kaplan University will examine the provenance of every credential and will approve only those that come from appropriately accredited sources.

FOREIGN CREDENTIALS

A foreign credential is defined as one issued by an institution that is not located in the United States or its territories *and* is not accredited by a U.S. accrediting agency.

Generally speaking, foreign transcripts and similar credentials must be evaluated by a third-party agency (please speak to your Admissions Advisor to discuss approved agencies). If you are applying to a program that requires completion of a prior degree, a transcript-level evaluation (and translation, if applicable) is generally sufficient. If you wish to have individual courses evaluated for transfer, you will need to commission a course-level evaluation (and translation, as appropriate).

Applicants presenting a 3-year bachelor's degree will be reviewed on a case-by-case basis by the relevant Dean.

Technology Requirements for Online Courses

As part of the admission process to Kaplan University, you are required to attest to certain competencies in the use of technology.

You 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, you 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 your system is secure and transmitted files are virus free

To enroll in classes online, you must have access to a computer with the below minimum requirements. Some courses and programs may have additional software and hardware requirements. Review the Additional Hardware and Software Requirements.

HARDWARE

- A PC running a Microsoft Windows Operating System (XP, Vista, or Windows 7; please note that release candidate versions are not supported) or Mac OS X with the operating system's minimum requirements for processor, memory, and hard drive (See the Microsoft or Apple website for minimum requirements)*
- At least 10.0 GB of free hard-drive space (additional space may be needed for multimedia files)
- 1024 x 768 monitor with a 16-bit or greater video card (24-bit preferred)
- DVD-ROM drive or CD-ROM drive
- Sound card with speakers and microphone (for selected courses)

SOFTWARE*

- Microsoft Windows Operating System (XP, Vista, or Windows 7; please note that release candidate versions are not supported) or Mac OS X
- Microsoft Office 2007 or a more recent version of the Microsoft Office software suite. You also have the option of accessing Microsoft Office web applications through KU Campus[†]
- A current antivirus and antispyware application that is updated regularly
- Internet Explorer 7.0 or a more recent version, or Firefox 3.013 or a more recent version
- Adobe Reader 8.0 or a more recent version (free download)
- Adobe Flash Player 9.0 or a more recent version (free download)
- Sun Java 2 SDK (Java 1.5) or a more recent version for PC (free download)
- Classic Java (MRJ 2.2.5) or a more recent version for Mac (free download)

*Please note: newly released versions of software may not be immediately supported.

[†]Specific courses require the use of Microsoft Word to submit assignments. Some classes require the use of additional software such as Microsoft Office 2010. You are responsible for ensuring that you have the licensed software required and should not enroll in courses for which you do not have the necessary licensed software.

ACADEMIC INFORMATION

Leave of Absence and Withdrawal From the University

LEAVE OF ABSENCE

If you have completed at least one term of your degree program at the University and can demonstrate extenuating circumstances beyond your control, you may request a leave of absence. Leave generally permits you to suspend studies and return to the version of the program that you left.

You must make your request for leave in writing, including a complete and signed Leave of Absence Request Form, and submit it through Education Advising (online) or Student Services (onsite) for approval. As appropriate, provide documentation to support your request.

You may request up to two consecutive terms of leave and one period of leave during a calendar year, pursuant to scheduling.

If you request a leave effective before the completion of a term, you will receive a “W” for any registered courses and are encouraged to register for those courses again in your returning term.

If you do not return to class by the scheduled date, you will be dropped from your program, and if you return to the University, you will need to return to the current version of the program. You are not eligible for financial aid while on leave.

If you are an active-duty servicemember, you may take a military leave of absence for a period of up to 12 months. You may also have the option to renew this status one time for up to a total of 24 months of leave; however, if you exercise this option, you will return to the version of the degree program in effect at the time of your return.

WITHDRAWAL FROM THE UNIVERSITY

Circumstances sometimes require that you withdraw from the University. If your situation warrants withdrawal, please first refer to the Refund Policy and then follow the steps below:

1. Meet with the Campus President/Executive Director or Office of the Registrar (onsite) or an Education Advisor (online) via telephone, mail, electronic notification, or in person to discuss your decision to withdraw. We will seek to make reasonable efforts to assist you in continuing your education.
2. Once you have officially notified the above indicated designee of your intent to withdraw, you should meet with 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 for specific calculation information.
3. The Business/Bursar’s Office will complete the refund calculation and communicate this to you.
4. If you are using veterans benefits and withdraw from the University, a notice of termination of enrollment will be sent to Veterans Affairs.
5. If you withdraw from and reenter a nursing or health science program, you may be required to demonstrate competency in clinical skills prior to beginning a clinical or externship.

FINANCIAL INFORMATION

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 in the acceleration of an 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

Contact your Admissions Advisor for additional information on scholarships or refer to www.kaplanuniversity.edu/paying-school/tuition-scholarships.aspx.

The University is pleased to offer the following scholarships for qualified students:

- College of Public Service Scholarship
- Kaplan University Accelerated Scholars Award
- Kaplan University Achievement Scholarship
- Kaplan University/American Freedom Foundation Scholarship (limited availability)
- Kaplan University Associate's-to-Bachelor's Completion Scholarship
- Kaplan University Single-Parent Scholarship
- Kaplan University Success Scholarship
- Kaplan University—Washington Redskins Military Family Scholarship
- Phi Theta Kappa Scholarship

ONSITE

Contact a campus representative for a full listing of scholarships, awards, and discounts offered at each location.

Undergraduate Programs

State-Specific Curricular Requirements

If you reside in a state listed below, please consult with your Education Advisor for details regarding methods of fulfilling the curricular requirements specific to your state.

When state-specific curricular requirements are not fulfilled by the courses prescribed in your program of study, you, in consultation with your Education Advisor, must select appropriate courses in place of open electives.

ARKANSAS

Associate of Applied Science Degrees

Degrees must be composed of at least 22.5 quarter credit hours of general education courses, including:

- 9 quarter credit hours of composition/writing
- 4.5 quarter credit hours of mathematics
- 4.5 quarter credit hours of computer applications/fundamentals
- 4.5 quarter credit hours of social sciences

Associate of Science and Bachelor's Degrees

Degrees must be composed of at least 53 quarter credit hours of general education courses, including:

- 9 quarter credit hours of composition
- 0 to 4.5 quarter credit hours of speech communication
- 4.5 quarter credit hours of college algebra
- 12 quarter credit hours of science (including a laboratory component)
- 9 to 13.5 quarter credit hours of fine arts/humanities
- 13.5 to 18 quarter credit hours of social sciences (including U.S. government)

FLORIDA

Associate of Science Degrees

Degrees must be composed of at least 22.5 quarter credit hours of general education courses.

Bachelor's Degrees

Degrees must be composed of at least 45 quarter credit hours of general education courses.

General education courses include English, history, philosophy, literature, religion, art, music, sociology, foreign languages, humanities, math, chemistry, biology, and psychology.

ILLINOIS

Associate's Degrees

- Associate of applied science degrees must be composed of at least 22.5 quarter credit hours of general education courses.
- Associate of science degrees must be composed of at least 55.5 quarter credit hours of general education courses.

Bachelor's Degrees

Degrees must be composed of at least 55.5 quarter credit hours of general education courses.

General education courses include communication, mathematics, social and behavioral sciences, life and physical sciences (including a laboratory component), and humanities and fine arts.

INDIANA

Associate of Science Degrees

Degrees must be composed of at least 96 quarter credit hours of coursework. Fifty percent of the degree must be composed of specialty/major courses, and thirty-five percent of the remaining courses must be general education courses.

Associate of Applied Science Degrees

Degrees must be composed of at least 96 quarter credit hours of coursework. Seventy-five percent of the program must be composed of specialty/major courses.

To complete the required 96 quarter credit hours of coursework, it is recommended that Indiana residents enrolled in an associate of applied science program take one of the following courses:

- HU 300: Arts and Humanities—Twentieth Century and Beyond
- SC 300: Big Ideas in Science—From Methods to Mutation
- SS 310: Exploring the 1960s—An Interdisciplinary Approach

MARYLAND

If you are a resident of the state of Maryland, you are required to take additional general education courses in place of electives to meet state minimum requirements for general education in both associate's and bachelor's degrees. Associate's degrees must include at least 30 quarter credit hours of general education courses and bachelor's degrees must include at least 60 quarter credit hours.

General education courses must include at least one course from each of the following areas:

- Arts and humanities
- English composition
- Social and behavioral sciences
- Mathematics
- Biological and physical sciences

School of Arts and Sciences

BACHELOR OF SCIENCE IN PSYCHOLOGY

Description and Outcomes

A Bachelor of Science in Psychology may prepare you to pursue career opportunities in various fields where you may implement your psychological knowledge, skills, and values. In addition, the program may prepare you for graduate work to pursue more specialized careers. The program's curriculum is designed to provide you 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. You will study how psychology relates to your everyday life and the importance of culture and diversity. Courses are designed to help you develop and use psychological skills, critical thinking, and the scientific approach to problem solving to evaluate behavior and mental processes while applying psychological principles to personal, social, and organizational issues.

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information section for details.

EMPHASIS AREAS

Four emphasis area options are available within the Bachelor of Science in Psychology program. The child development emphasis area provides exploration of behavioral development from birth to adolescence and is designed to prepare you to pursue a career in early childhood education, human services, and community work. The applied behavior analysis emphasis area provides an examination of the design, analysis, and application of learning theories and behavioral principles, and is designed to prepare you to pursue careers working with children and adults in schools and other organizational settings. The industrial/organizational psychology emphasis area helps prepare you to become skilled in the psychology of behavior and attitudes, and is designed to help you pursue a career working to improve the performance, satisfaction, and well-being of employees by applying psychology-related strategies in various work settings. Finally, the substance abuse emphasis area provides an investigation of substance abuse in our society, including risk factors, prevention, evaluation, and treatment, and is designed to prepare you to pursue careers in clinical and educational settings working with youth and adults.

ACCELERATED MASTER'S DEGREE OPTION

If you are interested in earning both a bachelor's and master's degree in psychology, consider the accelerated Bachelor of Science in Psychology-to-Master of Science in Psychology option. Refer to the Progression Requirements section for details.

PROGRAM LENGTH

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

PROGRAM OUTCOMES

General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.

10. Professionalism and Career Development: Apply skills which support career and professional success.

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.

Degree Plan (Version XXXVI)

Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CM 107: College Composition I	5
CM 220: College Composition II	5
CS 204: Professional Presence	3
Choose one of the following mathematics courses:	5
MM 150: Survey of Mathematics	
MM 212: College Algebra	
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following science courses:	5
SC 200: Discovering Science—Current Issues in a Changing World	
SC 235: General Biology I—Human Perspectives	
SC 246: Fundamentals of Microbiology	
SC 250: Science for Everyday Life	
Choose one of the following social science courses:	5
SS 211: The 1960's—Reshaping the American Dream	
SS 236: People, Power, and Politics— An Introduction to American Government	
SS 250: The Technological Revolution— A Social Scientific Approach	
TOTAL CORE REQUIREMENTS	33
MAJOR REQUIREMENTS	
CM 206: Interpersonal Communications	5
MM 207: Statistics	5
PS 115: Psychology Program and Profession	5
PS 124: Introduction to Psychology	5
PS 200: Introduction to Cognitive Psychology	5
PS 210: History of Psychology	5
PS 220: Child and Adolescent Psychology	5
SC 235: General Biology I—Human Perspectives	5
PS 300: Research Methods I	6
PS 330: Personality Development	6
PS 410: Screening and Assessment	6
300/400-level: Emphasis Area Courses	24
PS 499: Bachelor's Capstone in Psychology	6
TOTAL MAJOR REQUIREMENTS	88
OPEN ELECTIVE REQUIREMENTS	
Open Electives*	59
TOTAL OPEN ELECTIVE REQUIREMENTS	59
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
Comparable Associate's or Bachelor's Degree [†]	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
MM 207: Statistics [†]	
PS 124: Introduction to Psychology	
PS 220: Child and Adolescent Psychology	
CORE REQUIREMENTS	
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following science courses:	5
SC 200: Discovering Science—Current Issues in a Changing World	
SC 235: General Biology I—Human Perspectives	
SC 246: Fundamentals of Microbiology	
SC 250: Science for Everyday Life	
Choose one of the following social science courses:	5
SS 211: The 1960's—Reshaping the American Dream	
SS 236: People, Power, and Politics— An Introduction to American Government	
SS 250: The Technological Revolution— A Social Scientific Approach	
CS 204: Professional Presence	3
TOTAL CORE REQUIREMENTS	18
MAJOR REQUIREMENTS	
PS 300: Research Methods I	6
PS 330: Personality Development	6
PS 410: Screening and Assessment	6
300/400-level: Emphasis Area Courses	24
PS 499: Bachelor's Capstone in Psychology	6
TOTAL MAJOR REQUIREMENTS	48
OPEN ELECTIVE REQUIREMENTS	
Open Electives*	24
TOTAL OPEN ELECTIVE REQUIREMENTS	24
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 420: Social Relationships in Childhood	6

Option II: Applied Behavior Analysis

PS 340: Exceptional Needs Children	6
PS 360: Applied Behavior Analysis I	6
PS 365: Applied Behavior Analysis II	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 450: Case Management	6

Option IV: Industrial/Organizational Psychology[§]

PS 390: Introduction to Industrial/Organizational Psychology	6
PS 391: Psychology of Leadership	6
PS 392: Attitudes and Motivation in the Workplace	6
PS 451: Selection and Assessment in Organizations	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.

*Eligible students who choose to complete the accelerated Bachelor of Science in Psychology-to-Master of Science in Psychology option will take four graduate-level courses in addition to selected undergraduate electives.

[†]Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.

[‡]Advanced start students must satisfy the prerequisite requirements for MM 207: Statistics. Students who do not possess prior learning credit comparable to the required prerequisite courses will need to complete courses beyond the minimum degree requirements.

[§]Not available in Tennessee.

AUTISM SPECTRUM DISORDERS (ASDs) POSTBACCALAUREATE CERTIFICATE

Description and Outcomes

The Autism Spectrum Disorders (ASDs) Postbaccalaureate Certificate program is designed for practicing educators who work with children from birth to age 8 and are interested in developing additional competencies for working with young children with ASDs. The certificate program addresses proactive strategies for working with young children with autism, families, and other professionals. Curriculum in the Autism Spectrum Disorders Postbaccalaureate Certificate program is based on current research in the field of autism and coursework focuses on applied theory, ethics, and professionalism in both the general education and special education settings. Those who could benefit from the Autism Spectrum Disorders Postbaccalaureate Certificate program include special educators, school psychologists, speech language pathologists, physical therapists, occupational therapists, tutors, early intervention specialists, parent educators, social service professionals, early childhood teachers and development professionals, and inclusion teachers.

Qualified credits earned in fulfillment of this certificate program may be transferable to certain Kaplan University degree programs.

PROGRAM LENGTH

The Autism Spectrum Disorders Postbaccalaureate Certificate program consists of a minimum of 24 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

PROGRAM OUTCOMES

1. Explain the common characteristics associated with autism spectrum disorders in young children.
2. Design materials for effectively communicating with professionals, parents, and caregivers of young children with autism spectrum disorders.
3. Identify specific strategies to modify a classroom environment and structure to meet the needs of young children with autism spectrum disorders.

Policies

ADMISSIONS REQUIREMENTS

You must meet the below admissions requirements in addition to Kaplan University's general requirements.

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a bachelor's degree from an accredited institution. By the end of first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities section for additional information.

PROGRESSION REQUIREMENTS

If you enroll in the Autism Spectrum Disorders Postbaccalaureate Certificate program, you will have all course-level prerequisites waived.

Degree Plan (Version XXXV)

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
CE 340: Introduction to Autism Spectrum Disorders in Young Children	6
CE 350: Language and Social Skill Development for Young Children with Autism	6
CE 440: Teaching Young Children With Autism	6
CE 450: Behavior Intervention and Strategies for Working With Young Children With Autism	6
TOTAL PROGRAM REQUIREMENTS	24

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 Business

BACHELOR OF SCIENCE IN ACCOUNTING

Description and Outcomes

The Bachelor of Science in Accounting program is designed to prepare you for entry into the accounting profession. Students who complete the degree will be on their way to meeting the educational requirements to be eligible to sit for the Uniform CPA Examination. Refer to the Certification, State Board, and National Board Exams section for important program disclosure information.

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information section for details.

EMPHASIS AREAS

In addition to the required core and major courses, you can further specialize your degree by choosing one of four emphasis areas: public accountancy, managerial accountancy, tax accountancy, or auditing/forensic accountancy.

PROGRAM LENGTH

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

PROGRAM OUTCOMES

General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.
10. Professionalism and Career Development: Apply skills which support career and professional success.

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.

Policies

ADMISSIONS REQUIREMENTS

Advanced Start Degree Option

You must meet the below admissions requirements in addition to Kaplan University's general requirements.

Prior to enrollment, you must submit an unofficial transcript indicating receipt of an associate's degree in business or a related field from an accredited institution. By the end of first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities section for additional information.

CERTIFICATION, STATE BOARD, AND NATIONAL BOARD EXAMS

You are responsible for understanding the requirements of certification, state board, or national board licensing exams. Such requirements may change during the course of your program. You are not automatically certified in any way upon program completion. Although certain programs are designed to prepare you to take various certification and licensing exams, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

Upon graduation, you will be on your way to meeting the educational requirements for eligibility to sit for the Uniform CPA Examination. The exact requirements to take the CPA Exam vary by state and may change from time to time. To sit for the CPA Exam in most states, there is an educational requirement of 150 semester hours or 225 quarter credit hours. The Bachelor of Science in Accounting program is 180 quarter credit hours (120 semester hours). You may need to complete Kaplan University's Master of Science in Accounting or its equivalent elsewhere to meet eligibility requirements. Thus, Kaplan University makes no representations or warranties as to whether the degree program or any individual courses meet specific state requirements. You are encouraged to research independently the requirements in any state where you intend to seek licensure.

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CM 107: College Composition I	5
CM 220: College Composition II	5
CS 204: Professional Presence	3
Choose one of the following mathematics courses:	5
MM 150: Survey of Mathematics	
MM 212: College Algebra	
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following science courses:	5
SC 200: Discovering Science—Current Issues in a Changing World	
SC 235: General Biology I—Human Perspectives	
SC 246: Fundamentals of Microbiology	
SC 250: Science for Everyday Life	
Choose one of the following social science courses:	5
SS 211: The 1960's—Reshaping the American Dream	
SS 236: People, Power, and Politics— An Introduction to American Government	
SS 250: The Technological Revolution— A Social Scientific Approach	
TOTAL CORE REQUIREMENTS	33
MAJOR REQUIREMENTS	
AC 114: Accounting I	5
AC 116: Accounting II	5
AC 239: Managerial Accounting	5
AC 256: Federal Tax	5
BU 224: Microeconomics	5
MM 255: Business Math and Statistical Measures	5
MT 140: Introduction to Management	5
MT 217: Finance	5
MT 219: Marketing	5
AC 300: Intermediate Accounting I	6
AC 301: Intermediate Accounting II	6
LS 311: Business Law	6
MT 302: Organizational Behavior	6
300/400-level: Major Electives	24
AC 499: Bachelor's Capstone in Accounting	6
TOTAL MAJOR REQUIREMENTS	99
OPEN ELECTIVE REQUIREMENTS	
Open Electives	48
TOTAL OPEN ELECTIVE REQUIREMENTS	48
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S DEGREE REQUIREMENTS	
Associate's degree in business or a related field *	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
AC 114: Accounting I	
AC 116: Accounting II	
AC 239: Managerial Accounting	
MT 140: Introduction to Management	
MT 217: Finance	
MT 219: Marketing	
CORE REQUIREMENTS	
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following science courses:	5
SC 200: Discovering Science—Current Issues in a Changing World	
SC 235: General Biology I—Human Perspectives	
SC 246: Fundamentals of Microbiology	
SC 250: Science for Everyday Life	
Choose one of the following social science courses:	5
SS 211: The 1960's—Reshaping the American Dream	
SS 236: People, Power, and Politics— An Introduction to American Government	
SS 250: The Technological Revolution— A Social Scientific Approach	
CS 204: Professional Presence	3
TOTAL CORE REQUIREMENTS	18
MAJOR REQUIREMENTS	
AC 300: Intermediate Accounting I	6
AC 301: Intermediate Accounting II	6
LS 311: Business Law	6
MT 302: Organizational Behavior	6
300/400-level: Major Electives	24
AC 499: Bachelor's Capstone in Accounting	6
TOTAL MAJOR REQUIREMENTS	54
OPEN ELECTIVE REQUIREMENTS	
Open Electives	18
TOTAL OPEN ELECTIVE REQUIREMENTS	18
TOTAL PROGRAM REQUIREMENTS	180

EMPHASIS AREAS

Option I: Public Accountancy

AC 302: Intermediate Accounting III	6
AC 410: Auditing	6
AC 430: Advanced Tax—Corporate [†]	6
AC 465: Advanced Forensic Accounting	6

Option II: Tax Accountancy

AC 302: Intermediate Accounting III	6
AC 410: Auditing	6
AC 430: Advanced Tax—Corporate [†]	6
AC 450: Advanced Accounting	6

Option III: Managerial Accountancy

AC 302: Intermediate Accounting III	6
AC 410: Auditing	6
AC 420: Cost Accounting	6
MT 482: Financial Statement Analysis [‡]	6

Option IV: Auditing/Forensic Accountancy

AC 302: Intermediate Accounting III	6
AC 410: Auditing	6
AC 450: Advanced Accounting	6
AC 465: Advanced Forensic 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.

*Comparability is determined by a course-by-course examination of the prior associate's degree against the core requirements of a Kaplan University associate's degree.

[†]Students enrolled in the advanced start option who do not possess prior learning credit comparable to AC 256: Federal Tax must complete the course to satisfy prerequisite requirements.

[‡]Students who do not possess prior learning credit comparable to MT 217: Finance must complete the course to satisfy prerequisite requirements.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Description and Outcomes

The objective of the Bachelor of Science in Business Administration program is to prepare you with the knowledge, technical skills, and work habits to pursue positions in a variety of business fields. The curriculum is designed to provide a solid foundation in management and helps you develop teamwork and leadership skills as well as the ability to motivate people and communicate effectively. Decision-making and problem-solving skills are also emphasized.

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information section for details.

CAREER FOCUS AREAS

You can personalize your degree in business administration by focusing electives on a particular career focus area. Career focus areas consist of a minimum of four 300- or 400-level courses and allow you to concentrate on your career interests.

ACCELERATED MBA OPTION

If you are interested in earning both a bachelor's and master's degree in business administration, consider the accelerated MBA option. Refer to the Progression Requirements section for details.

PROGRAM LENGTH

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

PROGRAM OUTCOMES

General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.
10. Professionalism and Career Development: Apply skills which support career and professional success.

Discipline-Specific Outcomes

1. Evaluate information management, planning, and control in business environments.
2. Analyze organizational processes and procedures in a variety of business settings.
3. Synthesize appropriate principles, concepts, and frameworks for making ethical decisions.
4. Assess the roles that structure, management, and leadership play in organizational performance.
5. Evaluate how economics, government, and law affect value creation in the global context.
6. Evaluate career skills in the field of business and management.

Policies

ADMISSIONS REQUIREMENTS

Advanced Start Degree Option

You must meet the below admissions requirements in addition to Kaplan University's general requirements.

Prior to enrollment, you must submit an unofficial transcript indicating receipt of an associate's degree in business or a related field from an accredited institution. By the end of first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities section for additional information.

PROGRESSION REQUIREMENTS

Accelerated MBA Option

If you are enrolled in the Bachelor of Science in Business Administration program and are interested in continuing on to pursue a Kaplan University Master of Business Administration (MBA), you may matriculate into a shortened version of the graduate program.

Upon successful completion of the Bachelor of Science in Business Administration program, and if you meet the below criteria, you may apply for entry to the University's MBA program. If accepted, you will have the following MBA courses waived:

- GB 518: Financial Accounting Principles and Analysis
- GB 520: Strategic Human Resource Management
- GB 530: Marketing Management
- GB 540: Economics for Global Decision Makers
- GB 550: Financial Management

In order to qualify for the accelerated MBA option, you must meet the following criteria:

1. Complete your undergraduate coursework in the Bachelor of Science in Business Administration program with a minimum cumulative GPA of 3.2.
2. Present a resume indicating at least 2 years of applicable work experience.
3. Complete the following courses and obtain a grade of "B" or better in each course:
 - AC 116: Accounting II
 - AC 301: Intermediate Accounting II
 - BU 204: Macroeconomics
 - HR 485: Strategic Human Resource Management
 - MT 217: Finance
 - MT 445: Managerial Economics
 - MT 450: Marketing Management
 - MT 480: Corporate Finance OR MT 482: Financial Statement Analysis

If you have not completed AC 116, BU 204, or MT 217 as part of your undergraduate program, but meet all other criteria, your acceptance to the accelerated option is at the discretion of the Dean of the School of Business.

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CM 107: College Composition I	5
CM 220: College Composition II	5
CS 204: Professional Presence	3
Choose one of the following mathematics courses:	5
MM 150: Survey of Mathematics	
MM 212: College Algebra	
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following science courses:	5
SC 200: Discovering Science—Current Issues in a Changing World	
SC 235: General Biology I—Human Perspectives	
SC 246: Fundamentals of Microbiology	
SC 250: Science for Everyday Life	
Choose one of the following social science courses:	5
SS 211: The 1960's—Reshaping the American Dream	
SS 236: People, Power, and Politics— An Introduction to American Government	
SS 250: The Technological Revolution— A Social Scientific Approach	
TOTAL CORE REQUIREMENTS	33
MAJOR REQUIREMENTS	
AC 113: Accounting for Nonaccounting Majors OR	
AC 114: Accounting I	5
BU 204: Macroeconomics OR	
MT 220: Global Business	5
BU 224: Microeconomics	5
MM 255: Business Math and Statistical Measures	5
MT 140: Introduction to Management	5
MT 203: Human Resource Management OR	
MT 209: Small Business Management	5
MT 217: Finance	5
MT 219: Marketing	5
LS 311: Business Law OR	
LS 312: Ethics and the Legal Environment	6
MM 305: Business Statistics and Quantitative Analysis	6
MT 302: Organizational Behavior	6
Choose one of the following:	6
MT 355: Marketing Research	
MT 450: Marketing Management	
300/400-level: Marketing Elective	
MT 400: Business Process Management OR	
MT 435: Operations Management	6
MT 445: Managerial Economics OR	
MT 480: Corporate Finance	6
MT 460: Management Policy and Strategy	6
MT 490: Management Capstone Externship OR	
MT 499: Bachelor's Capstone in Management	6
TOTAL MAJOR REQUIREMENTS	88
OPEN ELECTIVE REQUIREMENTS	
Open Electives	59
TOTAL OPEN ELECTIVE REQUIREMENTS	59
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
Associate's degree in business or a related field *	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
AC 113: Accounting for Nonaccounting Majors OR	
AC 114: Accounting I	
BU 224: Microeconomics	
MM 255: Business Math and Statistical Measures	
MT 140: Introduction to Management	
MT 217: Finance	
MT 203: Human Resource Management	
MT 219: Marketing	
CORE REQUIREMENTS	
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following science courses:	5
SC 200: Discovering Science—Current Issues in a Changing World	
SC 235: General Biology I—Human Perspectives	
SC 246: Fundamentals of Microbiology	
SC 250: Science for Everyday Life	
Choose one of the following social science courses:	5
SS 211: The 1960's—Reshaping the American Dream	
SS 236: People, Power, and Politics— An Introduction to American Government	
SS 250: The Technological Revolution— A Social Scientific Approach	
CS 204: Professional Presence	3
TOTAL CORE REQUIREMENTS	18
MAJOR REQUIREMENTS	
LS 311: Business Law OR	
LS 312: Ethics and the Legal Environment	6
MM 305: Business Statistics and Quantitative Analysis	6
MT 302: Organizational Behavior	6
Choose one of the following:	6
MT 355: Marketing Research	
MT 450: Marketing Management	
300/400-level: Marketing Elective	
MT 400: Business Process Management OR	
MT 435: Operations Management	6
MT 445: Managerial Economics OR	
MT 480: Corporate Finance	6
MT 460: Management Policy and Strategy	6
MT 490: Management Capstone Externship OR	
MT 499: Bachelor's Capstone in Management	6
TOTAL MAJOR REQUIREMENTS	48
OPEN ELECTIVE REQUIREMENTS	
Open Electives	24
TOTAL OPEN ELECTIVE REQUIREMENTS	24
TOTAL PROGRAM REQUIREMENTS	180

CAREER FOCUS AREAS

Accelerated MBA Option

AC 301: Intermediate Accounting II [†]	6
HR 485: Strategic Human Resource Management	6
MT 445: Managerial Economics	6
MT 450: Marketing Management [‡]	6
MT 480: Corporate Finance OR	
MT 482: Financial Statement Analysis	6

Business Process Management

IT 301: Project Management I	6
MT 300: Management of Information Systems	6
MT 400: Business Process Management	6
MT 475: Outcomes Assessment and Quality Management	6

Financial Analysis

MT 445: Managerial Economics	6
MT 480: Corporate Finance	6
MT 481: Financial Markets	6
MT 482: Financial Statement Analysis	6

Human Resources

HR 400: Employment and Staffing	6
HR 410: Employee Training and Development	6
HR 420: Employment Law	6
HR 435: Compensation OR	
HR 485: Strategic Human Resource Management	6

Information Assurance

IT 286: Introduction to Network Security [§]	5
IT 331: Technology Infrastructure	6
MT 300: Management of Information Systems	6
MT 411: Risk Management	6

Information Systems Management

IT 301: Project Management I	6
IT 402: IT Consulting Skills	6
MT 300: Management of Information Systems	6
MT 451: Managing Technological Innovation	6

Investment

MT 422: Portfolio Management	6
MT 423: Asset Allocation Strategies and Mutual Funds	6
MT 424: Introduction to Derivatives and Risk Management	6
MT 483: Investments	6

Management

HR 400: Employment and Staffing	6
MT 340: Conflict Management and Team Dynamics	6
MT 355: Marketing Research OR	
MT 450: Marketing Management	6
MT 400: Business Process Management OR	
MT 435: Operations Management	6

Marketing

MT 330: International Marketing	6
MT 355: Marketing Research OR	
MT 450: Marketing Management	6
MT 359: Advertising, Promotion, PR—Integrated Marketing Communication Strategies	6
MT 459: Consumer Behavior	6

New Media/Internet Marketing

MT 357: E-Marketing for the Non-IT Student	6
MT 358: Social Network Marketing	6
MT 359: Advertising, Promotion, PR—Integrated Marketing Communication Strategies	6
MT 450: Marketing Management	6

Procurement

MT 300: Management of Information Systems	6
MT 435: Operations Management	6
MT 475: Outcomes Assessment and Quality Management	6
MT 482: Financial Statement Analysis	6

Project Management

IT 301: Project Management I	6
IT 401: Project Management II	6
MT 400: Business Process Management	6
MT 475: Outcomes Assessment and Quality Management	6

Real Estate

MT 361: Foundations of Real Estate Practice	6
MT 431: Real Estate Finance and Ethics	6
MT 432: Real Estate Law	6
MT 453: Professional Selling	6

Risk Management

MT 410: Risk Analysis and Strategy	6
MT 411: Risk Management	6
MT 435: Operations Management	6
MT 475: Outcomes Assessment and Quality Management OR	
MT 482: Financial Statement Analysis	6

Risk Management and Insurance

MT 426: Principles of Risk Management and Insurance	6
MT 427: Fundamentals of Property and Liability Insurance	6
MT 428: Fundamentals of Life and Health Insurance	6
MT 453: Professional Selling	6

Sales Management

MT 453: Professional Selling	6
MT 454: Services Marketing	6
MT 455: Salesforce Management	6
MT 459: Consumer Behavior	6

Wealth Management

MT 421: Financial Planning	6
MT 426: Principles of Risk Management and Insurance	6
MT 453: Professional Selling	6
MT 480: Corporate Finance [#]	6
MT 483: Investments	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.

*Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.

[†]Advanced start students must satisfy the prerequisite requirement of AC 300: Intermediate Accounting I. Students who do not possess prior learning credit comparable to AC 300 will need to complete the course beyond the minimum degree requirements.

[‡]Students choosing the accelerated MBA option career focus area will take MT 450: Marketing Management as their 300/400-level marketing elective.

[§]Students will need to complete additional elective courses in order to satisfy the necessary number of credits required for completion of the degree.

[#]Advanced start students choosing the wealth management career focus area will take MT 480: Corporate Finance instead of MT 445: Managerial Economics as part of the program's major requirements.

ASSOCIATE OF APPLIED SCIENCE IN ACCOUNTING

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CM 107: College Composition I	5
CM 220: College Composition II	5
Choose one of the following mathematics courses:	5
MM 150: Survey of Mathematics	
MM 212: College Algebra	
TOTAL CORE REQUIREMENTS	15
MAJOR REQUIREMENTS	
CS 113: Academic Strategies for the Business Professional OR	
CS 121: Pathways to Academic Success*	5
AB 114: Accounting I	5
AB 116: Accounting II	5
AB 224: Microeconomics	5
AB 239: Managerial Accounting	5
AB 256: Federal Tax	5
MM 255: Business Math and Statistical Measures	5
AB 298: Associate's Capstone in Accounting	5
TOTAL MAJOR REQUIREMENTS	40
OPEN ELECTIVE REQUIREMENTS	
Open Electives	35
TOTAL OPEN ELECTIVE REQUIREMENTS	35
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.

ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION

Description and Outcomes

The objective of the Associate of Applied Science in Business Administration program is to prepare you with the knowledge, technical skills, and work habits to pursue positions in a variety of business fields. The curriculum is designed to provide a solid foundation in management and helps you develop teamwork and leadership skills as well as the ability to motivate people and communicate effectively. Decision-making and problem-solving skills are also emphasized.

SPECIALIZATIONS

You can personalize your degree in business administration by choosing a specialization. Specializations consist of four 100- or 200-level courses and allow you to concentrate on your career interests.

PROGRAM LENGTH

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

PROGRAM OUTCOMES

General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.

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: Discuss marketing principles used in business strategies.
4. Technology: Use technology and software applications appropriate to 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.
7. Career Skills: Analyze career skills in the field of business and management.

Policies

ADMISSIONS REQUIREMENTS

You must meet the below admissions requirements in addition to Kaplan University's general requirements.

Upon enrollment in the Associate of Applied Science in Business Administration, you are required to select a specialization. If you are interested in completing a custom specialization, you must complete the Custom Specialization Application prior to enrollment. You may only enroll in the custom specialization option if you have previously completed a specific set of courses approved by the Dean of the School of Business through an articulation arrangement.

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
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ASSOCIATE'S DEGREE REQUIREMENTS

CORE REQUIREMENTS

CM 107: College Composition I	5
CM 220: College Composition II	5

Choose one of the following mathematics courses: 5

MM 150: Survey of Mathematics

MM 212: College Algebra

TOTAL CORE REQUIREMENTS 15

MAJOR REQUIREMENTS

CS 113: Academic Strategies for the Business Professional OR

CS 121: Pathways to Academic Success* 5

AB 113: Accounting for Nonaccounting Majors OR

AB 114: Accounting I 5

AB 140: Introduction to Management 5

AB 203: Human Resource Management OR

AB 224: Microeconomics 5

AB 217: Finance 5

AB 219: Marketing 5

MM 255: Business Math and Statistical Measures 5

100/200-level: Specialization Courses 20

AB 299: Associate's Capstone in Management 5

TOTAL MAJOR REQUIREMENTS 60

OPEN ELECTIVE REQUIREMENTS

Open Electives 15

TOTAL OPEN ELECTIVE REQUIREMENTS 15

TOTAL PROGRAM REQUIREMENTS 90

SPECIALIZATIONS

Business

AB 116: Accounting II 5

AB 204: Macroeconomics 5

AB 209: Small Business Management OR

AB 220: Global Business 5

IT 133: Software Applications 5

Customer Service

AB 202: Building Customer Sales and Loyalty 5

AB 221: Customer Service 5

CM 206: Interpersonal Communications 5

CM 214: Public Speaking for the Professional 5

Entrepreneurship

AB 102: Principles of Retailing 5

AB 202: Building Customer Sales and Loyalty 5

AB 207: Starting a Business 5

AB 221: Customer Service 5

Health Club Operations

AB 221: Customer Service 5

EF 205: Scientific Foundations of Exercise and Fitness 5

HS 120: Anatomy and Physiology I 5

HS 130: Anatomy and Physiology II 5

Hospitality Management

AB 117: Global Hospitality 5

AB 206: Hotel Management and Operations 5

AB 213: Food and Beverage Management 5

AB 223: Convention Sales and Services 5

Information Processing

CM 115: Communication—Concepts and Skills 5

IT 133: Software Applications 5

IT 153: Spreadsheet Applications 5

IT 163: Database Concepts Using Microsoft Access 5

Meeting and Event Planning

AB 213: Food and Beverage Management 5

AB 223: Convention Sales and Services 5

AB 230: Foundations of Conference and Event Planning 5

AB 270: Advanced Meeting Planning 5

Office Management

AB 221: Customer Service 5

AB 270: Advanced Meeting Planning 5

CM 206: Interpersonal Communications 5

IT 133: Software Applications 5

Retail Management

AB 102: Principles of Retailing 5

AB 202: Building Customer Sales and Loyalty 5

AB 209: Small Business Management 5

AB 221: Customer Service 5

Sales

AB 221: Customer Service 5

CM 206: Interpersonal Communications 5

CM 214: Public Speaking for the Professional 5

IT 133: Software Applications 5

Small Business Management

AB 122: Payroll Accounting 5

AB 209: Small Business Management OR

AB 220: Global Business 5

AB 221: Customer Service 5

IT 133: Software 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.

School of Health Sciences

BACHELOR OF SCIENCE IN NUTRITION SCIENCE

Policies

CERTIFICATION, STATE BOARD, AND NATIONAL BOARD EXAMS

You are responsible for understanding the requirements of certification, state board, or national board licensing exams. Such requirements may change during the course of your program. You are not automatically certified in any way upon program completion. Although certain programs are designed to prepare you to take various certification and licensing exams, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

Kaplan University's Bachelor of Science in Nutrition Science program is not accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). While the Bachelor of Science in Nutrition Science program is designed to prepare you academically to pursue a variety of nutrition-oriented careers and advanced education, the program does not lead directly to certification as a registered dietitian. Upon graduation, you may become a registered dietitian by completing postbaccalaureate or master's-level work in a program accredited by ACEND, completing preprofessional experience, and sitting for the Registration Examination for Dietitians.

If you are interested in becoming a Certified Clinical Nutritionist, you may need to take additional coursework and complete a 1,200-hour internship to become eligible to sit for the Certified Clinical Nutritionist Examination, administered by the Clinical Nutrition Certification Board (CNCB). For more information, visit www.cncb.org.

You must not assume that credits earned at Kaplan University will transfer to another institution. Also, Kaplan University does not guarantee acceptance to any programs offered by other institutions.

In order to pursue examinations and/or preprofessional experiences, you may be required to present documentation of a health assessment/physical examination, immunization records, drug screening results, and/or a background check. It is your responsibility to ensure that you have met all requirements prior to beginning examinations and/or preprofessional coursework/externships.

ASSOCIATE OF APPLIED SCIENCE IN MEDICAL ASSISTING—ONLINE AND MAINE

Description and Outcomes

The objective of the Associate of Applied Science in Medical Assisting program is to prepare you with the knowledge, technical skills, and work habits to pursue an entry-level position in the ambulatory medical field. The Associate of Applied Science in Medical Assisting program is designed to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. This program concentrates on helping you acquire knowledge and develop skills in performing laboratory, clinical, and medical office procedures in a physician's office or ambulatory care clinic. The associate's degree program is designed to provide a broad education to help you develop advanced technical and communication skills.

Upon graduation from the online program or a campus-based program offered in Maine, you may be eligible to take the Registered Medical Assistant examination given by the American Medical Technologists, the National Certified Medical Assistant (NCMA) exam given by the National Center for Competency Testing (NCCT), and the Certified Clinical Medical Assistant (CCMA) exam given by the National Healthcareer Association (NHA). Refer to the Certification, State Board, and National Board Exams section for important program disclosure information.

Workplace duties may include performing CLIA-waived tests, venipuncture, urinalysis, and electrocardiograms. You may also assist the physician in patient preparation and patient relations.

CLINICAL EXPERIENCES

The program blends online coursework with on-ground experiences. If you enroll in the online program, you will need to complete clinical experiences at an approved clinical site for MA 280: Online Clinical Competencies III. All students must also complete a practicum or externship (160 hours) in a physician's office or clinic to complete the course of study. Refer to the General Policies section for criminal background check information and the Progression Requirements section for additional requirements.

PROGRAM LENGTH

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

PROGRAM OUTCOMES

General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.

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.

Policies

PROGRESSION REQUIREMENTS

1. Prior to beginning the first clinical experience, you must provide documentation of completion of Basic Life Support for Health Care Providers through the American Heart Association or American Red Cross.
2. As an online student, you must:
 - Provide notice of intent to enroll in clinical courses and externships 3 months prior to the beginning of the term in which you wish to enroll. Notification must be submitted to the Health Sciences Clinical Placement Department using the appropriate application form.
 - Complete a clinical orientation workshop and pass a criminal background check prior to placement at a clinical, practicum, or externship site.
 - Enroll in EL 203: Portfolio Development in your second term if you are interested in pursuing credit for experiential learning. You must complete the portfolio development and assessment process by the end of the third term or by the time you have accumulated 30 credits within your program.
3. You will be withdrawn from the program if you are unable to successfully complete the following courses on the second attempt:
 - MA 265: Online Clinical Competencies I
 - MA 275: Online Clinical Competencies II
 - MA 280: Online Clinical Competencies III
 - MA 295: Online Medical Assisting Externship and Evaluation

CERTIFICATION, STATE BOARD, AND NATIONAL BOARD EXAMS

You are responsible for understanding the requirements of certification, state board, or national board licensing exams. Such requirements may change during the course of your program. You are not automatically certified in any way upon program completion. Although certain programs are designed to prepare you to take various certification and licensing exams, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

The Associate of Applied Science in Medical Assisting program is designed to prepare you with clinical and administrative skills to provide outstanding patient care. The program is structured to provide appropriate academic preparation if you are interested in pursuing national certification as a medical assistant. Upon graduation from the online or onsite program, you may be eligible to take the Registered Medical Assistant examination given by the American Medical Technologists, the National Certified Medical Assistant (NCMA) exam given by the National Center for Competency Testing (NCCT), and the Certified Clinical Medical Assistant (CCMA) exam given by the National Healthcareer Association (NHA).

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
TOTAL CORE REQUIREMENTS	15
MAJOR REQUIREMENTS	
CS 121: Pathways to Academic Success OR	
HS 100: Introduction to Health Science*	5
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
MA 250: Online Professionalism in Health Care [†]	1
MA 265: Online Clinical Competencies I	5
MA 275: Online Clinical Competencies II	5
MA 280: Online Clinical Competencies III [†]	1
MA 295: Online Medical Assisting Externship and Evaluation	5
TOTAL MAJOR REQUIREMENTS	62
OPEN ELECTIVE REQUIREMENTS	
Open Electives	15
TOTAL OPEN ELECTIVE REQUIREMENTS	15
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 HS 100: Introduction to Health Science.

[†]Students enrolled at a campus in the state of Maine may substitute HS 275: Professionalism in Health Care in place of MA 250: Online Professionalism in Health Care and MA 280: Online Clinical Competencies III.

ASSOCIATE OF SCIENCE IN HEALTH SCIENCE

Description and Outcomes

If you are a military student who has already received military training for medical and health science occupational specialties, the Associate of Science in Health Science could help further your educational and career goals. The curriculum focuses on the important role of professionalism in health care, general education, and industry-related technical information and builds on your prior military medical training to help you achieve an associate's degree.

The program provides a broad education and allows you to select coursework in health science subjects including anatomy and physiology, chemistry, nutrition, pathophysiology, clinical skills, health education, and health informatics. The program includes a capstone experience designed to prepare you for work in various health science fields within the military and could help you meet educational requirements for advancement in the military. Upon graduation, you may also pursue a number of entry-level careers within the broad field of allied health should you return to civilian life.

Refer to the Admissions Requirements section for details on program eligibility.

CAREER FOCUS AREAS

You will enroll in one of the following career focus areas: Army dental specialist, basic medical technician corpsman, behavioral health technician, biomedical equipment specialist, dental laboratory, dental laboratory advanced, health care specialist, independent duty medical technician, medical laboratory specialist, medical logistics, medical material supervisor, Navy dental assistant, nuclear medicine technologist, ophthalmic technician, nutrition and diet therapy, pharmacy specialist, physical therapy assistant, preventative medicine, radiology specialist, Special Forces medical sergeant, surgical technologist, or veterinary food inspection specialist.

PROGRAM LENGTH

The Associate of Science in Health Science program consists of a minimum of 90 quarter credit hours. You must complete a specific number of credit hours at Kaplan University. Refer to the Progression Requirements section for details. Upon successful completion of the program, you will be awarded an associate of science degree.

PROGRAM OUTCOMES

General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.

Discipline-Specific Outcomes

1. Integrate knowledge from behavioral and biological sciences as a basis for allied health practice.
2. Use current technology in a variety of health care roles.
3. Demonstrate competencies relevant to a career focus area within health sciences.
4. Execute administration skills and management processes within the interdisciplinary health care field.
5. Exhibit behavior consistent with the professional, ethical, and legal standards of allied health practice.

ASSOCIATE OF APPLIED SCIENCE IN MEDICAL TRANSCRIPTION

Effective August 21, 2013, Kaplan University will no longer accept enrollments for this program.

MEDICAL BILLING/CODING CERTIFICATE

Description and Outcomes

The objective of the Medical Billing/Coding Certificate program is to prepare you with the knowledge, technical skills, and work habits to pursue an entry-level position as a billing and insurance specialist in either a physician's office or institutional setting, or as a patient referral specialist, coder, or medical receptionist. The curriculum concentrates on helping you acquire the basic skills and knowledge necessary to submit medical claims for reimbursement, process bills, operate computerized billing systems, and gain a working knowledge of various insurance plans. Emphasis is placed on quality of coding for reimbursement and statistical reporting. You may receive hands-on training through additional hours of practical experience in medical billing, coding, and administrative functions in a classroom lab setting.

Upon graduation, workplace duties may include evaluating medical records in order to appropriately assign ICD-9 and CPT codes related to medical diagnoses and procedures, submitting insurance claims for reimbursement, and evaluating rejected claims for resubmission. You may use computerized billing programs and complete the HCFA claim form. In addition, you may develop a working knowledge of various insurance plans, including their associated regulations and guidelines, in order to efficiently and accurately refer patients to various health care providers.

This program is designed, among other things, to help you prepare for the Certified Coding Specialist (CCS) exam and/or the Certified Coding Specialist—Physician-Based (CCS-P) exam sponsored by the American Health Information Management Association (AHIMA). Refer to the Certification, State Board, and National Board Exams section for important program disclosure information.

PRACTICUM EXPERIENCE

Prior to graduation, you must complete additional hours of practical experience in medical billing, coding, and administrative functions in a health-related facility, classroom, or virtual lab setting. If you are an online student, you must complete the practical experience in a virtual lab setting.

PROGRAM LENGTH

The Medical Billing/Coding Certificate program consists of 38 quarter credit hours. Upon completion of the program, you will be awarded a certificate.

PROGRAM OUTCOMES

1. Administration: Perform administrative functions of medical billing and coding.
2. Technical: Apply computer literacy skills in managing electronic medical claims.
3. Foundational Knowledge: Demonstrate knowledge of coding and billing guidelines and requirements in the process of medical claims management.
4. Standards, Laws, Ethics, and Professionalism: Analyze ethical and legal standards in practical applications within the discipline of coding and medical claims processing.
5. Critical Thinking: Apply problem-solving skills to real and simulated health care scenarios.

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
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 215: Medical Insurance and Billing	3
HS 225: Medical Coding I	4
HI 215: Reimbursement Methodologies	3
HI 255: Medical Coding II	5
HS 292: Billing and Coding Practicum	3

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.

School of Information Technology

BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

Description and Outcomes

The objective of the Bachelor of Science in Information Technology program is to help you prepare for career advancement in the information technology field by providing the technical knowledge, and communication, critical thinking, and creative skills relevant to the modern workplace.

The degree program is designed to help you develop a working knowledge of information technology (IT) concepts, tools, and methods as well as the leading-edge technologies needed to design information systems. In addition, courses teach you how to apply technical competencies to solve business problems. Whether your immediate educational goals are satisfied by the completion of a bachelor's degree or you are planning to pursue study in the information technology field beyond the baccalaureate level, this degree program may be for you.

The following educational objectives are approved by the School of Information Technology faculty and the Advisory Board:

- Our graduates will be able to apply current industry-accepted practices and new and emerging practices when solving real-world information technology problems in the industry.
- Our graduates will be able to exhibit teamwork and effective communication skills.
- Our graduates will be able to ethically and appropriately apply knowledge of societal impacts of information technology in the course of career-related activities.

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information section for details.

CAREER FOCUS AREAS

You can personalize your degree in IT by focusing electives on a particular career focus area. Career focus areas consist of a minimum of four courses and allow you to concentrate on your individual career interests.

TRACKS OF STUDY

There are two tracks available in the Bachelor of Science in Information Technology program: applied technology and information systems.

The applied technology track explores foundational concepts, tools, and methods of IT through a curriculum designed to support the needs of a business. Courses help you develop a broad foundation in the fundamental areas of IT and career focus areas allow you to build an in-depth understanding in an area of interest. Choose from information systems management, network administration, project management, or web development. You will study core information technologies such as the Internet, networking, operating systems, project management, systems analysis and design, and web design.

Choose the information systems track if you are interested in studying how to design and implement information systems and technologies to solve technology and business problems. Leveraging a curriculum designed to maintain currency with technological advances and business needs, coursework helps you develop technology, business, and communication skills relevant to the IT professional. You will study areas such as application development, database management, information security, systems analysis and design, and systems architecture to build core information systems skills. There are four career focus areas available in the information systems track: application development, database management, information security and forensics, and mobile computing.

PROGRAM LENGTH

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

PROGRAM OUTCOMES

General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.
10. Professionalism and Career Development: Apply skills which support career and professional success.

Discipline-Specific Outcomes

1. Technology Skills: Apply current technical tools and methodologies to solve problems.
2. Client Specifications: Analyze users' technical issues.
3. System Specifications: Design information systems.
4. Technology Analysis: Evaluate IT trends, practices, and products.
5. Business Analysis: Evaluate the potential impact of information systems and technology on business processes.
6. Project Management: Apply project management practices, tools, and methods.
7. Professional Development: Demonstrate an understanding of the importance of professional development in the IT field.

Policies

ADMISSIONS REQUIREMENTS

Advanced Start Degree Option

You must meet the below admissions requirements in addition to Kaplan University's general requirements.

Prior to enrollment, you must submit an unofficial transcript indicating receipt of an associate's degree in information technology or a related field from an accredited institution. By the end of first term, you must provide the University with an official copy of the transcript. Refer to the First-Term Responsibilities section for additional information.

PROGRESSION REQUIREMENTS

Advanced Start Degree Option

1. If you do not possess prior learning credit comparable to IT 133: Software Applications, you must either take the course as an elective or pass the IST assessment before your first term or upon completion of foundational coursework.
2. If you do not possess prior learning credit comparable to the 100/200-level prerequisites for the career focus area courses, you must complete the relevant coursework.

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
APPLIED TECHNOLOGY TRACK	

BACHELOR'S DEGREE REQUIREMENTS

CORE REQUIREMENTS

CM 107: College Composition I	5
CM 220: College Composition II	5
CS 204: Professional Presence	3
MM 212: College Algebra	5
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following science courses:	5
SC 200: Discovering Science—Current Issues in a Changing World	
SC 235: General Biology I—Human Perspectives	
SC 246: Fundamentals of Microbiology	
SC 250: Science for Everyday Life	
Choose one of the following social science courses:	5
SS 211: The 1960's—Reshaping the American Dream	
SS 236: People, Power, and Politics—An Introduction to American Government	
SS 250: The Technological Revolution—A Social Scientific Approach	
TOTAL CORE REQUIREMENTS	33

MAJOR REQUIREMENTS

CM 241: Foundations of Technical Communication	2
IT 111: Programming Fundamentals for Beginners OR	
IT 193: Foundations of Programming Using Visual Basic	5
IT 117: Introduction to Website Development	5
IT 133: Software Applications	5
IT 190: Foundations in Information Technology	5
IT 234: Database Foundations	5
IT 273: Networking Concepts	5
IT 286: Introduction to Network Security	5
MT 140: Introduction to Management	5
IT 301: Project Management I	6
IT 302: Human Computer Interaction	6
IT 331: Technology Infrastructure	6
IT 402: IT Consulting Skills	6
IT 460: Systems Analysis and Design	6
IT 499: Bachelor's Capstone in Information Technology	6
TOTAL MAJOR REQUIREMENTS	78

OPEN ELECTIVE REQUIREMENTS

Open Electives	69
TOTAL OPEN ELECTIVE REQUIREMENTS	69

TOTAL PROGRAM REQUIREMENTS 180

CAREER FOCUS AREAS

Information Systems Management

MT 300: Management of Information Systems	6
MT 451: Managing Technological Innovation	6

Network Administration

IT 278: Network Administration	5
IT 283: Networking With TCP/IP	5
IT 275: Linux System Administration OR	
IT 375: Windows Enterprise Administration	5 OR 6
IT 388: Routing and Switching I	6
IT 471: Routing and Switching II OR	
IT 482: Network Design	6

Catalog Addendum Supplement

Curriculum

Courses	Credits
APPLIED TECHNOLOGY TRACK	

ADVANCED START BACHELOR'S DEGREE REQUIREMENTS

ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS

Associate's degree in information technology or a related field*	
TOTAL PRIOR DEGREE CREDITS	90

PREREQUISITE REQUIREMENTS

MM 212: College Algebra

CORE REQUIREMENTS

Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following science courses:	5
SC 200: Discovering Science—Current Issues in a Changing World	
SC 235: General Biology I—Human Perspectives	
SC 246: Fundamentals of Microbiology	
SC 250: Science for Everyday Life	
Choose one of the following social science courses:	5
SS 211: The 1960's—Reshaping the American Dream	
SS 236: People, Power, and Politics—An Introduction to American Government	
SS 250: The Technological Revolution—A Social Scientific Approach	

CS 204: Professional Presence	3
TOTAL CORE REQUIREMENTS	18

MAJOR REQUIREMENTS

IT 111: Programming Fundamentals for Beginners OR	
IT 193: Foundations of Programming Using Visual Basic	5
IT 234: Database Foundations	5
IT 273: Networking Concepts	5
IT 286: Introduction to Network Security	5
IT 301: Project Management I	6
IT 302: Human Computer Interaction	6
IT 331: Technology Infrastructure	6
IT 402: IT Consulting Skills	6
IT 460: Systems Analysis and Design	6
IT 499: Bachelor's Capstone in Information Technology	6
TOTAL MAJOR REQUIREMENTS	56

OPEN ELECTIVE REQUIREMENTS

Open Electives†	16
TOTAL OPEN ELECTIVE REQUIREMENTS	16

TOTAL PROGRAM REQUIREMENTS 180

Project Management

IT 401: Project Management II	6
IT 453: Business Intelligence	6
MT 400: Business Process Management	6

Web Development

IT 214: Foundations of Web Design	5
IT 245: Website Architecture	5
IT 247: Fundamentals of Web Graphics	5
IT 250: Enhancing Websites With PHP	5
IT 476: Web Marketing and E-Commerce	6

51

Curriculum

Courses	Credits
INFORMATION SYSTEMS TRACK	
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CM 107: College Composition I	5
CM 220: College Composition II	5
CS 204: Professional Presence	3
MM 212: College Algebra	
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following science courses:	5
SC 200: Discovering Science—Current Issues in a Changing World	
SC 235: General Biology I—Human Perspectives	
SC 246: Fundamentals of Microbiology	
SC 250: Science for Everyday Life	
Choose one of the following social science courses:	5
SS 211: The 1960's—Reshaping the American Dream	
SS 236: People, Power, and Politics— An Introduction to American Government	
SS 250: The Technological Revolution— A Social Scientific Approach	
TOTAL CORE REQUIREMENTS	33
MAJOR REQUIREMENTS	
CM 241: Foundations of Technical Communication	2
IT 111: Programming Fundamentals for Beginners OR	
IT 193: Foundations of Programming Using Visual Basic	5
IT 117: Introduction to Website Development	5
IT 133: Software Applications	5
IT 234: Database Foundations	5
IT 190: Foundations in Information Technology	5
IT 273: Networking Concepts	5
IT 286: Introduction to Network Security	5
MM 250: Introductory Discrete Mathematics	5
MT 140: Introduction to Management	5
IT 301: Project Management I	6
IT 302: Human Computer Interaction	6
IT 331: Technology Infrastructure	6
IT 332: Principles of Information Systems Architecture	6
IT 402: IT Consulting Skills	6
IT 460: Systems Analysis and Design	6
IT 499: Bachelor's Capstone in Information Technology	6
TOTAL MAJOR REQUIREMENTS	89
OPEN ELECTIVE REQUIREMENTS	
Open Electives [†]	58
TOTAL OPEN ELECTIVE REQUIREMENTS	58
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
INFORMATION SYSTEMS TRACK	
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
Associate's degree in information technology or a related field*	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
MM 212: College Algebra	
CORE REQUIREMENTS	
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following science courses:	5
SC 200: Discovering Science—Current Issues in a Changing World	
SC 235: General Biology I—Human Perspectives	
SC 246: Fundamentals of Microbiology	
SC 250: Science for Everyday Life	
Choose one of the following social science courses:	5
SS 211: The 1960's—Reshaping the American Dream	
SS 236: People, Power, and Politics— An Introduction to American Government	
SS 250: The Technological Revolution— A Social Scientific Approach	
CS 204: Professional Presence	3
TOTAL CORE REQUIREMENTS	18
MAJOR REQUIREMENTS	
IT 111: Programming Fundamentals for Beginners OR	
IT 193: Foundations of Programming Using Visual Basic	5
IT 234: Database Foundations	5
IT 273: Networking Concepts	5
IT 286: Introduction to Network Security	5
MM 250: Introductory Discrete Mathematics	5
IT 301: Project Management I	6
IT 302: Human Computer Interaction	6
IT 331: Technology Infrastructure	6
IT 332: Principles of Information Systems Architecture	6
IT 402: IT Consulting Skills	6
IT 460: Systems Analysis and Design	6
IT 499: Bachelor's Capstone in Information Technology	6
TOTAL MAJOR REQUIREMENTS	67
OPEN ELECTIVE REQUIREMENTS	
Open Electives**	5
TOTAL OPEN ELECTIVE REQUIREMENTS	5
TOTAL PROGRAM REQUIREMENTS	180

CAREER FOCUS AREAS

Application Development

IT 258: Foundations of Programming Using Java	5
IT 259: Intermediate Java Programming	5
IT 293: Intermediate Visual Basic Programming	5
IT 310: Data Structures and Algorithms	6
IT 350: Structured Query Language	6
IT 355: Web Programming Development	6
IT 464: Advanced Java Programming	6

Database Management

IT 338: Introduction to Relational Databases OR	
IT 350: Structured Query Language	6
IT 354: Database Design	6
IT 358: Oracle Query Design OR	
IT 452: Intermediate Query Design and Reporting	6
IT 456: SQL Server Database Administration OR	
IT 458: Oracle Database Administration	6
IT 457: Data Warehousing and Data Mining	6

Information Security and Forensics

IT 278: Network Administration	5
CJ 317: Computer Forensics	6
IT 390: Intrusion Detection and Incidence Response	6
IT 411: Digital Forensics	6
IT 412: Information Systems Security	6

Mobile Computing

IT 258: Foundations of Programming Using Java	5
IT 259: Intermediate Java Programming	5
IT 284: Introduction to Mobile Systems	5
IT 305: Introduction to Wireless Application Development	6
IT 405: Advanced Wireless Application Development	6
IT 406: Mobile Database Systems	6
IT 407: Mobile Application Development for Apple Handheld Devices OR	
IT 409: Microsoft Windows Phone Application Development	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.

*Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.

†Students who do not possess prior learning credit comparable to IT 133: Software Applications must either take the course as an elective or pass the IST assessment before their first term or upon completion of foundational coursework.

‡Students enrolled in the information systems track who do not possess prior learning credit comparable to MM 150: Survey of Mathematics must either take the course as an elective or pass the MM 150 challenge exam before their first term or upon completion of foundational coursework.

ASSOCIATE OF APPLIED SCIENCE IN INFORMATION TECHNOLOGY

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CM 107: College Composition I	5
CM 220: College Composition II	5
MM 212: College Algebra	5
CS: 204 Professional Presence	3
TOTAL CORE REQUIREMENTS	18
MAJOR REQUIREMENTS	
CM 241: Foundations of Technical Communication	2
IT 111: Programming Fundamentals for Beginners OR	
IT 193: Foundations of Programming Using Visual Basic	5
IT 117: Introduction to Website Development	5
IT 133: Software Applications	5
IT 190: Foundations in Information Technology	5
IT 234: Database Foundations	5
IT 261: Desktop Administration	5
IT 273: Networking Concepts	5
AB 140: Introduction to Management	5
IT 299: Associate's Capstone in Information Technology	5
TOTAL MAJOR REQUIREMENTS	47
OPEN ELECTIVE REQUIREMENTS	
Open Electives	25
TOTAL OPEN ELECTIVE REQUIREMENTS	25
TOTAL PROGRAM REQUIREMENTS	90

CAREER FOCUS AREAS

Application Development

IT 193: Foundations of Programming Using Visual Basic	5
IT 254: Foundations of Programming Using C#	5
IT 258: Foundations of Programming Using Java	5
IT 293: Intermediate Visual Basic Programming	5

Help Desk Administration

AB 221: Customer Service	5
IT 278: Network Administration	5

Network Administration

IT 278: Network Administration	5
IT 283: Networking with TCP/IP	5
IT 286: Introduction to Network Security	5

Web Development

IT 214: Foundations of Web Design	5
IT 245: Website Architecture	5
IT 247: Fundamentals of Web Graphics	5
IT 250: Enhancing Websites with PHP	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.

INTERNET WEB DESIGN POSTBACCALAUREATE CERTIFICATE

Description and Outcomes

The objective of the Internet Web Design Postbaccalaureate Certificate program is to prepare you with the critical knowledge and technical skills to pursue entry-level positions in the field of web design. The certificate program is designed to provide foundational knowledge of key information technology areas including website design, web graphics, web technologies and strategies, and multimedia. You will explore various types of web authoring software and study to gain proficiency in these programs.

This certificate program could also help you prepare for the CIW Associate Design Specialist certification exam. Refer to the Certification, State Board, and National Board Exams section for important program disclosure information.

Qualified credits earned in fulfillment of this certificate program may be transferable to certain Kaplan University degree programs.

PROGRAM LENGTH

The Internet Web Design Postbaccalaureate Certificate program consists of a minimum of 25 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
IT 214: Foundations of Web Design	5
IT 117: Introduction to Website Development	5
IT 245: Website Architecture	5
IT 247: Fundamentals of Web Graphics	5
IT 250: Enhancing Websites With PHP	5

TOTAL PROGRAM REQUIREMENTS **25**

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

GENERAL POLICIES

Progression Requirements

ACCELERATED MASTER'S DEGREE OPTIONS

If you are enrolled in a School of Legal Studies bachelor's degree program and wish to continue on to pursue a Kaplan University Master of Public Administration, Master of Science in Criminal Justice, Master of Science in Environmental Policy, Master of Science in Homeland Security and Emergency Management, or Master of Science in Legal Studies, you may be eligible to complete one of the below accelerated master's degree options.

In order to qualify for an accelerated master's degree option, you must meet the following criteria:

1. Possess and maintain a minimum cumulative GPA of 3.0.
2. Obtain a grade of "B" or above in each of the master's-level courses.
3. Have completed a minimum of 135 quarter credit hours in your bachelor's degree program including any credits received for prior learning. If you are enrolled in the advanced start degree option, you must have completed a minimum of 45 quarter credit hours at the University.

Please refer to the individual sections below for additional requirements.

Upon successful completion of the bachelor's degree program, you may apply for entry to the relevant Kaplan University master's degree program. If accepted, you will transfer in the graduate courses completed as part of your undergraduate program and matriculate into a shortened version of the master's degree program.

You should consult with your Education Advisor to ensure that you are eligible for an accelerated master's degree option and discuss any financial aid implications with your Financial Aid Officer.

You may be required to take additional courses to fulfill the requisite 180 credits necessary to complete a Kaplan University bachelor's degree.

Accelerated Master of Public Administration Option

If you are interested in continuing on to pursue a Kaplan University Master of Public Administration, you may take the following graduate-level courses in place of open electives:

- PP 500: Public Administration and Management
- PP 510: Leadership in the Public Sector
- PP 520: Finance and the Administration of Public Funds
- PP 530: Human Resource Management in the Public Sector

In addition to the general requirements, you must meet the following criteria to qualify for the accelerated Master of Public Administration option:

- You must have at least 20 credits of open electives available in your degree plan.
- It is highly recommended that you complete the following prerequisite courses at the University, if you have not completed equivalent courses at an accredited institution:
 - SS 236: People, Power, and Politics—An Introduction to American Government
 - MM 207: Statistics
 - PP 201: Introduction to Policy Making

Accelerated Master of Science in Criminal Justice Option

If you are interested in continuing on to pursue a Kaplan University Master of Science in Criminal Justice, you may take the below graduate-level courses in place of open electives. The Master of Science in Criminal Justice program offers a comprehensive exam or applied research track of study.

Comprehensive Exam Track

- CJ 550: Introduction to Graduate Studies in Public Safety
- CJ 501: Criminological Theory
- CJ 502: Research Methodology
- CJ 526: Academic and Professional Communications in Public Safety

Applied Research Track

- CJ 550: Introduction to Graduate Studies in Public Safety
- CJ 501: Criminological Theory
- CJ 503: Organizational Behavior
- CJ 526: Academic and Professional Communications in Public Safety

Accelerated Master of Science in Environmental Policy Option

If you are interested in continuing to pursue a Kaplan University Master of Science in Environmental Policy, you may take the following graduate-level courses in place of open electives:

- EM 500: Environmental Foundations and Principles
- EM 520: Environmental Law and Policy
- EM 530: Environmental Risk Assessment II
- PP 510: Leadership in the Public Sector

Accelerated Master of Science in Homeland Security and Emergency Management Option

If you are interested in continuing on to pursue a Kaplan University Master of Science in Homeland Security and Emergency Management, you may take the following graduate-level courses in place of open electives:

- CJ 550: Introduction to Graduate Studies in Public Safety
- CJ 526: Academic and Professional Communications in Public Safety
- HM 500: Crisis and Emergency Management Fundamentals
- HM 501: Homeland Security Policies, Principles, Procedures, and Plans

Accelerated Master of Science in Legal Studies Option

If you are interested in continuing on to pursue a Kaplan University Master of Science in Legal Studies, you may take the following graduate-level courses in place of open electives:

- LS 500: Legal Methods and Process
- LS 501: Ethics and the Professional
- LS 502: Legal Research, Analysis, and Writing
- LS 503: Jurisprudence and Legal History

BACHELOR OF SCIENCE IN LEGAL STUDIES

Degree Plan (Version XXXII)

Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	33
MAJOR REQUIREMENTS	
LS 100: Eight Skills of the Effective Legal Studies Student OR	
CS 121: Pathways to Academic Success*	5
IT 133: Software Applications OR	
PA 230: Introduction to Legal Technology†	5
LS 102: Introduction to 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 253: Legal Ethics	5
100/200-level: Major Elective	5
LS 305: Constitutional Law	6
LS 308: Law and Society	6
LS 490: Legal Philosophy	6
300/400-level: Major Electives	24
LS 498: BSLS Capstone (Research Option)	6
TOTAL MAJOR REQUIREMENTS	88
OPEN ELECTIVE REQUIREMENTS	
Open Electives‡	59
TOTAL OPEN ELECTIVE REQUIREMENTS	59
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
Comparable Associate's or Bachelor's Degree§	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
IT 133: Software Applications OR	
PA 230: Introduction to Legal Technology†	
LS 102: Introduction to Law	
PA 201: Introduction to Legal Research	
PA 205: Introduction to Legal Analysis and Writing	
CORE REQUIREMENTS	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	18
MAJOR REQUIREMENTS	
LS 305: Constitutional Law	6
LS 308: Law and Society	6
LS 490: Legal Philosophy	6
300/400-level: Major Electives	24
LS 498: BSLS Capstone (Research Option)	6
TOTAL MAJOR REQUIREMENTS	48
OPEN ELECTIVE REQUIREMENTS	
Open Electives‡	24
TOTAL OPEN ELECTIVE REQUIREMENTS	24
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.

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

† Online students will take PA 230: Introduction to Legal Technology.

‡ Eligible students who choose to complete an accelerated master's degree option will take four graduate-level courses in addition to selected undergraduate electives.

§ Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.

BACHELOR OF SCIENCE IN PARALEGAL STUDIES

Degree Plan (Version XXV)

Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	33
MAJOR REQUIREMENTS	
LS 100: Eight Skills of the Effective Legal Studies Student OR	
CS 121: Pathways to Academic Success*	5
IT 133: Software Applications OR	
PA 230: Introduction to Legal Technology [†]	5
PA 101: The Paralegal Professional	5
PA 110: Civil Litigation	5
PA 201: Introduction to Legal Research	5
PA 205: Introduction to Legal Analysis and Writing	5
PA 253: Legal Ethics	5
100/200-level: Major Elective	5
PA 300: Real Estate Law	6
PA 310: Tort Law [‡]	6
PA 401: Advanced Legal Writing	6
300/400-level: Major Electives	24
PA 499: Bachelor's Capstone in Paralegal Studies	6
TOTAL MAJOR REQUIREMENTS	88
OPEN ELECTIVE REQUIREMENTS	
Open Electives [§]	59
TOTAL OPEN ELECTIVE REQUIREMENTS	59
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
Comparable Associate's or Bachelor's Degree [#]	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
PA 101: The Paralegal Professional	
PA 110: Civil Litigation	
PA 201: Introduction to Legal Research	
PA 205: Introduction to Legal Analysis and Writing	
CORE REQUIREMENTS	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	18
MAJOR REQUIREMENTS	
PA 300: Real Estate Law	6
PA 310: Tort Law [‡]	6
PA 401: Advanced Legal Writing	6
300/400-level: Major Electives	24
PA 499: Bachelor's Capstone in Paralegal Studies	6
TOTAL MAJOR REQUIREMENTS	48
OPEN ELECTIVE REQUIREMENTS	
Open Electives [§]	24
TOTAL OPEN ELECTIVE REQUIREMENTS	24
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.

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

[†]Online students will take PA 230: Introduction to Legal Technology.

[‡]Students who do not possess prior learning credit comparable to PA 165: Introduction to Torts must take the course in place of an open elective to satisfy prerequisite requirements.

[§]Eligible students who choose to complete an accelerated master's degree option will take four graduate-level courses in addition to selected undergraduate electives.

[#]Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.

Changes to the following program are effective August 23, 2013:

ASSOCIATE OF APPLIED SCIENCE IN PARALEGAL STUDIES

Description and Outcomes

The Associate of Applied Science in Paralegal Studies program is designed to offer a level of training that provides you with knowledge of the law and paralegal studies, in conjunction with the practical and technical skills and competencies required of the profession. Comprehensive study in areas such as legal research and writing, litigation, contracts, legal ethics, torts, and various legal disciplines help prepare you for diverse career opportunities.

If you are interested in pursuing occupational advancement or seeking employment in legal environments, including private law firms, corporations, and government agencies, consider this program. A paralegal's duties may include providing support during courtroom proceedings, interviewing and investigation, preparing documents, managing technology, and researching legal issues.

PROGRAM LENGTH

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

PROGRAM OUTCOMES

General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.

Discipline-Specific Outcomes

1. Assist Clients: Analyze data 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 a variety of sources.
4. Perform Communications Functions: Communicate with participants throughout the legal process.
5. Implement Legal Procedures: Manage electronic and print information.
6. Assist in Litigation Preparation: Draft and organize information for trial purposes.
7. Prepare Legal Documents for Clients.

Degree Plan (Version XXV)

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
TOTAL CORE REQUIREMENTS	15
MAJOR REQUIREMENTS	
LS 100: Eight Skills of the Effective Legal Studies Student OR	
CS 121: Pathways to Academic Success*	5
IT 133: Software Applications OR	
PA 230: Introduction to Legal Technology†	5
PA 101: The Paralegal Professional	5
PA 110: Civil Litigation	5
PA 201: Introduction to Legal Research	5
PA 205: Introduction to Legal Analysis and Writing	5
PA 253: Legal Ethics	5
PA 299: Associate's Capstone—Project	5
TOTAL MAJOR REQUIREMENTS	40
OPEN ELECTIVE REQUIREMENTS	
Open Electives	35
TOTAL OPEN ELECTIVE REQUIREMENTS	35
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 PA 230: Introduction to Legal Technology.

School of Public Safety

GENERAL POLICIES

Progression Requirements

ACCELERATED MASTER'S DEGREE OPTIONS

If you are enrolled in a School of Public Safety bachelor's degree program and wish to continue on to pursue a Kaplan University Master of Public Administration, Master of Science in Criminal Justice, Master of Science in Environmental Policy, Master of Science in Homeland Security and Emergency Management, or Master of Science in Legal Studies, you may be eligible to complete one of the below accelerated master's degree options.

In order to qualify for an accelerated master's degree option, you must meet the following criteria:

1. Possess and maintain a minimum cumulative GPA of 3.0.
2. Obtain a grade of "B" or above in each of the master's-level courses.
3. Have completed a minimum of 135 quarter credit hours in your bachelor's degree program including any credits received for prior learning. If you are enrolled in the advanced start degree option, you must have completed a minimum of 45 quarter credit hours at the University.

Please refer to the individual sections below for additional requirements.

Upon successful completion of the bachelor's degree program, you may apply for entry to the relevant Kaplan University master's degree program. If accepted, you will transfer in the graduate courses completed as part of your undergraduate program and matriculate into a shortened version of the master's degree program.

You should consult with your Education Advisor to ensure that you are eligible for an accelerated master's degree option and discuss any financial aid implications with your Financial Aid Officer.

You may be required to take additional courses to fulfill the requisite 180 credits necessary to complete a Kaplan University bachelor's degree.

Accelerated Master of Public Administration Option

If you are interested in continuing on to pursue a Kaplan University Master of Public Administration, you may take the following graduate-level courses in place of open electives:

- PP 500: Public Administration and Management
- PP 510: Leadership in the Public Sector
- PP 520: Finance and the Administration of Public Funds
- PP 530: Human Resource Management in the Public Sector

If you are enrolled in the Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option, you may take the following graduate-level courses in place of open electives:

- PP 500: Public Administration and Management
- PP 510: Leadership in the Public Sector

In addition to the general requirements, you must meet the following criteria to qualify for the accelerated Master of Public Administration option:

- You must have at least 20 credits of open electives available in your degree plan. If you are enrolled in the Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option, you must have at least 12 credits of open electives available.
- It is highly recommended that you complete the following prerequisite courses at the University, if you have not completed equivalent courses at an accredited institution:

- SS 236: People, Power, and Politics—An Introduction to American Government
- MM 207: Statistics
- PP 201: Introduction to Policy Making

Accelerated Master of Science in Criminal Justice Option

If you are interested in continuing on to pursue a Kaplan University Master of Science in Criminal Justice, you may take the below graduate-level courses in place of open electives. The Master of Science in Criminal Justice program offers a comprehensive exam or applied research track of study.

Comprehensive Exam Track

- CJ 550: Introduction to Graduate Studies in Public Safety
- CJ 501: Criminological Theory
- CJ 502: Research Methodology
- CJ 526: Academic and Professional Communications in Public Safety

Applied Research Track

- CJ 550: Introduction to Graduate Studies in Public Safety
- CJ 501: Criminological Theory
- CJ 503: Organizational Behavior
- CJ 526: Academic and Professional Communications in Public Safety

If you are enrolled in the Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option, you may take the following graduate-level courses in place of open electives:

- CJ 550: Introduction to Graduate Studies in Public Safety
- CJ 526: Academic and Professional Communications in Public Safety

Accelerated Master of Science in Environmental Policy Option

If you are interested in continuing to pursue a Kaplan University Master of Science in Environmental Policy, you may take the following graduate-level courses in place of open electives:

- EM 500: Environmental Foundations and Principles
- EM 520: Environmental Law and Policy
- EM 530: Environmental Risk Assessment II
- PP 510: Leadership in the Public Sector

If you are enrolled in the Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option, you may take the following graduate-level courses in place of open electives:

- EM 500: Environmental Foundations and Principles
- PP 510: Leadership in the Public Sector

Accelerated Master of Science in Homeland Security and Emergency Management Option

If you are interested in continuing on to pursue a Kaplan University Master of Science in Homeland Security and Emergency Management, you may take the following graduate-level courses in place of open electives:

- CJ 550: Introduction to Graduate Studies in Public Safety
- CJ 526: Academic and Professional Communications in Public Safety
- HM 500: Crisis and Emergency Management Fundamentals
- HM 501: Homeland Security Policies, Principles, Procedures, and Plans

If you are enrolled in the Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option, you may take the following graduate-level courses in place of open electives:

- CJ 550: Introduction to Graduate Studies in Public Safety
- CJ 526: Academic and Professional Communications in Public Safety

Accelerated Master of Science in Legal Studies Option

If you are interested in continuing on to pursue a Kaplan University Master of Science in Legal Studies, you may take the following graduate-level courses in place of open electives:

- LS 500: Legal Methods and Process
- LS 501: Ethics and the Professional
- LS 502: Legal Research, Analysis, and Writing
- LS 503: Jurisprudence and Legal History

If you are enrolled in the Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option may take the following graduate-level courses in place of open electives:

- LS 500: Legal Methods and Process
- LS 501: Ethics and the Professional

BACHELOR OF SCIENCE IN FIRE AND EMERGENCY MANAGEMENT

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	33
MAJOR REQUIREMENTS	
FS 100: Introduction to Fire and Emergency Services	5
FS 105: Fire Prevention Practices	5
FS 120: Introduction to Emergency Management	5
FS 202: Principles of Emergency Services	5
FS 205: Ethics for the Fire and Emergency Services	5
FS 208: Legal Aspects of Emergency Services	5
FS 220: Preparedness and Planning for Emergency Management	5
FS 225: Emergency Management Response	5
CJ 307: Crisis Management in Terrorist Attacks and Disasters*	6
FS 304: Community Risk Reduction for Fire and EMS	6
FS 320: Recovery Practices in Emergency Management	6
FS 401: Fire Prevention Organization and Management	6
FS 402: Political, Ethical, and Legal Foundations of EMS	6
FS 403: Leadership and Management	6
FS 414: Personnel Management for Fire and EMS	6
FS 420: Mitigation and Risk Assessment in Emergency Management	6
FS 425: Disaster Policy in Emergency Management	6
FS 498: Bachelor's Capstone in Fire Science	6
TOTAL MAJOR REQUIREMENTS	100
OPEN ELECTIVE REQUIREMENTS	
Open Electives [†]	47
TOTAL OPEN ELECTIVE REQUIREMENTS	47
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.

*Students must take the prerequisite course, CJ 101: Introduction to the Criminal Justice System, in place of an open elective.

[†]Eligible students who choose to complete an accelerated master's degree option will take four graduate-level courses in addition to selected undergraduate electives.

[‡]Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.

[§]Eligible students who choose to complete an accelerated master's degree option will take two graduate-level courses in addition to selected undergraduate electives.

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
Comparable Associate's or Bachelor's Degree [‡]	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
FS 105: Fire Prevention Practices	
FS 120: Introduction to Emergency Management	
FS 220: Preparedness and Planning for Emergency Management	
CORE REQUIREMENTS	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	18
MAJOR REQUIREMENTS	
CJ 307: Crisis Management in Terrorist Attacks and Disasters*	6
FS 304: Community Risk Reduction for Fire and EMS	6
FS 320: Recovery Practices in Emergency Management	6
FS 401: Fire Prevention Organization and Management	6
FS 402: Political, Ethical, and Legal Foundations of EMS	6
FS 403: Leadership and Management	6
FS 414: Personnel Management for Fire and EMS	6
FS 420: Mitigation and Risk Assessment in Emergency Management	6
FS 425: Disaster Policy in Emergency Management	6
FS 498: Bachelor's Capstone in Fire Science	6
TOTAL MAJOR REQUIREMENTS	60
OPEN ELECTIVE REQUIREMENTS	
Open Electives [§]	12
TOTAL OPEN ELECTIVE REQUIREMENTS	12
TOTAL PROGRAM REQUIREMENTS	180

BACHELOR OF SCIENCE IN FIRE SCIENCE

Description and Outcomes

Kaplan University is recognized by the U.S. Fire Administration as an official Fire and Emergency Services Higher Education (FESHE) institution. The Bachelor of Science in Fire Science closely follows the FESHE model and is designed to provide you with foundational skills in firefighter safety, building codes, fire prevention, code inspection, and firefighting strategy and tactics. In addition, the program explores technical, legal, and social aspects of arson, the application of technology to firefighting, and the psychological effects of fire dynamics. The program serves fire service professionals seeking enhanced skills and a broad spectrum of knowledge in the field of fire science. The curriculum includes analytical approaches to fire protection and investigation, disaster and fire defense planning, hazardous materials management, fire protection structure and system design, and the role of the fire service within the community.

If you have already completed an associate's or bachelor's degree from an accredited institution, you may be eligible for our advanced start degree option. Refer to the general Policy Information section for details.

ACCELERATED MASTER'S DEGREE OPTIONS

If you are interested in earning both a bachelor's and master's degree in legal studies or public safety, consider an accelerated master's degree option. Refer to the Progression Requirements section for details.

PROGRAM LENGTH

The Bachelor of Science in Fire 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

General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.

Discipline-Specific Outcomes

1. Fire Foundations: Demonstrate an understanding of building construction as it relates to firefighter safety, building codes, fire prevention, code inspection, and firefighting strategy and tactics.
2. Fire Investigation and Analysis: Investigate technical, legal, and social aspects of arson.
3. Psychology: Analyze the issues that deal with the psychological effects of fire dynamics.
4. Research Methods: Apply scientific methods of inquiry to arrive at reasoned decisions regarding fire science.
5. Technology: Analyze methods that integrate the use of technology to inform and enhance operational and strategic decisions that will enhance firefighting strategy and tactics.

MANAGEMENT AND SUPERVISION CERTIFICATE IN CRIMINAL JUSTICE

Policies

ADMISSIONS REQUIREMENTS

You must meet the below admissions requirements in addition to Kaplan University's general requirements.

If you do not possess an associate's degree at the time of admission, you may be admitted to the program after providing proof that you have been employed in law enforcement, the military, or an associated area of criminal justice within 18 months of enrollment.

PROGRESSION REQUIREMENTS

If you enroll in the Management and Supervision Certificate in Criminal Justice, the course-level prerequisites for HR 420: Employment Law and MT 302: Organizational Behavior will be waived.

Discontinued Programs

Effective August 21, 2013, the following programs will be discontinued:

- Banking Service Career Focus Area, Associate of Applied Science in Business Administration
- Private Security Management Certificate

Undergraduate Course Descriptions

DISCONTINUED COURSES

IT 255: E-COMMERCE DEVELOPMENT

IT 271: VISUAL BASIC FUNDAMENTALS

IT 337: INTERNET BUSINESS FUNDAMENTALS

IT 380: NETWORKING OPERATING SYSTEMS

IT 450: SOFTWARE DEVELOPMENT LEADERSHIP

IT 475: NETWORK MANAGEMENT

FS 499: BACHELOR'S CAPSTONE IN FIRE AND EMERGENCY MANAGEMENT

REVISED COURSE TITLES/NUMBERS

HS 315: PRACTICES IN PUBLIC HEALTH will replace
HS 315: PUBLIC HEALTH

IT 245: WEBSITE ARCHITECTURE will replace
IT 245: WEBSITE DEVELOPMENT

IT 338: INTRODUCTION TO RELATIONAL DATABASES AND SQL will replace **IT 238: INTRODUCTION TO RELATIONAL DATABASES AND SQL** and will be worth 6 quarter credit hours

IT 373: WEB STRUCTURE AND INTERACTION will replace
IT 373: INTRODUCTION TO MULTIMEDIA USING ADOBE FLASH

MA 250: ONLINE PROFESSIONALISM IN HEALTH CARE will replace
MA 250: PROFESSIONALISM IN HEALTH CARE

MA 280: ONLINE CLINICAL COMPETENCIES III will replace
MA 280: CLINICAL COMPETENCIES III

MM 305: BUSINESS STATISTICS AND QUANTITATIVE ANALYSIS will replace **MM 305: QUANTITATIVE METHODS**

SC 156: PRINCIPLES OF CHEMISTRY will replace
SC 155: INTRODUCTION TO CHEMISTRY—MATTER AND EQUILIBRIUM

COURSE PREREQUISITE CHANGES

HI 215: REIMBURSEMENT METHODOLOGIES
Prerequisite: HS 225
Prerequisite or Corequisite: HI 255

HI 295: HEALTH INFORMATION EXTERNSHIP/CAPSTONE
Prerequisites: Last term and completion of all program-specific courses

HS 200: DISEASES OF THE HUMAN BODY
Prerequisite: None

HS 215: MEDICAL INSURANCE AND BILLING
Prerequisite: None

HS 225: MEDICAL CODING I
Prerequisites: HS 200 or MR 160 (MR 160 can be completed as a corequisite)

HS 240: MEDICAL OFFICE ACCOUNTING
Prerequisite: None

IT 254: FOUNDATIONS OF PROGRAMMING USING C#
Prerequisite: IT 193

IT 350: STRUCTURED QUERY LANGUAGE
Prerequisite: IT 234

IT 355: WEB PROGRAMMING DEVELOPMENT
Prerequisite: IT 293

IT 358: ORACLE QUERY DESIGN
Prerequisite: IT 338 or IT 350

IT 373: WEB STRUCTURE AND INTERACTION

Prerequisite: IT 214 or IT 250

IT 453: BUSINESS INTELLIGENCE

Prerequisite: IT 338 or IT 350

IT 461: ADVANCED VISUAL BASIC PROGRAMMING

Prerequisite: IT 293

MA 250: ONLINE PROFESSIONALISM IN HEALTH CARE

Prerequisite: HS 130

Corequisite: MA 265

MA 280: ONLINE CLINICAL COMPETENCIES III

Prerequisites: MA 275 and permission from the Clinical Placement Team

MM 305: BUSINESS STATISTICS AND QUANTITATIVE ANALYSIS

Prerequisite: Students enrolled in a School of Business program: MM 255; all other students: MM 150

MO 250: MEDICAL RECORDS MANAGEMENT

Prerequisite: None

MO 260: MEDICAL OFFICE APPLICATIONS

Prerequisite: None

MO 270: ADVANCED MEDICAL OFFICE MANAGEMENT

Prerequisite: None

MT 400: BUSINESS PROCESS MANAGEMENT

Prerequisite: Students enrolled in a School of Information and Technology program: MM 212; all other students: MM 255 or equivalent 200-level math course

NS 315: NUTRITIONAL BIOCHEMISTRY

Prerequisites: SC 156, and NS 220 or NS 270

NS 335: NUTRITION FOR SPECIAL POPULATIONS

Prerequisite: SC 156, NS 220, or NS 270

NU 111: MEDICAL-SURGICAL NURSING I

Prerequisites: NU 102, HS 200 or NU 104, and NU 107

SC 335: BIOCHEMISTRY

Prerequisite: SC 156

COURSE DESCRIPTIONS

AB 207: STARTING A BUSINESS

This course will introduce students to the world of entrepreneurship and their role in small business. There will be an emphasis on building a business which will include the elements of entrepreneurship, management, marketing, and finance. The Internet will be used as a resource and many real-life cases will be studied.

5 Quarter Credit Hours

Prerequisite: None

CE 211: MATH METHODS

This course is designed to prepare students 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.

Onsite only

5 Quarter Credit Hours

Prerequisite: MM 150

CM 241: FOUNDATIONS OF TECHNICAL COMMUNICATION

This course will examine fundamental components of technical communication, which include analyzing audience, defining objectives, designing documents, testing usability, and editing content. Students will use digital media tools to create a formal technical document tailored to meet the needs of an identified audience.

2 Quarter Credit Hours

Prerequisite: Any college composition course

FS 202: PRINCIPLES OF EMERGENCY SERVICES

This course provides students with an overview of fire protection as well as the philosophy and history of fire protection. Students will gain an understanding of career opportunities in fire protection and related fields, fire loss analysis, and the organization and function of public and private fire protection services. This course discusses the role of fire departments as part of local governments, as well as fire service laws, regulations, and terminology. Students will also be introduced to multiagency planning and operations as related to multialarm incidents, target hazards, and major disasters.

5 Quarter Credit Hours

Prerequisite: FS 100 or FS 120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

FS 498: BACHELOR'S CAPSTONE IN FIRE SCIENCE

This course is designed as the culminating experience of the bachelor's degree programs in fire science. This course consists of a series of assignments that integrate concepts from the fire science curricula. The assignments are designed to test application and critical thinking skills as students work through fact-based scenarios and analyze issues affecting contemporary practice.

6 Quarter Credit Hours

Prerequisite: Last term or permission from the Dean

HN 410: HUMAN SERVICES DELIVERY

This course focuses on a strategic approach to researching and evaluating services delivered to clients. Topics will include an overview of what research is all about and why it is important for human services programs. In addition, quantitative and qualitative approaches, single-system research designs, as well as group research designs, ethical considerations, measurement tools, and other concepts relevant to research and evaluation of human services programs will be discussed. Students will learn the skills and knowledge necessary to interpret the data they collect as it relates to researching and evaluating the effectiveness of human services programs. Using real-world scenarios, students will design ethical plans to research and evaluate interventions for clients.

6 Quarter Credit Hours

Prerequisite: HN 330

HS 315: PRACTICES IN PUBLIC HEALTH

This course guides students through the practice of public health. Real-world public health issues are presented and evaluated through the use of case study analysis. Case studies cover fundamental competencies of the public health practitioner, including community health assessment and health policy development. In addition, students will examine problem-solving strategies through problem-based learning.

6 Quarter Credit Hours

Prerequisite: None

IT 239: INTERNET BUSINESS FUNDAMENTALS

This is an introductory course in Internet business fundamentals. Students examine various Internet technologies including web browsers, databases, and search engines. Students learn to design web campaigns using various marketing strategies. Other topics include analytics, email campaigns, multimedia, security, and project management.

5 Quarter Credit Hours

Prerequisite: None

IT 245: WEBSITE ARCHITECTURE

This course introduces activities related to website architecture. Students will explore the stages of interface design such as client identification, knowledge acquisition, and audience identification. Additionally, the course will examine current industry standards for keyword development, tracking hits, analytics, ethics, testing and debugging, and prototyping.

5 Quarter Credit Hours

Prerequisite: IT 117

IT 373: WEB STRUCTURE AND INTERACTION

This course will apply HTML, CSS, and jQuery to create feature-rich, dynamic websites. Using HTML, students will define and describe content, including dynamically creating graphics using Canvas. Using CSS, students will apply new selectors and properties to control font displays, create drop shadows and rounded corners, and develop simple animations. Students will also use jQuery, a Javascript library, to create image and gallery displays.

6 Quarter Credit Hours

Prerequisite: IT 214 or IT 250

LS 498: BSLS CAPSTONE (RESEARCH OPTION)

This course is the research capstone option for students in the Bachelor of Science in Legal Studies degree program. Students will conduct approved scholarly research and finalize their e-Portfolio. Students will identify a topic for research, conduct a law and literature review, synthesize relevant law and scholarly literature, and prepare a formal research paper of no less than 25 pages that conforms to Bluebook and American Psychological Association (APA) style with a cover page, abstract, bibliography, and properly formatted citations.

6 Quarter Credit Hours

Prerequisite: Last term or permission from the Dean

MA 265: ONLINE CLINICAL COMPETENCIES I

This course introduces students to the educational theory of procedures commonly performed in a health care setting, with special attention to understanding how aseptic technique, documentation, and safety apply to each skill.

5 Quarter Credit Hours

Prerequisite: HS 130

MA 275: ONLINE 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.

5 Quarter Credit Hours

Prerequisite: MA 250 and MA 265

MA 295: ONLINE 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 295 requires each student to work with Kaplan University Health Sciences Clinical Staff to locate an externship site a minimum of two terms prior to beginning the externship.

5 Quarter Credit Hours

Prerequisites: MA 280 and last term

MM 305: BUSINESS STATISTICS AND QUANTITATIVE ANALYSIS

This course introduces the student to basic business statistics and quantitative analysis and their application in solving business problems. Through a combination of readings, practical application exercises, discussions, and use of computer software packages, the student will be provided with the introductory knowledge and the skills needed by managers to optimize the decision-making process.

6 Quarter Credit Hours

Prerequisite: Students enrolled in a School of Business program: MM 255; all other students: MM 150

MT 422: PORTFOLIO MANAGEMENT

This course examines methods of constructing and managing an investment portfolio of assets, including common stocks, corporate and government bonds, and alternative investments. Students study how to evaluate and select assets to include in the portfolio based on capital market expectations as well as how to utilize diversification and derivatives strategies to maintain portfolio risk within desired bounds.

6 Quarter Credit Hours

Prerequisites: MT 480 and MT 483

MT 423: ASSET ALLOCATION AND MUTUAL FUNDS

This course provides students with the tools and knowledge to analyze asset allocation models to optimize returns and quantify risks. The course further investigates the large universe of mutual funds, investing, internal structures, and management of various types of funds. Various risk metrics and analysis models will be discussed and utilized to evaluate fund, asset allocation, and market performance. Students will gain a stronger understanding of the importance of asset allocation for investment returns, risk mitigation, and the role mutual funds play in the universe of investment products marketed to institutions and consumers. This course goes beyond the general investment or portfolio management course to focus more on investment funds and asset allocation methodology.

6 Quarter Credit Hours

Prerequisites: MT 480 and MT 483

MT 424: INTRODUCTION TO DERIVATIVES AND RISK MANAGEMENT

This course provides students with an introduction to derivatives and risk management. Students will learn to identify risk and evaluate risk management techniques. The use of derivatives and risk management plans will also be covered. The course will also cover applicable regulations and limitation of mitigating risk.

6 Quarter Credit Hours

Prerequisites: MT 480 and MT 483

NU 499: BACHELOR'S CAPSTONE IN NURSING

This practicum (60 hours) course represents the culmination of the Bachelor of Science in Nursing program and is an opportunity for 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: Completion of all required nursing courses and electives; last term or permission from the Dean

PA 402: EMPLOYMENT LAW

This course is about the body of law that governs employer-employee relations, from hiring to termination. Much of this course focuses on discrimination based on race, religion, national origin, gender, and other protected categories. Worker safety and workers' compensation systems are part of PA 402, along with issues related to unions and labor organizations.

6 Quarter Credit Hours

Prerequisite: Students enrolled in a paralegal studies program: PA 101; students enrolled in a Legal Studies program: LS 102

PA 342: INSURANCE LAW

This course provides a comprehensive overview of insurance law and explains various types of insurance. The nature of insurance and insurable interests are considered, along with the nature and definition of risks, persons insured, and procedures for filing claims. The insurer's defenses are covered, as well as waiver and estoppel, the measure of recovery, the insurer's duty to defend, and subrogation. Finally, this course considers insurance bad faith causes of action, reinsurance, bonds, and how the insurance industry is regulated.

6 Quarter Credit Hours

Prerequisite: PA 130

PS 390: INTRODUCTION TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

This course is an introduction to the field of industrial/organizational (I/O) psychology. Students will acquire foundational knowledge of I/O psychology and human behavior in the workplace by being introduced to the historical influences and current perspectives of the field. The course will provide both real-world and research-based applications to help students understand the potential of I/O psychology in society. Further, students will learn about the basics of personnel selection, training, morale, organization theory and development, consumer behavior, and industrial and labor relations.

6 Quarter Credit Hours

Prerequisite: PS 220

PS 391: PSYCHOLOGY OF LEADERSHIP

This course provides an overview of leadership theories and approaches in the workplace. Students will learn how to critically think about the leadership process. Further, students will examine effective leadership competencies such as conflict management and resolution, communication, training, coaching, and leading groups and teams.

6 Quarter Credit Hours

Prerequisite: PS 390

PS 392: ATTITUDES AND MOTIVATION IN THE WORKPLACE

This course provides an overview of the major theories and findings in research on motivation and attitudes. Students will explore individual differences, employee attitudes, and motivation. Additionally, students will be introduced to motivational strategies and models of performance in order to understand the effects on personal and professional behaviors and success in the workplace.

6 Quarter Credit Hours

Prerequisite: PS 390

PS 451: SELECTION AND ASSESSMENT IN ORGANIZATIONS

This course will introduce students to employee selection, assessment, classification, and placement in organizations. The course explores the ethical, legal, and professional contexts, measurement of individual differences, performance appraisal and feedback, program design and evaluation, and human performance factors. Finally, students will cover ways psychology is applied in organizations to improve employee and team performance and quality of work life.

6 Quarter Credit Hours

Prerequisite: PS 300

SC 156: PRINCIPLES OF CHEMISTRY

This course is an overview of the fundamental theories of chemistry and provides a foundation for students pursuing future studies or careers in science-related fields. Topics will introduce students to aspects of general, organic, and biochemistry. Students will learn the basic concepts in chemistry needed to be successful in their field, such as scientific inquiry, naming organic compounds, and the names and structures of amino acids.

5 Quarter Credit Hours

Prerequisite: None; MM 212 highly recommended

SS 295: WORLD CONFLICT

This course examines world conflict using the anthropological perspective. The course readings introduce the culturally based sources of conflict, explore the relationship between technology and weaponry, and consider how peace is a strategy to prevent war. Course assignments provide opportunities to observe, analyze, and propose solutions for conflict in the real world.

5 Quarter Credit Hours

Prerequisite: None

Graduate Programs

School of Arts and Sciences

MASTER OF PUBLIC ADMINISTRATION

Description and Outcomes

If you are a practicing or aspiring administrator, the Master of Public Administration program could help you develop the skills and techniques to provide leadership in a wide variety of public service fields. The program teaches you to evaluate, implement, and manage policy and to make ethical and effective decisions in the interest of creating public value.

The curriculum focuses on a core area of study designed to provide you with the underpinnings of public administration and management and analytical methods to assess administrative policy implementation and effectiveness. The courses cover public administration and management, ethics and leadership, budgeting and the administration of public funds, strategic planning, and human resource management.

INTENSIVE STUDY AREAS

The program offers you the option of focusing on an intensive study area or pursuing a general Master of Public Administration. You may choose to complete one of the following intensive study areas to further develop your knowledge in a particular area of emphasis: criminal justice, emergency and disaster management, governmental management, health care management, or further concentration in public policy and administration. You can also select courses from across the intensive study areas to create a unique program specific to your individual interests or career aspirations.

TRACKS OF STUDY

The Master of Public Administration program offers two capstone options as the program's culminating experience: an applied research project or a comprehensive exam. If you enroll in the applied research track, you will complete two applied research courses, PP 504: Research and Writing in Public Administration and PP 698: Applied Research, designed to help you develop a better understanding of applied research methods and their application to public administration and policy. At the conclusion of the comprehensive exam track, you must successfully complete a written examination covering the core curriculum courses.

PROGRAM LENGTH

The Master of Public Administration program consists of a minimum of 55 quarter credit hours. Upon successful completion of the program, you will be awarded the Master of Public Administration.

PROGRAM OUTCOMES

- **Public Value:** Apply knowledge of practice in public administration to make effective decisions that create public value in diverse and dynamic situations.
- **Ethical Decision Making:** Evaluate the social and ethical implications of decisions made in the public interest.
- **Innovation:** Innovate to address issues and opportunities in the public sector.
- **Knowledge Base:** Evaluate theoretical foundations, current knowledge, and trends in public administration and public service.
- **Finance:** Apply financial knowledge to make sound and ethical decisions in the public interest.
- **Diversity:** Assess cultural, individual, and role differences of constituents and stakeholders.
- **Leadership:** Apply principles of leadership to shape change and improve the governance and management of public policy.

Policies

ADMISSIONS REQUIREMENTS

You must meet the below admissions requirements in addition to Kaplan University's general requirements.

Prior to enrollment, it is highly recommended you complete the following prerequisite courses at the University or an accredited institution:

- American Government
- Statistics
- Public Policy

Accelerated Master of Public Administration Option

If you are a graduate of a Kaplan University School of Public Safety bachelor's degree program, a School of Legal Studies bachelor's degree program, or the Bachelor of Science in Public Administration and Policy, are granted admission to the Master of Public Administration program, and meet the requirements for the accelerated option, you will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- PP 500: Public Administration and Management
- PP 510: Leadership in the Public Sector
- PP 520: Finance and the Administration of Public Funds
- PP 530: Human Resource Management in the Public Sector

If you are a graduate of the Kaplan University Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option and meet the requirements for the accelerated option, you will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- PP 500: Public Administration and Management
- PP 510: Leadership in the Public Sector

PROGRESSION REQUIREMENTS

If you enroll in the Master of Public Administration, the course-level prerequisites will be waived for the following courses:

- CJ 501: Criminological Theory
- HM 500: Crisis and Emergency Management Fundamentals
- HM 502: Risk, Vulnerability, and Capability Assessment Methods
- HM 510: Mitigation and Preparedness Issues for Emergency Management
- HM 540: Crisis Intervention

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
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APPLIED RESEARCH TRACK

PROGRAM REQUIREMENTS

CORE REQUIREMENTS

PP 500: Public Administration and Management	5
PP 504: Research and Writing in Public Administration	5
PP 510: Leadership in the Public Sector	5
PP 520: Finance and the Administration of Public Funds	5
PP 530: Human Resource Management in the Public Sector	5
PP 698: Applied Research	5
TOTAL CORE REQUIREMENTS	30

ELECTIVE REQUIREMENTS

Intensive Study Area Courses	25
TOTAL ELECTIVE REQUIREMENTS	25

TOTAL PROGRAM REQUIREMENTS 55

Curriculum

Courses	Credits
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COMPREHENSIVE EXAM TRACK

PROGRAM REQUIREMENTS

CORE REQUIREMENTS

PP 500: Public Administration and Management	5
PP 504: Research and Writing in Public Administration	5
PP 510: Leadership in the Public Sector	5
PP 520: Finance and the Administration of Public Funds	5
PP 530: Human Resource Management in the Public Sector	5
PP 602: Comprehensive Exam Capstone	5
TOTAL CORE REQUIREMENTS	30

ELECTIVE REQUIREMENTS

Intensive Study Area Courses	25
TOTAL ELECTIVE REQUIREMENTS	25

TOTAL PROGRAM REQUIREMENTS 55

INTENSIVE STUDY AREAS

General Master of Public Administration

PP 600: Administrative Law	5
PP 610: Balancing the Budget—Budgetary Process	5
PP 640: Political and Economic Forces	5
PP 650: Public Policy Analysis	5
500/600-level: Legal Studies Elective	5

Criminal Justice

CJ 501: Criminological Theory	5
CJ 503: Organizational Behavior	5
CJ 505: Critical Issues in Criminal Justice	5
CJ 511: Employment and Policy Law	5
500/600-level: Public Administration Elective	5

Emergency and Disaster Management

HM 500: Crisis and Emergency Management Fundamentals	5
HM 502: Risk, Vulnerability, and Capability Assessment Methods	5
HM 510: Mitigation and Preparedness Issues for Emergency Management	5
HM 540: Crisis Intervention	5
PP 650: Public Policy Analysis	5

Governmental Management

LS 605: Organization and Function of State Government	5
LS 606: Legislative Process	5
LS 607: Gubernatorial and Administrative Process	5
PP 650: Public Policy Analysis	5
500/600-level: Legal Studies Elective	5

Health Care Management

LS 620: Health Care Organizations and Finance	5
LS 621: Federalism and the Health Care Delivery System	5
LS 622: Professionals and Health Care Institutions	5
PP 620: Public Policy and Health Administration	5
500/600-level: Legal Studies Elective	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.

MASTER OF SCIENCE IN PSYCHOLOGY

Description and Outcomes

The Master of Science in Psychology program provides you with a unique opportunity to balance the rich tradition of the past with exciting contemporary applications of psychology. The curriculum focuses on the processes that underlie the individual human experience and behavior, and core knowledge, theories, and research in the discipline.

Refer to the Certification, State Board, and National Board Exams section for important program disclosure information.

SPECIALIZATIONS

You will select one of four areas of specialization: general psychology, addictions, applied behavior analysis, or industrial/organizational psychology. You will complete both master's-level core courses and specialization courses, which provide a comprehensive education in psychological theory and practice, and work on developing critical thinking and problem-solving skills to assist you in meeting your personal and professional goals in the chosen specialization area.

The general psychology specialization is designed to expose you to a generalist approach to the broad field of psychology. This specialization addresses current broad paradigms such as behavioral approaches, neuropsychological perspectives and technologies, issues in psychopathology, and current and historical information in the area of cognitive psychology. In addition, you will gain knowledge in the use of qualitative analysis, thereby building on your knowledge base of the basic "tools" involved in the scientific approach to understanding psychology.

The addictions specialization provides you with the opportunity to study the principles of addictions counseling, group counseling, psychopharmacology, and co-occurring disorders. Theories are taught with an emphasis on application so that you understand how to use your knowledge to help clients toward recovery.

The applied behavior analysis specialization provides an opportunity to gain knowledge of special populations such as the developmentally disabled, the autistic, and individuals with traumatic brain injury. Courses in this area emphasize an understanding and application of the behavioral concepts and theories, as well as the development of both assessment and intervention skills.

The industrial/organizational psychology specialization is designed for working professionals who seek to broaden their knowledge and apply the principles of industrial/organizational (I/O) psychology in business and organizational settings. The program offers a rigorous exploration of the theories, methods, and practice of industrial/organizational psychology. Specifically, you will explore workplace motivation and attitudes, employee training, evaluation and leadership, organizational behavior, and human resource management.

TRACKS OF STUDY

In any of the specializations, you may elect to complete a thesis as the program's culminating experience or choose the comprehensive exam option. The thesis track contains two thesis development courses and extends the program by at least one term. A thesis is not required; however, you should consult with an Education Advisor to determine how the thesis option fits with your career goals.

PROGRAM LENGTH

The Master of Science in Psychology program consists of a minimum of 60, 65, or 70 quarter credit hours, depending on your track of study and choice of specialization. Upon successful completion of the program, you will be awarded a master of science degree.

PROGRAM OUTCOMES

1. Theory, Research, and Information Literacy: Apply contemporary theories and information technologies to real-world situations, and engage in research in the focal area(s) of the science of psychology.
2. Critical and Reflective Thinking: Critically synthesize and evaluate psychological theories and concepts in varied environments.
3. Application to Practice: Analyze and apply theoretical and conceptual foundations of psychology to arrive at appropriate professional practice strategies.
4. Values, Ethical Practices, and Individual and Cultural Diversity: Evaluate ethical, legal, individual, and sociocultural implications of decisions within the field of psychology.

Policies

ADMISSIONS REQUIREMENTS

You must meet the below admissions requirements in addition to Kaplan University's general requirements.

If applying for admission, you must submit the following:

1. An essay that details career goals and associated reasons for enrolling in the program.
2. An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree from an accredited institution. By the end of the first term, you must provide the University with an official copy of the transcript. The unofficial and official transcripts must indicate a cumulative GPA of 2.5 or above from all previous coursework. Refer to the First-Term Responsibilities section for additional information.

Accelerated Bachelor of Science in Psychology-to-Master of Science in Psychology Option

If you are a graduate of the University's Bachelor of Science in Psychology program, are granted admission to the Master of Science in Psychology program, and meet the requirements for the accelerated Bachelor of Science in Psychology-to-Master of Science in Psychology option, you will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- PS 501: Foundations of Professional Psychology
- PS 502: Ethics and Standards of Professional Psychology
- PS 504: Advanced Research Methods
- PS 506: Life Span Development

PROGRESSION REQUIREMENTS

1. The grade of "C" is the minimum acceptable grade for courses in the Master of Science in Psychology program. If you earn a grade of "F" in a course, you must immediately retake the course. You 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 Kaplan University after the second attempt.
2. You can enroll in no more than three courses per term.
3. You may not use transfer credit to replace the following courses:
 - PS 501: Foundations of Professional Psychology
 - PS 535: Addictions Practicum
 - PS 545: Industrial/Organizational Practicum
 - PS 555: Applied Behavior Analysis Practicum
 - PS 600: Comprehensive Exam
 - PS 601: Master's Research and Thesis I
 - PS 602: Master's Research and Thesis II
4. You must complete these courses at the University. If you are a graduate of the University's Bachelor of Science in Psychology program, you may substitute transfer credit to replace PS 501.
5. You must declare your choice of thesis or comprehensive exam track by the end of the second term.

Comprehensive Exam Track

You must successfully complete PS 600: Comprehensive Exam, a written course covering the core curriculum and specialization courses. You will take the examination after successful completion of all academic program requirements.

The examination is graded as “satisfactory” or “unsatisfactory” and shall be evaluated by three terminally degreed psychology instructors. A passing grade requires a score of “satisfactory” from two out of three faculty members. Should you fail the examination, you will be given remediation by graduate psychology instructors in preparation for the final attempt at the examination. If you fail the examination a second time, you will be academically dismissed from the program.

Thesis Track

You will be required to develop and submit, in writing, a formal proposal for research in psychology to your chosen thesis committee, which is made up of a chairperson and two additional members, all of whom must be terminally degreed psychology faculty members from Kaplan University. It is acceptable to have one terminally degreed faculty member from outside the University’s psychology program or from an outside, regionally accredited institution of higher learning with the approval of the Chair of the Master of Science in Psychology program.

Subsequent to the proposal, you will submit the final draft of your research project to the thesis committee for review and orally present your results during a scheduled thesis defense hearing. The research report shall be prepared according to the University’s guidelines and the final, approved product shall be submitted to appropriate personnel for binding and acquisition.

You will take PS 601: Master’s Research and Thesis I and PS 602: Master’s Research and Thesis II, 10-week courses designed to allow you to begin the first steps of your thesis design and complete your thesis. Should you feel you are unable to complete the prescribed requirements for either course in 10 weeks, you must contact your Education Advisor in order to gain an extension in the course. An extension is granted by enrolling in PS 601A or PS 602A, and enrollment in these courses will only be granted at the discretion of the Dean of the School of Arts and Sciences and the Chair of your thesis committee.

If an extension is granted, the University will not charge tuition for PS 601A or PS 602A, but you will be required to pay the normal technology fee. If you are unable to complete PS 601 or PS 602, you will be permitted to enter the comprehensive exam track.

CERTIFICATION, STATE BOARD, AND NATIONAL BOARD EXAMS

You are responsible for understanding the requirements of certification, state board, or national board licensing exams. Such requirements may change during the course of your program. You are not automatically certified in any way upon program completion. Although certain programs are designed to prepare you to take various certification and licensing exams, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

The professional practice of psychology is regulated by each state, and the degree requirements in Kaplan University’s Master of Science in Psychology program do not guarantee or prepare you for state licensure upon graduation.

Applied Behavior Analysis Specialization

The Behavior Analyst Certification Board®, Inc., (BACB®) has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst® Examination:

- PS 512: Research Design in Applied Behavior Analysis
- PS 517: Advanced Principles of Applied Behavior Analysis
- PS 522: Behavioral Measures and Interpretation of Data
- PS 527: Implementing Behavioral Change
- PS 532: Clinical Applications of Applied Behavior Analysis

To become certified, you will need to obtain the necessary number of hours of field experience under an appropriate supervisor, as required by the BACB, meet additional degree and practicum requirements, and must also pass the comprehensive exam.

The BACB can be contacted at:

Behavior Analyst Certification Board
 2888 Remington Green Lane, Suite C
 Tallahassee, FL 32308
 Tel: 850.765.0905

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
THESIS TRACK	
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
MM 570: Applied Statistics for Psychology	5
PS 501: Foundations of Professional Psychology	5
PS 502: Ethics and Standards of Professional Psychology OR	
PS 507: Ethics for Behavior Analysts*	5
PS 504: Advanced Research Methods	5
PS 505: Testing, Measurement, and Assessment	5
PS 506: Life Span Development	5
PS 601: Master's Research and Thesis I	5
PS 602: Master's Research and Thesis II	5
TOTAL CORE REQUIREMENTS	40
ELECTIVE REQUIREMENTS	
Specialization Courses [†]	25 or 30
TOTAL ELECTIVE REQUIREMENTS	25 OR 30
TOTAL PROGRAM REQUIREMENTS	65 OR 70

SPECIALIZATIONS

Addictions

PS 511: Chemical and Psychological Dependency Counseling	5
PS 516: Psychopharmacology	5
PS 521: Group Counseling	5
PS 526: Advanced Addiction Counseling	5
PS 531: Co-Occurring Disorders and Treatments	5
PS 535: Addictions Practicum	5

Applied Behavior Analysis

PS 512: Research Design in Applied Behavior Analysis	5
PS 517: Advanced Principles of Applied Behavior Analysis	5
PS 522: Behavioral Measures and Interpretation of Data	5
PS 527: Implementing Behavioral Change	5
PS 532: Clinical Applications of Applied Behavior Analysis	5
PS 555: Applied Behavior Analysis Practicum	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.

*Students enrolled in the Applied Behavior Analysis specialization must take PS 507: Ethics for Behavior Analysts.

[†]Students who choose the general psychology specialization will complete 25 quarter credit hours of specialization courses. Students choosing any of the other specializations will complete 30 quarter credit hours of specialization courses.

[‡]Not currently available in Tennessee.

Curriculum

Courses	Credits
COMPREHENSIVE EXAM TRACK	
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
MM 570: Applied Statistics for Psychology	5
PS 501: Foundations of Professional Psychology	5
PS 502: Ethics and Standards of Professional Psychology OR	
PS 507: Ethics for Behavior Analysts*	5
PS 504: Advanced Research Methods	5
PS 505: Testing, Measurement, and Assessment	5
PS 506: Life Span Development	5
PS 600: Comprehensive Exam	5
TOTAL CORE REQUIREMENTS	35
ELECTIVE REQUIREMENTS	
Specialization Courses [†]	25 or 30
TOTAL ELECTIVE REQUIREMENTS	25 OR 30
TOTAL PROGRAM REQUIREMENTS	60 OR 65

General Psychology

PS 510: Qualitative Analysis	5
PS 515: Learning and Behavior	5
PS 520: Neuropsychology	5
PS 525: Foundations of Psychopathology	5
PS 530: Cognitive Psychology	5

Industrial/Organizational Psychology*

PS 540: Industrial/Organizational Theory and Development	5
PS 541: Organizational Management and Behavior	5
PS 542: Workplace Motivation and Attitudes	5
PS 543: Organizational Leadership— Management, Training, and Evaluation	5
PS 544: Human Resources Management	5
PS 545: Industrial/Organizational Practicum	5

GRADUATE CERTIFICATE IN ADDICTIONS

Description and Outcomes

The Graduate Certificate in Addictions program is designed to provide you with the requisite knowledge to pursue employment and career advancement as an addiction professional. Courses focus on chemical and psychological dependency counseling, advanced addictions counseling, group counseling, psychopharmacology, and co-occurring disorders, with an emphasis on application.

Qualified credits earned in fulfillment of this certificate program may be transferable to certain Kaplan University degree programs.

PROGRAM LENGTH

The Graduate Certificate in Addictions program consists of a minimum of 35 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

PROGRAM OUTCOMES

1. Apply contemporary theories and information technologies to real-world situations, and engage in research in the focal area(s) of the science of psychology.
2. Analyze and apply theoretical and conceptual foundations of psychology to arrive at appropriate professional practice strategies.
3. Evaluate ethical, legal, individual, and sociocultural implications of decisions within the field of psychology.

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
PS 506: Life Span Development	5
PS 511: Chemical and Psychological Dependency Counseling	5
PS 516: Psychopharmacology	5
PS 521: Group Counseling	5
PS 526: Advanced Addiction Counseling	5
PS 531: Co-Occurring Disorders and Treatments	5
PS 535: Addictions Practicum	5
TOTAL PROGRAM REQUIREMENTS	35

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.

GRADUATE CERTIFICATE IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Description and Outcomes

The Graduate Certificate in Industrial/Organizational Psychology is designed for working professionals who seek to broaden their knowledge and apply the principles of industrial/organizational (I/O) psychology in business and organizational settings. The program offers a rigorous exploration of the theories, methods, and practice of I/O psychology. Specifically, you will explore workplace motivation and attitudes, employee training, evaluation and leadership, organizational behavior, and human resource management.

Qualified credits earned in fulfillment of this certificate program may be transferable to certain Kaplan University degree programs.

PROGRAM LENGTH

The Graduate Certificate in Industrial/Organizational Psychology program consists of a minimum of 30 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

PROGRAM OUTCOMES

1. Apply contemporary theories and information technologies to real-world situations, and engage in research in the focal area(s) of the science of psychology.
2. Analyze and apply theoretical and conceptual foundations of psychology to arrive at appropriate professional practice strategies.
3. Evaluate ethical, legal, individual, and sociocultural implications of decisions within the field of psychology.

Policies

PROGRESSION REQUIREMENTS

If you enroll in a School of Arts and Sciences certificate program, you will have all course-level prerequisites waived.

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
PS 540: Industrial/Organizational Theory and Development	5
PS 541: Organizational Management and Behavior	5
PS 542: Workplace Motivation and Attitudes	5
PS 543: Organizational Leadership— Management, Training, and Evaluation	5
PS 544: Human Resources Management	5
PS 545: Industrial/Organizational Practicum	5
TOTAL PROGRAM REQUIREMENTS	30

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.

POSTGRADUATE CERTIFICATE IN APPLIED BEHAVIOR ANALYSIS

Description and Outcomes

The Postgraduate Certificate in Applied Behavior Analysis program emphasizes the understanding of behavioral concepts and theories as well as their application to special populations. If you are interested in expanding your knowledge of applied behavior analysis in order to meet the coursework requirements for eligibility to take the Board Certified Behavior Analyst® Examination, consider this certificate program. Please note: you will have to meet additional requirements to qualify, including degree, field experience, and practicum requirements. Please refer to the website for the Behavior Analyst Certification Board®, Inc., (www.bacb.com/) for full eligibility requirements as well as the Certification, State Board, and National Board Exams section for important program disclosure information.

Qualified credits earned in fulfillment of this certificate program may be transferable to certain Kaplan University degree programs.

PROGRAM LENGTH

The Postgraduate Certificate in Applied Behavior Analysis program consists of a minimum of 35 quarter credit hours. Upon successful completion of the program, you will be awarded a certificate.

PROGRAM OUTCOMES

1. Apply contemporary theories and information technologies to real-world situations, and engage in research in the focal area(s) of the science of psychology.
2. Analyze and apply theoretical and conceptual foundations of psychology to arrive at appropriate professional practice strategies.
3. Evaluate ethical, legal, individual, and sociocultural implications of decisions within the field of psychology.

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
PS 507: Ethics for Behavior Analysts	5
PS 512: Research Design in Applied Behavior Analysis	5
PS 517: Advanced Principles of Applied Behavior Analysis	5
PS 522: Behavioral Measures and Interpretation of Data	5
PS 527: Implementing Behavioral Change	5
PS 532: Clinical Applications of Applied Behavior Analysis	5
PS 555: Applied Behavior Analysis Practicum	5
TOTAL PROGRAM REQUIREMENTS	35

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 Graduate Education

GENERAL POLICIES

Progression Requirements

INTERNATIONAL APPLICANTS

If you completed your university education abroad, you must have earned an equivalent, recognized baccalaureate degree. International transcripts submitted to the School of Graduate Education must be evaluated 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 must be received by Kaplan University before you can enroll in a program.

Criminal Background Check Policy

If your program of study requires a criminal background check, you will pay all fees directly to the provider.

In the event that a criminal background check reveals a conviction or other issue, the Office of the Dean of the School of Graduate Education will notify you of one of the following:

1. Denial of admission to the program
2. Denial of continuation in the program or specialization
3. Admitted to or continuation in the program or specialization

The School of Graduate Education will make every effort to help you find an alternative program if your background check reveals problems; however, this is not a guarantee. You may be dismissed from the University if your background check reveals obstacles to future employment. The Office of the Dean of the School of Graduate Education will maintain confidentiality of all information related to criminal background checks.

Certification, State Board, and National Board Exams

You are responsible for understanding the requirements of certification, state board, or national board licensing exams. Such requirements may change during the course of your program. You are not automatically certified in any way upon program completion. Although certain programs are designed to prepare you to take various certification and licensing exams, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

ALABAMA STUDENTS

State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least 3 years of full-time employment as an administrator in a P-12 school system(s).

Website: www.alsde.edu

TENNESSEE STUDENTS

Specific School of Graduate Education master's degrees and graduate certificates are not recognized for initial licensure in Tennessee and cannot be used to add endorsement areas to a Tennessee license. Potential students are strongly encouraged to confirm salary rating and license renewal policies with their school district and/or state department, when applicable.

Benefits for Tennessee K–12 teachers enrolled in the Master of Science in Education, the Master of Science in Education's educational leadership emphasis area, the Graduate Certificate in Literacy and Language Teaching, the Graduate Certificate in Mathematics Teaching, the Graduate Certificate in Teaching With Technology, or the Graduate Certificate in K–12 Educational Leadership include:

- Salary increase and/or licensure renewal*
- Career advancement, i.e., those completing the educational leadership emphasis area may gain the necessary leadership knowledge and skills to be eligible for a department chair or other nonlicensure administrative role

Benefits for career changers enrolled in the Master of Arts in Teaching's noncertification track include:

- Increased confidence in the classroom while working with adolescents in current role
- Greater preparation for state pedagogy exams and state-approved certification programs
- Salary increase*

Benefits of the Master of Science in Education in Instructional Technology include:

- Entry into a career as an instructional designer or instructional technologist
- Ability to fine-tune skills related to design, development, and evaluation of instructional programs, materials, and media

*Check with your school district and/or the Tennessee Department of Education prior to enrollment.

MASTER OF ARTS IN TEACHING

Policies

ADMISSIONS REQUIREMENTS

You must meet the below admissions requirements in addition to Kaplan University's general requirements.

Iowa Certification Track

1. You must meet content area requirements specified by the Iowa Board of Educational Examiners, including the completion of the minimum amount of semester hours in your chosen content area. Prior to enrollment, you must obtain a transcript analysis that shows you have met the minimum content hours in the teaching endorsement area. Kaplan University's Iowa Supervising Director will assist you in choosing an approved evaluator. You are responsible for paying the transcript analysis fee directly to the evaluator or paying through the University, depending on the chosen evaluator. Admission to the program will be approved by the Dean of the School of Graduate Education.
2. You must provide proof of passing a background check.
3. Prior to enrollment, you must submit official passing scores on required Praxis I and Praxis II tests via the Educational Testing Service (ETS). Kaplan University's ETS recipient code for Praxis test results is 5340. Score reports should be sent directly to the University by ETS.

Praxis I

Effective October 2013, you will be required to pass the ETS's new Praxis I tests. Minimum acceptable scores are as follows:

- Core Academic Skills for Educators—Reading (#5712): 156
- Core Academic Skills for Educators—Writing (#5722): 162
- Core Academic Skills for Educators—Mathematics (#5732): 150

Passing scores on the current Praxis I Pre-Professional Skills Tests (PPST) will be accepted through August 2014; however, you are encouraged to take the new Praxis I tests.

Minimum acceptable Praxis I PPST scores are as follows:

- Reading: 173
- Mathematics: 172
- Writing: 172

If you have passed the Graduate Record Examination (GRE) with a score of 1000 or higher within the past 5 years, you may be exempt from submitting passing Praxis I scores. The Dean reviews qualified scores on a case-by-case basis.

Praxis II

The state of Iowa requires that you pass two Praxis II exams: a content exam (Subject Assessment) specific to your approved endorsement area and one of two pedagogy exams for grades 5–12 licensure areas (Principles of Learning and Teaching).

Subject Assessments Exam: You must pass the Praxis II: Subject Assessment exam for your area of endorsement and submit scores to Kaplan University prior to admission.

Principles of Learning and Teaching (PLT) Exam:

- If you plan to use the student teaching pathway, you must pass the appropriate PLT exam and submit scores to Kaplan University prior to being recommended for licensure.
- If you are interested in becoming an intern teacher, you must pass the appropriate PLT exam and submit scores to Kaplan University prior to beginning the internship year. If you do not pass the exam, you will continue in the program and follow the student teaching route.

Details on minimum scores and required exams can be found at the Educational Testing Service's website: www.ets.org/praxis/ia/requirements/. Kaplan University's ETS recipient code for both exams is 5340.

Master of Arts in Teaching Classroom Pathways Bundle

The Master of Arts in Teaching Classroom Pathways Bundle is an enrollment package that combines Kaplan University's Master of Arts in Teaching, noncertification track, with the American Board for Certification of Teacher Excellence (American Board) Plus+ Program. American Board's Plus+ Program is a state-approved route to teacher certification in several states. The Dean will provide a current list of states. Prior to enrolling, you must confirm your eligibility for a state alternative certification program. You are also encouraged to confirm costs, deadlines, and continuing requirements with American Board.

PROGRESSION REQUIREMENTS

1. The grade of "C" is the minimum acceptable score for courses in the Master of Arts in Teaching program. If you earn a grade of "F" in a course, you must immediately retake the course. You 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 Kaplan University after the second attempt.
2. You will be placed on immediate probation if your cumulative GPA has fallen below 3.0.
3. You can enroll in no more than one course per term without written permission from the Dean of the School of Graduate Education.
4. You may not transfer credits to the Master of Science in Education program, except for ED 503: Educational Psychology. Other exceptions may be approved by the Dean of the School of Graduate Education on an individual basis.
5. Courses can be transferred between the Master of Arts in Teaching program's Iowa certification and noncertification tracks upon approval by the Dean of the School of Graduate Education.

Iowa Certification Track

1. You may not use transfer credit to replace the following courses without approval of the Dean of the School of Graduate Education:
 - o ED 503: Educational Psychology
 - o ED 511: Teaching Methods Through Differentiated Instruction
 - o ED 513: Child and Adolescent Development
 - o ED 531: Secondary Student Assessment
 - o ED 581: Secondary Classroom Management

You must complete these courses at the University.

2. You must complete a criminal background check through Kaplan University's designated provider prior to enrolling in your first term. See the Criminal Background Check Policy for additional information.
3. You are required to complete a student teaching experience or a year-long internship at a local school district. The below requirements apply:

Interns

If you are interested in obtaining an initial internship license through the state of Iowa, you are responsible for contacting school districts of interest to secure a year-long internship contract. The Iowa Program Director will be able to provide information regarding approved school systems; however, you are ultimately responsible for finding and obtaining an internship. If you are hired by an Iowa school district and meet the Iowa Board of Educational Examiner requirements, you must complete the sequence of internship courses listed below while progressing through the internship year. The exact course sequence will be approved by the Dean and Iowa Supervising Director prior to the on-ground experience.

- o ED 596: Student Teaching/Internship I
- o ED 596A: Student Teaching/Internship I (noncredit course)
- o ED 596B: Student Teaching/Internship I (noncredit course)
- o ED 597: Student Teaching/Internship II
- o ED 597A: Student Teaching/Internship II (noncredit course)
- o ED 597B: Student Teaching/Internship II (noncredit course)

The above courses will be graded on a pass/fail basis. You will not be charged tuition for the noncredit courses, but will be required to pay the normal technology fee.

During your internship year, you may be asked to enroll in only one course per term (ED 596, ED 596A, ED 597, or ED 597A) to comply with the best practices of the Iowa Board of Educational Examiners.

Student Teachers

Prior to student teaching, you must complete a minimum of 100 hours of fieldwork. The University prefers student teachers spend at least 8 hours per week in the field. Therefore, you must have a flexible work schedule to ensure the minimum number of required hours is met.

In addition, you must provide proof of immunization, if required, prior to the start of student teaching.

You will enroll in the sequence of courses listed below while progressing through the student teaching experience. The exact course sequence will be approved by the Dean and Iowa Supervising Director prior to the on-ground experience.

- ED 596: Student Teaching/Internship I
- ED 596A: Student Teaching/Internship I (noncredit course)
- ED 597: Student Teaching/Internship II

If, after completing ED 597, you are unable to meet the minimum number of student teaching hours required by the state of Iowa, you must contact the Iowa Supervising Director to gain an extension. An extension is granted by enrolling in ED 597A: Student Teaching/Internship II, a noncredit course. Enrollment in this course will only be granted at the discretion of the Iowa Supervising Director of the program.

ED 596, ED 596A, ED 597, and ED 597A will be graded on a pass/fail basis. You will not be charged tuition for the noncredit courses, but will be required to pay the normal technology fee.

Noncertification Track

1. If you have completed the requirements of a Florida state-approved Educator Preparation Institutes (EPIs) program, you may have the following courses waived:
 - ED 503: Educational Psychology
 - ED 533: Perspectives on Diversity
 - ED 581: Secondary Classroom Management

For verification purposes, you must submit a completed CT 133 form (Verification of an Approved Educator Preparation Institute Teacher Preparation Program) signed by the EPIs coordinator prior to enrollment.

2. If you have completed the requirements of a state-approved alternative teacher certification program, you may apply to have the following courses waived:
 - ED 503: Educational Psychology
 - ED 533: Perspectives on Diversity
 - ED 581: Secondary Classroom Management

To apply for the course waiver, you must submit verification of completion of a state-approved alternative certification program signed by a dean or certification officer prior to enrollment.

GRADUATION REQUIREMENTS

You must meet the following graduation requirements in addition to Kaplan University's general requirements:

You must successfully complete the E-Portfolio prior to graduation. In addition, if you are enrolled in the Iowa certification track, you must successfully complete the student teaching requirements and may need to complete additional requirements mandated by the state of Iowa to be recommended for Iowa certification.

CERTIFICATION, STATE BOARD, AND NATIONAL BOARD EXAMS

You are responsible for understanding the requirements of certification, state board, or national board licensing exams. Such requirements may change during the course of your program. You are not automatically certified in any way upon program completion. Although certain programs are designed to prepare you to take various certification and licensing exams, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

Upon successful completion of the Iowa certification track, you will be recommended to the Iowa Board of Educational Examiners for Iowa licensure. Kaplan University cannot recommend candidates who complete the noncertification track for licensure.

Some states require teacher education programs to be accredited by the National Council for the Accreditation of Teacher Education (NCATE) or to have adopted NCATE standards for approving teacher education programs. Kaplan University's Master of Arts in Teaching program is not NCATE accredited. Accordingly, you should determine whether graduation from a NCATE-accredited program is required in the state in which you intend to seek licensure.

The Master of Arts in Teaching program and curriculum are designed to provide you 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, the University makes no representations or warranties as to whether the program meets the specific licensing requirements for any individual state. If you are enrolled in the noncertification track and are interested in state certification, you are encouraged to independently research the licensing requirements in any state in which you intend to seek licensure.

MASTER OF SCIENCE IN EDUCATION

Description and Outcomes

If you are a practicing K–12 teacher, the Master of Science in Education program and its curriculum could provide you with the knowledge and practical experience that meet nationally recognized standards for such a degree. All coursework contains job-embedded assignments and, therefore, requires you to teach a consistent group of learners. Courses teach you to consider how to most effectively promote student learning and development and school achievement, and demonstrate your 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 you become proficient in five program competencies (outcomes), which are based upon national and professional standards for practicing teachers.

Refer to the Certification, State Board, and National Board Exams section for important program disclosure information.

EMPHASIS AREAS

You will choose to focus your studies in educational leadership or one of five emphasis areas: teaching literacy and language; teaching mathematics—middle and secondary; teaching science—middle and secondary; teaching students with special needs; and teaching with technology.

The following emphasis areas are subject to minimum enrollments and approval of the Dean of the School of Graduate Education: teaching mathematics—middle and secondary and teaching science—middle and secondary. Speak with an Admissions Advisor for details.

PROGRAM LENGTH

The Master of Science in Education program consists of a minimum of 46 or 54 quarter credit hours, depending on your choice of emphasis area. Upon successful completion of the program, you will be awarded a master of science 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.

Educational Leadership Outcomes

1. Evaluate school contexts with attention to relevant theory, philosophy, sociocultural perspectives, legal, and research-based best practices.
2. Design safe, efficient, and effective operating plans for school budget, operations, curriculum, and staff management.
3. Demonstrate an adaptability of strategic approach to leadership that respects cultural diversity and is informed by the needs of the school community.
4. Adhere to ethical standards in all school leadership activities.

Policies

PROGRESSION REQUIREMENTS

1. The grade of “C” is the minimum acceptable grade for courses in the Master of Science in Education program. If you earn a grade of “F” in a course, you are required to immediately retake the course. You 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 Kaplan University after the second attempt.
2. You will be placed on immediate probation if your cumulative GPA has fallen below 3.0.
3. You can enroll in no more than one course per term without written permission from the Dean of the School of Graduate Education.

4. You may not transfer credits to the Master of Arts in Teaching program, except for ED 503: Educational Psychology. Other exceptions may be approved by the Dean of the School of Graduate Education on an individual basis.
5. You may not use transfer credit to replace ED 512: Action Research I or ED 572: Action Research II without written permission from the Dean of the School of Graduate Education. You must complete these courses at Kaplan University.
6. If you received National Board Certified Teacher (NBCT) status through the National Board for Professional Teaching Standards (NBPTS) prior to enrollment, you may receive transfer credit for the following courses:
 - o ED 502: Transforming Teaching Practice
 - o ED 532: Curriculum Design
 - o ED 562: Student Assessment

To receive credit, by the end of the first term you must submit an official transcript from the American Council on Education (ACE) for review and verification by the Prior Learning Assessment Center. The ACE transcript displaying two courses, NBCT-0001 and NBCT-0002, with credit recommendations of 3 and 6 semester hours, respectively, can be obtained by visiting www.acenet.edu/transcripts. Transcripts received by the Prior Learning Assessment Center after the end of the first term may be denied eligibility for an official transfer credit evaluation.

CERTIFICATION, STATE BOARD, AND NATIONAL BOARD EXAMS

You are responsible for understanding the requirements of certification, state board, or national board licensing exams. Such requirements may change during the course of your program. You are not automatically certified in any way upon program completion. Although certain programs are designed to prepare you to take various certification and licensing exams, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

Individual state and school system requirements vary and may change from time to time. Thus, Kaplan University makes no representations or warranties as to whether programs meet the specific requirements for any individual state or school system for certification or pay increase purposes. You are encouraged to independently research the requirements in any state or school system in which you intend to seek certification or a pay increase.

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
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STANDARD EMPHASIS AREA TRACK

PROGRAM REQUIREMENTS

CORE REQUIREMENTS

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	5
TOTAL CORE REQUIREMENTS	34

ELECTIVE REQUIREMENTS

Emphasis Area Courses	12
TOTAL ELECTIVE REQUIREMENTS	12

TOTAL PROGRAM REQUIREMENTS 46

EMPHASIS AREAS

Option I: Teaching Literacy and Language

LT 504: Reading Diagnosis and Remediation	4
LT 516: Reading and Writing Across the Curriculum	4
LT 520: Approaches to Literacy	4

Option II: 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 III: 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 IV: Teaching Mathematics—Middle and Secondary*

MH 521: Principles, Pedagogy, and Standards for Mathematics	4
MH 530: Number and Operations	4
MH 531: Developing Mathematical Proficiency—Algebra	4

Option V: Teaching Science—Middle and Secondary*

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

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.

*Subject to minimum enrollments and approval of the Dean of the School of Graduate Education. Students interested in enrolling should consult their Admissions Advisor for details.

Curriculum

Courses	Credits
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EDUCATIONAL LEADERSHIP EMPHASIS AREA TRACK

PROGRAM REQUIREMENTS

CORE REQUIREMENTS

ED 502: Transforming Teaching Practice	4
ED 503: Educational Psychology	4
ED 512: Action Research I	5
ED 522: Classroom Management	5
ED 532: Curriculum Design	5
ED 533: Perspectives on Diversity	4
ED 552: Educational Leadership	5
ED 562: Student Assessment	5
TOTAL CORE REQUIREMENTS	37

ELECTIVE REQUIREMENTS

Emphasis Area Courses	17
TOTAL ELECTIVE REQUIREMENTS	17

TOTAL PROGRAM REQUIREMENTS 54

EMPHASIS AREA

Educational Leadership

ER 502: The Principalship	5
ER 504: Management of Resources	4
ER 506: Legal Issues in Education	4
ER 508: Supervision and Instructional Leadership	4

School of Health Sciences

MASTER OF HEALTH INFORMATICS

Description and Outcomes

The Master of Health Informatics program is designed to prepare you for a career in health informatics. Based on various global health information management markets, the program incorporates an interprofessional approach to the curriculum through collaborative work.

You will study how to use health informatics to support data-driven improvements in clinical, financial, and public health outcomes. The program includes graduate-level courses on health informatics, health information systems, public policy, laws and legal issues, clinical taxonomies, data analysis, analytics and optimization, project management, organizational development, leadership, innovation, and research.

PROGRAM LENGTH

The Master of Health Informatics program consists of a minimum of 48 quarter credit hours. Upon successful completion of the program, you will be awarded the Master of Health Informatics degree.

PROGRAM OUTCOMES

1. Health Informatics Management: Design effective business strategies based on concepts of leadership and management within health informatics.
2. Health Informatics Standards: Assess the impact of economics, ethics, professional standards, and the law on health informatics.
3. Health Informatics Policy: Develop health policies and procedures to address health informatics needs in the industry.
4. Health Informatics Finance: Evaluate health information systems based upon statistical and financial models.

Policies

ADMISSION REQUIREMENTS

At this time, you may not enroll in the Master of Health Informatics if you are a resident of one of the following states: Florida, Missouri, Tennessee, or Wisconsin.

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
PROGRAM REQUIREMENTS	
HA 515: Leadership in Health Care	4
HA 535: Health Care Statistics	4
HI 501: Health Informatics	4
HI 510: Health Information Systems	4
HI 530: Clinical Technologies and Medical Vocabularies	4
HI 540: Project Management of Health Information Systems	4
HI 560: Health Care Data Analysis	4
HI 570: Legal and Ethical Issues in Health Information	4
HI 580: Information Systems and Technology Management	4
PU 535: Public Health Biology	4
PU 650: Infectious Disease Epidemiology	4
HI 595: Master's Capstone in Health Informatics	4
TOTAL PROGRAM REQUIREMENTS	48

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.

MASTER OF HEALTH INFORMATION MANAGEMENT

Description and Outcomes

The Master of Health Information Management is designed to prepare you for a career in senior-level health information management. Based on various global health information management markets, the program incorporates an interprofessional approach to the curriculum through collaborative work.

You will study how to manage health information to support data-driven improvements in clinical, financial, and public health outcomes. The program includes graduate-level courses on senior-level health information management, global health information systems design, selection, implementation, support, and maintenance, epidemiology, quality indicators, systems testing and evaluation, privacy, and decision support and outcome analysis.

PROGRAM LENGTH

The Master of Health Information Management program consists of a minimum of 48 quarter credit hours. Upon successful completion of the program, you will be awarded the Master of Health Information Management degree.

PROGRAM OUTCOMES

1. Health Information Management: Design effective business strategies based on concepts of leadership and management within health information.
2. Health Information Standards: Assess the impact of economics, ethics, professional standards, and the law on health information.
3. Health Information Policy: Develop health policies and procedures to address health information needs in the industry.
4. Health Information Finance: Evaluate health information systems based upon statistical and financial models.

Policies

ADMISSION REQUIREMENTS

At this time, you may not enroll in the Master of Health Informatics if you are a resident of one of the following states: Florida, Missouri, Tennessee, or Wisconsin.

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
HA 515: Leadership in Health Care	4
HA 520: Health Care Finance and Economics	4
HA 530: Human Resources for Health Care Managers	4
HA 535: Health Care Statistics	4
HI 510: Health Information Systems	4
HI 530: Clinical Technologies and Medical Vocabularies	4
HI 540: Project Management of Health Information Systems	4
HI 550: Organizational Development and Management for Health Information	4
HI 560: Health Care Data Analysis	4
HI 570: Legal and Ethical Issues in Health Information	4
HI 599: Master's Capstone in Health Information Management	4
TOTAL CORE REQUIREMENTS	44
OPEN ELECTIVE REQUIREMENTS	
Open Elective	4
TOTAL OPEN ELECTIVE REQUIREMENTS	4
TOTAL PROGRAM REQUIREMENTS	48

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 Technology

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
NONSPECIALIZED TRACK	
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
IT 500: Critical Concepts and Competencies for the IT Professional	4
IT 510: System Analysis and Design	4
IT 511: Information Systems Project Management	4
IT 525: Database Design and Data Modeling	4
IT 526: SQL Query Design	4
IT 530: Computer Networks	4
IT 540: Management of Information Security	4
IT 560: Managing Technology in a Business Environment	4
IT 590: Legal and Ethical Issues in IT	4
IT 599: Applied IT Master Project	4
TOTAL CORE REQUIREMENTS	40
ELECTIVE REQUIREMENTS	
IT Electives*	12
TOTAL ELECTIVE REQUIREMENTS	12
TOTAL PROGRAM REQUIREMENTS	52

Curriculum

Courses	Credits
SPECIALIZED TRACK	
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
IT 500: Critical Concepts and Competencies for the IT Professional	4
IT 510: System Analysis and Design	4
IT 511: Information Systems Project Management	4
IT 525: Database Design and Data Modeling	4
IT 526: SQL Query Design	4
IT 530: Computer Networks	4
IT 540: Management of Information Security	4
IT 590: Legal and Ethical Issues in IT	4
IT 599: Applied IT Master Project	4
TOTAL CORE REQUIREMENTS	36
ELECTIVE REQUIREMENTS	
Specialization Courses*	20
TOTAL ELECTIVE REQUIREMENTS	20
TOTAL PROGRAM REQUIREMENTS	56
SPECIALIZATIONS	
Business Intelligence	
IT 521: Decision Support Systems	4
IT 522: Knowledge-Based Management Systems	4
IT 523: Data Warehousing and Data Mining	4
IT Electives	8
Information Security and Assurance	
IT 541: Computer and Network Security	4
IT 542: Ethical Hacking and Network Defense	4
IT 550: Computer Forensics and Investigations	4
IT Electives	8
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
IT Elective	4

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 entering the program who do not possess a bachelor's degree in information technology or a comparable field of study must take IT 501: Principles of Information Technology their first term in place of an IT elective.

School of Legal Studies

MASTER OF SCIENCE IN ENVIRONMENTAL POLICY

Degree Plan (Version XXXIII)

Curriculum

Courses	Credits
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APPLIED RESEARCH TRACK

PROGRAM REQUIREMENTS

CORE REQUIREMENTS

EM 500: Environmental Foundations and Principles	5
EM 520: Environmental Law and Policy	5
EM 530: Environmental Risk Assessment II	5
EM 650: Environmental Policy Analysis	5
LS 504: Applied Research in Legal Studies	5
LS 526: Academic and Professional Writing for Graduate Students	5
PP 510: Leadership in the Public Sector	5
EM 698: Applied Research	5
TOTAL CORE REQUIREMENTS	40

ELECTIVE REQUIREMENTS

Select three of the following courses:	15
EM 610: Sustainability—Policy and Practice	
EM 620: Environmental Project Management	
PP 630: Public and Private Partnerships*	
PP 640: Political and Economic Forces*	
SC 525: Environmental Risk Assessment I	
SC 540: Biology of Pollution	
SC 550: Conservation of Natural Resources	
SC 560: Energy and Our Global Climate	
SC 570: Ecology Interactions	
TOTAL ELECTIVE REQUIREMENTS	15

TOTAL PROGRAM REQUIREMENTS

55

Curriculum

Courses	Credits
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COMPREHENSIVE EXAM TRACK

PROGRAM REQUIREMENTS

CORE REQUIREMENTS

EM 500: Environmental Foundations and Principles	5
EM 520: Environmental Law and Policy	5
EM 530: Environmental Risk Assessment II	5
EM 650: Environmental Policy Analysis	5
LS 526: Academic and Professional Writing for Graduate Students	5
PP 510: Leadership in the Public Sector	5
EM 602: Comprehensive Exam Capstone	5
TOTAL CORE REQUIREMENTS	35

ELECTIVE REQUIREMENTS

Select four of the following courses:	20
EM 610: Sustainability—Policy and Practice	
EM 620: Environmental Project Management	
PP 630: Public and Private Partnerships*	
PP 640: Political and Economic Forces*	
SC 525: Environmental Risk Assessment I	
SC 540: Biology of Pollution	
SC 550: Conservation of Natural Resources	
SC 560: Energy and Our Global Climate	
SC 570: Ecology Interactions	
TOTAL ELECTIVE REQUIREMENTS	20

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.

*Students who do not possess prior learning credit comparable to PP 500: Public Administration and Management must take the course in place of an elective.

School of Nursing

DOCTOR OF NURSING PRACTICE

Policies

ADMISSIONS REQUIREMENTS

You must meet the below admissions requirements in addition to Kaplan University's general requirements.

If you are an international applicant, you are not eligible to enroll in this program due to clinical requirements.

At this time, the Doctor of Nursing Practice is available only in the following states: Alabama, Alaska, California, Colorado, Connecticut, Delaware, District of Columbia, Idaho, Indiana, Iowa, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Vermont, Virginia, and Wyoming.

Upon acceptance to the Doctor of Nursing Practice program, you will be placed in a degree plan relevant to your prior learning and chosen specialization.

If you previously withdrew or were dismissed from the Doctor of Nursing Practice program, you must wait a minimum of 6 months from the official date of withdrawal to reapply for admission. Contact the Office of Returning Students for more information. Acceptance of returning students is at the discretion of the School of Nursing.

Requirements for Graduates of a Bachelor's Degree Program

If a bachelor's degree with an upper-level major in nursing is the highest nursing degree you have attained, you will enroll in the Master of Science in Nursing—DNP Path program, and earn a master's degree, before continuing on to the Doctor of Nursing Practice program. Refer to the Admissions Requirements for the Master of Science in Nursing—DNP Path for additional information.

Requirements for Graduates of a Master's Degree Program

If a master's degree with an upper-level major in nursing is the highest nursing degree you have attained, to apply you must:

1. Complete an informational interview with an Admissions Advisor.
2. Successfully complete an interview with School of Nursing faculty.
3. If you previously completed nurse practitioner courses and are applying for admission to the adult-gerontology nurse practitioner or family nurse practitioner track, submit transcripts indicating the total number of student clinical hours completed or a letter from the prior institution verifying the total number of hours completed. If you graduated from a nurse practitioner program, earned certification, and are currently practicing as a nurse practitioner, you must submit proof of certification prior to your interview with faculty.
4. Submit the following documents at least 4 weeks prior to the desired start date:
 - a. An unofficial transcript indicating completion of a master's degree with an upper-level major in nursing and a cumulative GPA of 3.0 or higher from an accredited institution. If accepted to the program, you must provide the University with an official copy of the transcript prior to the end of the first term. Refer to the First-Term Responsibilities section for additional information.
 - b. An unofficial transcript indicating completion of a graduate-level statistics course and a nursing research course with a grade of "B" or better. If you have not completed these courses as part of your master's degree in nursing, if admitted to the program, you may take MN 503: Advanced Statistics for the Health Sciences and MN 504: Inquiry and Evidence-Based Practice in the first term.
 - c. A current, professional resume that verifies you have worked a minimum of 1,000 clinical hours as a registered nurse. If you choose the adult-gerontology nurse practitioner or family nurse practitioner specialization, the 1,000 clinical hours must be within a time frame and in a patient care setting that the School of Nursing has determined address the clinical skills and experience needed to serve as a basis for an entering nurse practitioner.

- d. Two letters of reference from professional and/or academic contacts indicating academic ability, personal character, and professional competency.
- e. A personal statement of no more than 350 words.

PROGRESSION REQUIREMENTS

1. You must achieve a minimum grade of “S” (satisfactory) for the clinical components of nursing courses. Failure to successfully complete a clinical portion of a course will result in failure of the entire course.
2. You must complete your clinical practice or practicum experience in a setting that has been approved by the Practicum Coordinator. You are responsible for locating an appropriate site for your clinical practice or practicum experience and arranging and paying for your own transportation, housing, and availability to attend the clinical practice or practicum experience.
3. Prior to registering for the first clinical or practicum course, you must submit the following:
 - a. Documentation of a health assessment/physical examination completed within the 6 months prior to beginning the first clinical or practicum course, including applicable immunization records and drug screening results.
 - b. Proof of professional liability insurance coverage in the amount of at least \$1 million per incident/\$3 million per aggregate.
 - c. A criminal background check, as required by applicable federal and/or state regulatory agencies. The background check must be able to qualify you for practice as a nursing student under the requirements of the state of your clinical placements.

Some facilities may require additional documentation, as necessary, to comply with specific federal and/or state requirements for nursing student candidates. Failure to submit appropriate documentation to participate in clinical experiences by the required date will result in you being unable register for the clinical or practicum course.

4. You are expected to conduct yourself in a professional manner and maintain a safe environment. If a faculty member and/or agency consider you to be in violation of either one of these requirements, you may be removed from the clinical setting and may receive a failing grade for the course if the course outcomes are not met. Unprofessional and/or unsafe practices will be reviewed by the administrative staff as needed.
5. In extenuating circumstances, if you are unable to complete required coursework during the 10-week term, you may be eligible for an incomplete. You would have until the end of the following term to turn in work and satisfy the requirements of an incomplete.
6. You must successfully complete IRB training prior to receiving approval for the development of your Clinical Leadership project.
7. You may be eligible to apply transfer credit toward up to three courses in the Doctor of Nursing Practice degree plan. Additional credit may be applied at the discretion of the School of Nursing.

GRADUATION REQUIREMENTS

In addition to Kaplan University’s general requirements, you must 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. In addition, you must comply with all applicable policies and requirements related to the clinical educational experiences.

CERTIFICATION, STATE BOARD, AND NATIONAL BOARD EXAMS

It is your responsibility to understand the requirements of certification, state board, or national board licensing exams. Such requirements may change during the course of the program. You are not automatically certified in any way upon program completion. Although certain programs are designed to prepare you to take various certification and licensing exams, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

If you intend to complete the Doctor of Nursing Practice's adult-gerontology nurse practitioner or family nurse practitioner track, you must verify the specific requirements for licensing as an advanced practice registered nurse with your state Board of Nursing.

Upon completion of the executive leader track, you may be prepared to sit for the Nurse Executive or the Nurse Executive, Advanced certification examinations (depending on the level of leadership with your organization) provided by the American Nurses Credentialing Center, or may be eligible for the American Organization of Nurse Executives' Certified in Executive Nursing Practice certification.

MASTER OF SCIENCE IN NURSING

Description and Outcomes

The Master of Science in Nursing program is designed to build on previous nursing education and clinical experience, prepare you 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 degree program is to provide 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 an evidence-based 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, and biostatistics. You will submit of an evidence-based project proposal as the program's culminating experience, which is designed to serve as evidence of successful integration of the curriculum's diverse content areas.

SPECIALIZATIONS

You will choose from five specializations designed to provide further knowledge in your chosen specialty and your specific advanced role: nurse educator, executive leader, informatics, family nurse practitioner, or adult-gerontology nurse practitioner. Refer to the Certification, State Board, and National Board Exams section for important program disclosure information.

The nurse educator specialization is designed to prepare you to teach in schools of nursing and continuing education, staff development, clinical education, and patient and community education programs. Upon graduation, you may be prepared to sit for the National League for Nursing's Certified Nurse Educator (CNE) examination.

The executive leader specialization is designed to prepare you to pursue managerial positions and leadership roles in hospitals, community health, long-term care facilities, and other health care systems. Upon graduation, you may be prepared to sit for the Nurse Executive or the Nurse Executive, Advanced certification examinations (depending on the level of leadership with your organization) provided by the American Nurses Credentialing Center.

The informatics specialization is designed to prepare you to meet the clinical, educational, research, and administrative challenges associated with working in a technology-rich environment. This specialization focuses on content and the representation of data and information, and incorporates computer, information literacy, and management competencies. Upon graduation, you may be prepared to use technology and information systems to advance evidence-based research and to pursue informatics leadership roles in health care, industry, and education settings. In addition, you may be eligible to sit for the American Nurses Credentialing Center's Informatics Nursing certification examination.

The family and adult-gerontology nurse practitioner specializations are designed to educate you on the topics of how to best provide primary care as a member of an interdisciplinary team and improve the availability of evidence-based, culturally relevant health care in diverse communities. The curriculum helps you develop the skills to evaluate the health and wellness of individuals, families, and their communities. The nurse practitioner is expected to possess skills in diagnosing, treating, and managing acute and chronic health conditions, to deliver primary and preventive care, and to participate in the development of appropriate policy and evidence-based practice. At this time, the Master of Science in Nursing program's adult-gerontology nurse practitioner and family nurse practitioner specializations are available only in select states. Refer to the Admissions Requirements section for details.

PRACTICUM AND CLINICAL PRACTICE EXPERIENCES

If you choose the executive leader, nurse educator, or informatics specialization, you will complete a practicum experience designed to provide the opportunity for application of theoretical knowledge while working with a mentor. The practicum experience occurs in a facility you select in consultation with the Practicum Coordinator.

If you choose the adult-gerontology nurse practitioner or family nurse practitioner specialization, you will complete a series of clinical practice sessions designed to provide the opportunity for application of theoretical knowledge while working with a designated, qualified preceptor. The clinical practice experience occurs in a facility or clinical site you select in consultation with the faculty and the Practicum Coordinator.

Refer to the Progression Requirements section and the Criminal Background Check Policy for further details.

PROGRAM LENGTH

The Master of Science in Nursing program consists of a minimum of 65, 80, 90, or 100 quarter credit hours, depending on your choice of specialization. Upon successful completion of the program, you 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 the profession.
7. Informatics and Technology: Employ informatics and technology in various aspects of the advanced nursing leadership role.

Adult-Gerontology Nurse Practitioner Outcomes

1. Demonstrate, through synthesis of theoretical and scientific knowledge, the safe, effective practice of primary care through management of both health and illness states.
2. Collaborate with the individual and community as well as other health care professionals for the purpose of ensuring high-quality, holistic primary care services.
3. Demonstrate the role of a nurse practitioner as a health educator and coach to individuals, families, and communities using a wide range of skills.
4. Demonstrate commitment to the implementation, preservation, and evolution of the adult-gerontology nurse practitioner role.
5. Incorporate critical thinking, collaboration, and interdisciplinary relationships into client care to achieve optimal outcomes.
6. Serve as an advocate for the client as he or she interfaces with the health care system.
7. Demonstrate a commitment to ensuring quality of care through consultation, collaboration, continuing education, certification, and self-reflection.
8. Provide culturally sensitive care in a holistic manner that is responsive to the client's cultural and spiritual beliefs.

Executive Leader Outcomes

1. Fiscal Responsibility and Human Resource Management: Encompass concepts of fiscal and human resources in designing quality care measures.
2. Collaborative Practice: Develop collaborative relationships and partnerships that are interdisciplinary and aggregate-focused to improve the health care of populations.
3. Creating and Managing Nursing Care Systems: Provide leadership in conceptualization, design, implementation, and evaluation of health care delivery systems across the health care continuum.

Family Nurse Practitioner Outcomes

1. Demonstrate, through synthesis of theoretical and scientific knowledge, the safe, effective practice of primary care through management of both health and illness states.
2. Collaborate with the individual, family, and community as well as other health care professionals for the purpose of ensuring high-quality, holistic primary care services.
3. Demonstrate the role of the nurse practitioner as a health educator and coach to individuals, families, and communities using a wide range of skills.
4. Demonstrate commitment to the implementation, preservation, and evolution of the family nurse practitioner role.
5. Incorporate critical thinking, collaboration, and interdisciplinary relationships into client care to achieve optimal outcomes.
6. Serve as an advocate for the client as he or she interfaces with the health care system.
7. Demonstrate a commitment to ensuring quality of care through consultation, collaboration, continuing education, certification, and self-reflection.
8. Provide culturally sensitive care in a holistic manner that is responsive to the client's cultural and spiritual beliefs.

Informatics Outcomes

1. Clinical: Assess current patient care technologies and information systems to enhance decision making in health care settings.
2. Education: Appraise emerging and converging technologies to enhance nursing and patient education.
3. Research: Evaluate information systems in support of evidence-based practice and clinical applications.
4. Administrative: Critique leadership roles and competencies in the planning, implementation, and evaluation of information systems and patient care technologies.

Nurse Educator Outcomes

1. Instructional Method Design: Create a variety of successful instructional methods to meet the needs of targeted learner populations.
2. Curriculum, Pedagogy, and Evaluation Strategies: Develop plans of study in nursing education based on appropriate curricular principles, pedagogy, and learning assessment strategies.
3. Clinical Expertise: Apply clinical expertise when conducting educational experiences.

Policies

ADMISSIONS REQUIREMENTS

You must meet the below admissions requirements in addition to Kaplan University's general requirements.

If applying for admission, you must submit the following:

1. An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree with an upper-level major in nursing from an accredited institution. By the end of the first term, you must provide Kaplan University with an official copy of the transcript. Refer to the First-Term Responsibilities section for additional information.
2. A transcript indicating completion of a statistics course and a nursing research course with a grade of "C" or better. If you have not completed these courses as part of your bachelor's degree in nursing, 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. If you choose to take the required statistics course at the University, you will have all course-level prerequisites waived.

Adult-Gerontology Nurse Practitioner and Family Nurse Practitioner Specializations

If you are an international applicant, you are not eligible to enroll in these specializations due to clinical requirements.

At this time, these specializations are available only in the following states: Alabama, Alaska, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Iowa, Maine, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Vermont, Virginia, Wisconsin, and Wyoming.

If applying for admission, you must submit a current, professional resume that verifies you have worked a minimum of 1,000 clinical hours as a registered nurse within a time frame and in a patient care setting that the School of Nursing has determined address the clinical skills and experience needed to serve as a basis for an entering nurse practitioner. Acceptance into the program is determined by the School of Nursing's review of your professional resume.

Graduates of Kaplan University's Bachelor of Science in Nursing RN-to-BSN

As a graduate of the University's Bachelor of Science in Nursing–RN-to-BSN program who enters the Master of Science in Nursing program, you may have already satisfied specific core requirements and will complete a condensed program of graduate study.

PROGRESSION REQUIREMENTS

1. You can enroll in no more than three courses per term, unless approved by the Dean of the School of Nursing.
2. You may not use transfer credit to replace MN 501: Advanced Nursing Roles, unless you are a graduate of Kaplan University's Bachelor of Science in Nursing–RN-to-BSN program.

In addition, you may not use transfer credit to replace any courses in the informatics, executive leader, or nurse educator specializations unless you have approval from the Dean of the School of Nursing. If none of these exceptions apply, these courses must be completed at the University.

If you are enrolled in the adult-gerontology nurse practitioner specialization or family nurse practitioner specialization, you may apply transfer credit toward the following specialization courses only:

- MN 550: Role of the Nurse Practitioner in Primary Care
- MN 551: Advanced Pathophysiology Across the Life Span
- MN 552: Advanced Health Assessment
- MN 553: Advanced Pharmacology Across the Life Span

Adult-Gerontology Nurse Practitioner and Family Nurse Practitioner Specializations

1. You must achieve a minimum grade of "S" (satisfactory) for the clinical components of nursing courses. Failure to successfully complete a clinical portion of a course will result in failure of the entire course.
2. You must complete your clinical practice experience in a setting that has been approved by the Practicum Coordinator. You are responsible for locating an appropriate site for your clinical practice experience and arranging and paying for your own transportation, housing, and availability to attend the clinical practice experience.
3. Prior to registering for the first clinical course, you must submit the following:
 - Documentation of a health assessment/physical examination completed within the 6 months prior to beginning the first clinical course, including applicable immunization records and drug screening results.
 - Proof of professional liability insurance coverage in the amount of at least \$1 million per incident/\$3 million per aggregate.
 - A criminal background check, as required by applicable federal and/or state regulatory agencies. The background check must be able to qualify you for practice as a nursing student under the requirements of the state of your clinical placements.

Some facilities may require additional documentation, as necessary, to comply with specific federal and/or state requirements for nursing student candidates. Failure to submit appropriate documentation to participate in clinical experiences by the required date will result in you being unable register for the clinical course.

4. You are expected to conduct yourself in a professional manner and maintain a safe environment. If a faculty member and/or agency consider you to be in violation of either one of these requirements, you may be removed from the clinical setting and may receive a failing grade for the course if the course outcomes are not met. Unprofessional and/or unsafe practices will be reviewed by the administrative staff as needed.

Executive Leader, Nurse Educator, and Informatics Specializations

You will complete a practicum course and MN 600: Evidence-Based Project Proposal as part of the requirements for the specialization. You are responsible for locating an appropriate site for the practicum experience. Successful completion of the practicum project is required to receive a passing grade for the capstone course.

Required hours for the practicum course and MN 600 vary across specialties. If you are unable to complete the required hours for the practicum course within 20 weeks, you must contact your Education Advisor to secure an extension. The purpose of the extension is to provide you with

additional time to complete the required hours. Extensions are only granted for circumstances that would bar you from completing the required hours within the normal course schedule. If you are granted an extension, you will enroll in MN 600A. MN 600A is taken after MN 600 and is for the specific purpose of providing a means for practicum hour completion. Approval of the Dean or the Department Chair is required for enrollment in MN 600A. If an extension is granted, the University will not charge tuition for the extension course; however, you will be required to pay the normal technology fee.

GRADUATION REQUIREMENTS

Adult-Gerontology Nurse Practitioner and Family Nurse Practitioner Specializations

In addition to Kaplan University's general requirements, you must 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. In addition, you must comply with all applicable policies and requirements related to the clinical educational experiences.

CERTIFICATION, STATE BOARD, AND NATIONAL BOARD EXAMS

It is your responsibility to understand the requirements of certification, state board, or national board licensing exams. Such requirements may change during the course of the program. You are not automatically certified in any way upon program completion. Although certain programs are designed to prepare you to take various certification and licensing exams, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

Upon completion of the executive leader specialization, you may be eligible to sit for the Nurse Executive or the Nurse Executive, Advanced certification examinations (depending on the level of leadership with your organization) provided by the American Nurses Credentialing Center.

Upon completion of the nurse educator specialization, you may be prepared to sit for the National League for Nursing's Certified Nurse Educator (CNE) examination.

Upon completion of the informatics specialization, you may be eligible to sit for the American Nurses Credentialing Center's Informatics Nursing certification examination.

The online Master of Science in Nursing program, which offers nurse educator, executive leader, informatics, adult-gerontology nurse practitioner, and family nurse practitioner specializations, is accredited by the Commission on Collegiate Nursing Education (CCNE). Please note that most states require nurses to be nationally certified in order to obtain licensure as a nurse practitioner. It is your responsibility to determine whether you will be eligible for state Board of Nursing approval and certification as a nurse practitioner or advanced practice nurse in your state. You can obtain additional information from your state's Board of Nursing, the American Nurses Credentialing Center (ANCC), and the American Academy of Nurse Practitioners (AANP).

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
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PROGRAM REQUIREMENTS

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
TOTAL CORE REQUIREMENTS	35

ELECTIVE REQUIREMENTS

Specialization Courses	30, 45, 55, or 65*
TOTAL ELECTIVE REQUIREMENTS	30, 45, 55, OR 65

TOTAL PROGRAM REQUIREMENTS 65, 80, 90, OR 100

SPECIALIZATIONS

Adult-Gerontology Nurse Practitioner

MN 550: Role of the Nurse Practitioner in Primary Care	5
MN 551: Advanced Pathophysiology Across the Life Span	5
MN 552: Advanced Health Assessment	5
MN 553: Advanced Pharmacology Across the Life Span	5
MN 554: Primary Care Across the Adult Age Continuum I	5
MN 555: Primary Care Across the Adult Age Continuum II	5
MN 556: Primary Care Across the Adult Age Continuum III	5
MN 560: Advanced Practice Nurse Clinical I	5
MN 561: Advanced Practice Nurse Clinical II	5
MN 599: Advanced Practice Nurse Clinical III	5
MN 600: Evidence-Based Project Proposal	5

Executive Leader

MN 512: Leadership, Organizational Theory, and Behavior	5
MN 513: Health Care Finance, Strategic Planning, and Budgeting	5
MN 514: Human Resources Management	5
MN 515: Innovation in Health Care Information Technology—Administrative and Advanced Practice Priorities	5
MN 520: Executive Leader Practicum	5
MN 600: Evidence-Based Project Proposal	5

Family Nurse Practitioner

MN 550: Role of the Nurse Practitioner in Primary Care	5
MN 551: Advanced Pathophysiology Across the Life Span	5
MN 552: Advanced Health Assessment	5
MN 553: Advanced Pharmacology Across the Life Span	5
MN 554: Primary Care Across the Adult Age Continuum I	5
MN 555: Primary Care Across the Adult Age Continuum II	5
MN 556: Primary Care Across the Adult Age Continuum III	5
MN 557: Primary Care of the Pediatric Client	5
MN 560: Advanced Practice Nurse Clinical I	5
MN 561: Advanced Practice Nurse Clinical II	5
MN 562: Advanced Practice Nurse Clinical—Pediatrics	5
MN 599: Advanced Practice Nurse Clinical III	5
MN 600: Evidence-Based Project Proposal	5

Informatics

MN 530: Critical Concepts and Competencies for the Informatics Nurse Specialist	5
MN 531: Innovations in Educational and Research Technologies	5
MN 532: Integration of Informatics into the Health Care Environment	5
MN 533: Health Systems Project Management	5
MN 534: Nurse Informatics Specialist Practicum	5
MN 600: Evidence-Based Project Proposal	5

Nurse Educator

MN 508: Teaching and Learning Strategies	5
MN 509: Curriculum Design	5
MN 510: Implementing Technology—Enhanced Learning in Nursing Education	5
MN 511: Assessment and Evaluation	5
MN 519: Nurse Educator Practicum	5
MN 551: Advanced Pathophysiology Across the Life Span	5
MN 552: Advanced Health Assessment	5
MN 553: Advanced Pharmacology Across the Life Span	5
MN 600: Evidence-Based Project Proposal	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.

*Students who choose to complete the family nurse practitioner specialization will complete 65 quarter credit hours of specialization courses for a program total of 100 quarter credit hours. Students who choose to complete the adult-gerontology nurse practitioner specialization will complete 55 quarter credit hours of specialization courses for a program total of 90 quarter credit hours. Students who choose to complete the nurse educator specialization will complete 45 quarter credit hours of specialization courses for a program total of 80 quarter credit hours. Students who complete the informatics or executive leader specializations will complete 30 quarter credit hours of specialization courses for a program total of 65 quarter credit hours.

MASTER OF SCIENCE IN NURSING—DNP PATH

Policies

ADMISSIONS REQUIREMENTS

You must meet the below admissions requirements in addition to Kaplan University's general requirements.

If you are an international applicant, you are not eligible to enroll in this program due to clinical requirements.

At this time, the Master of Science in Nursing—DNP Path is available only in the following states: Alabama, Alaska, California, Colorado, Connecticut, Delaware, District of Columbia, Idaho, Indiana, Iowa, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Vermont, Virginia, and Wyoming.

Acceptance to the program is at the discretion of the School of Nursing. You will earn a Master of Science in Nursing before progressing to the Doctor of Nursing Practice program.

If applying for admission, you must:

1. Complete an informational interview with an Admissions Advisor.
2. Successfully complete an interview with School of Nursing faculty.
3. Submit the following documents at least 4 weeks prior to the desired start date:
 - a. An unofficial transcript indicating completion of a bachelor's degree with an upper-level major in nursing and a cumulative GPA of 3.0 or higher from an accredited institution. If accepted to the program, you must provide the University with an official copy of the transcript prior to the end of the first term. Refer to the First-Term Responsibilities section for additional information.
 - b. An unofficial transcript indicating completion of a statistics course and a nursing research course with a grade of "C" or better. If you have not completed these courses as part of your bachelor's degree in nursing, if admitted to the program, you may take them in the first term.
 - c. A current, professional resume that verifies you have worked a minimum of 1,000 clinical hours as a registered nurse. If you choose the adult-gerontology nurse practitioner or family nurse practitioner specialization, the 1,000 clinical hours must be within a time frame and in a patient care setting that the School of Nursing has determined address the clinical skills and experience needed to serve as a basis for an entering nurse practitioner.
 - d. Two letters of reference from professional and/or academic contacts indicating academic ability, personal character, and professional competency.
 - e. A personal statement of no more than 350 words.

PROGRESSION REQUIREMENTS

1. You must adhere to the progression requirements applicable to your current plan of study.
2. You can enroll in no more than three courses per term, unless approved by the Dean of the School of Nursing.
3. You may not use transfer credit to replace MN 501: Advanced Nursing Roles, unless you are a graduate of Kaplan University's Bachelor of Science in Nursing–RN-to-BSN program.

In addition, you may not use transfer credit to replace any courses in the informatics, executive leader, or nurse educator specializations unless you have approval from the Dean of the School of Nursing. If none of these exceptions apply, these courses must be completed at the University.

If you are enrolled in the adult-gerontology nurse practitioner specialization or family nurse practitioner specialization, you may apply transfer credit toward the following specialization courses only:

- MN 550: Role of the Nurse Practitioner in Primary Care
- MN 551: Advanced Pathophysiology Across the Life Span

- MN 552: Advanced Health Assessment
- MN 553: Advanced Pharmacology Across the Life Span

Adult-Gerontology Nurse Practitioner and Family Nurse Practitioner Specializations

1. You must achieve a minimum grade of “S” (satisfactory) for the clinical components of nursing courses. Failure to successfully complete a clinical portion of a course will result in failure of the entire course.
2. You must complete your clinical practice experience in a setting that has been approved by the Practicum Coordinator. You are responsible for locating an appropriate site for your clinical practice experience and arranging and paying for your own transportation, housing, and availability to attend the clinical practice experience.
3. Prior to registering for the first clinical course, you must submit the following:
 - a. Documentation of a health assessment/physical examination completed within the 6 months prior to beginning the first clinical course, including applicable immunization records and drug screening results.
 - b. Proof of professional liability insurance coverage in the amount of at least \$1 million per incident/\$3 million per aggregate.
 - c. A criminal background check, as required by applicable federal and/or state regulatory agencies. The background check must be able to qualify you for practice as a nursing student under the requirements of the state of your clinical placements.

Some facilities may require additional documentation, as necessary, to comply with specific federal and/or state requirements for nursing student candidates. Failure to submit appropriate documentation to participate in clinical experiences by the required date will result in you being unable register for the clinical course.

4. You are expected to conduct yourself in a professional manner and maintain a safe environment. If a faculty member and/or agency consider you to be in violation of either one of these requirements, you may be removed from the clinical setting and may receive a failing grade for the course if the course outcomes are not met. Unprofessional and/or unsafe practices will be reviewed by the administrative staff as needed.

Executive Leader Specialization

You will complete a practicum course and MN 600: Evidence-Based Project Proposal as part of the requirements for the specialization. You are responsible for locating an appropriate site for the practicum experience. Successful completion of the practicum project is required to receive a passing grade for the capstone course.

Required hours for the practicum course and MN 600 vary across specialties. If you are unable to complete the required hours for the practicum course within 20 weeks, you must contact your Education Advisor to secure an extension. The purpose of the extension is to provide you with additional time to complete the required hours. Extensions are only granted for circumstances that would bar you from completing the required hours within the normal course schedule. If you are granted an extension, you will enroll in MN 600A. MN 600A is taken after MN 600 and is for the specific purpose of providing a means for practicum hour completion. Approval of the Dean or the Department Chair is required for enrollment in MN 600A. If an extension is granted, the University will not charge tuition for the extension course; however, you will be required to pay the normal technology fee.

GRADUATION REQUIREMENTS

Adult-Gerontology Nurse Practitioner and Family Nurse Practitioner Specializations

In addition to Kaplan University’s general requirements, you must 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. In addition, you must comply with all applicable policies and requirements related to the clinical educational experiences.

CERTIFICATION, STATE BOARD, AND NATIONAL BOARD EXAMS

It is your responsibility to understand the requirements of certification, state board, or national board licensing exams. Such requirements may change during the course of the program. You are not automatically certified in any way upon program completion. Although certain programs are designed to prepare you to take various certification and licensing exams, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

Upon completion of the executive leader specialization, you may be eligible to sit for the Nurse Executive or the Nurse Executive, Advanced certification examinations (depending on the level of leadership with your organization) provided by the American Nurses Credentialing Center.

Upon completion of the nurse educator specialization, you may be prepared to sit for the National League for Nursing's Certified Nurse Educator (CNE) examination.

Upon completion of the informatics specialization, you may be eligible to sit for the American Nurses Credentialing Center's Informatics Nursing certification examination.

The online Master of Science in Nursing program, which offers nurse educator, executive leader, informatics, adult-gerontology nurse practitioner, and family nurse practitioner specializations, is accredited by the Commission on Collegiate Nursing Education (CCNE). Please note that most states require nurses to be nationally certified in order to obtain licensure as a nurse practitioner. It is your responsibility to determine whether you will be eligible for state Board of Nursing approval and certification as a nurse practitioner or advanced practice nurse in your state. You can obtain additional information from your state's Board of Nursing, the American Nurses Credentialing Center (ANCC), and the American Academy of Nurse Practitioners (AANP).

ADULT-GERONTOLOGY NURSE PRACTITIONER CERTIFICATE

Policies

ADMISSIONS REQUIREMENTS

You must meet the below admissions requirements in addition to Kaplan University's general requirements.

If you are an international applicant, you are not eligible to enroll in this program due to clinical requirements.

At this time, this program is available only in the following states: Alabama, Alaska, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Iowa, Maine, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Vermont, Virginia, Wisconsin, and Wyoming.

If applying for admission, you must submit a current, professional resume that verifies you have worked a minimum of 1,000 clinical hours as a registered nurse within a time frame and in a patient care setting that the School of Nursing has determined address the clinical skills and experience needed to serve as a basis for an entering nurse practitioner. Acceptance into the program is determined by the School of Nursing's review of your professional resume.

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a master's degree with an upper-level major in nursing from an accredited institution. By the end of the first term, you must provide Kaplan University with an official copy of the transcript. Refer to the First-Term Responsibilities section for additional information.

PROGRESSION REQUIREMENTS

1. You must achieve a minimum grade of "S" (satisfactory) for the clinical components of nursing courses. Failure to successfully complete a clinical portion of a course will result in failure of the entire course.
2. You must complete your clinical practice experience in a setting that has been approved by the Practicum Coordinator. You are responsible for locating an appropriate site for your clinical practice experience and arranging and paying for your own transportation, housing, and availability to attend the clinical practice experience.
3. Prior to registering for the first clinical course, you must submit the following:
 - a. Documentation of a health assessment/physical examination completed within the 6 months prior to beginning the first clinical course, including applicable immunization records and drug screening results.
 - b. Proof of professional liability insurance coverage in the amount of at least \$1 million per incident/\$3 million per aggregate.
 - c. A criminal background check, as required by applicable federal and/or state regulatory agencies. The background check must be able to qualify you for practice as a nursing student under the requirements of the state of your clinical placements.

Some facilities may require additional documentation, as necessary, to comply with specific federal and/or state requirements for nursing student candidates. Failure to submit appropriate documentation to participate in clinical experiences by the required date will result in you being unable to register for the clinical course.

4. You are expected to conduct yourself in a professional manner and maintain a safe environment. If a faculty member and/or agency consider you to be in violation of either one of these requirements, you may be removed from the clinical setting and may receive a failing grade for the course if the course outcomes are not met. Unprofessional and/or unsafe practices will be reviewed by the administrative staff as needed.

GRADUATION REQUIREMENTS

In addition to Kaplan University's general requirements, you must 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. In addition, you must comply with all applicable policies and requirements related to the clinical educational experiences.

CERTIFICATION, STATE BOARD, AND NATIONAL BOARD EXAMS

It is your responsibility to understand the requirements of certification, state board, or national board licensing exams. Such requirements may change during the course of the program. You are not automatically certified in any way upon program completion. Although certain programs are designed to prepare you to take various certification and licensing exams, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

The Adult-Gerontology Nurse Practitioner Certificate program, which was initiated in January 2011, is not accredited by the Commission on Collegiate Nursing Education (CCNE). At this time, the CCNE does not accredit certificate programs. Please note that most states require nurses to be nationally certified in order to obtain licensure as a nurse practitioner. Individuals who graduate from unaccredited programs are not eligible to sit for the national certification exams provided by the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP). It is your responsibility to determine whether you will be eligible for state Board of Nursing approval and certification as a nurse practitioner in your state.

Due to the number of different certification organizations and the individual state requirements related to nurse practitioner responsibilities, completion of the Adult-Gerontology Nurse Practitioner Certificate program does not imply or guarantee certification or licensure. You are responsible for investigating the qualifications and requirements for certification and/or licensure in your specific location.

EXECUTIVE LEADER GRADUATE CERTIFICATE

Description and Outcomes

If you are a registered nurse interested in expanding your knowledge of nursing administration to better meet the challenges within the health care environment, the Executive Leader Graduate Certificate program could help you pursue your professional goals. This certificate program allows you to build on your master's degree in nursing by completing six courses focused on nursing administration, including practicum and capstone courses.

The Executive Leader Graduate Certificate program is designed to prepare you to pursue managerial positions and leadership roles in hospitals, community health, long-term care facilities, and other health care systems.

The certificate program's curriculum is designed to provide specialized knowledge in the area of nursing administration and could help you prepare to sit for the Nurse Executive or the Nurse Executive, Advanced certification examinations (depending on the level of leadership with your organization) provided by the American Nurses Credentialing Center. Refer to the Certification, State Board, and National Board Exams section for important program disclosure information.

Qualified credits earned in fulfillment of this certificate program may be eligible for transfer toward future graduate studies.

PRACTICUM EXPERIENCE

Refer to the Progression Requirements section and the Criminal Background Check Policy for further details.

PROGRAM LENGTH

The Executive Leader Graduate Certificate program consists of a minimum of 30 quarter credit hours. Upon successful completion of this program, you will be awarded a certificate.

PROGRAM OUTCOMES

1. Encompass concepts of fiscal and human resources in the design of quality care measures.
2. Develop collaborative relationships and partnerships that are interdisciplinary and aggregate-focused to improve the health care of populations.
3. Provide leadership in conceptualization, design, implementation, and evaluation of health care delivery systems across the health care continuum.

Policies

ADMISSIONS REQUIREMENTS

You must meet the below admissions requirements in addition to Kaplan University's general requirements.

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a master's degree with an upper-level major in nursing from an accredited institution. By the end of the first term, you must provide Kaplan University with an official copy of the transcript. Refer to the First-Term Responsibilities section for additional information.

PROGRESSION REQUIREMENTS

You will complete a practicum course and MN 600: Evidence-Based Project Proposal as part of the requirements for the specialization. You are responsible for locating an appropriate site for the practicum experience. Successful completion of the practicum project is required to receive a passing grade for the capstone course.

Required hours for the practicum course and MN 600 vary across specialties. If you are unable to complete the required hours for the practicum course within 20 weeks, you must contact your Education Advisor to secure an extension. The purpose of the extension is to provide you with additional time to complete the required hours. Extensions are only granted for circumstances that would bar you from completing the required

hours within the normal course schedule. If you are granted an extension, you will enroll in MN 600A. MN 600A is taken after MN 600 and is for the specific purpose of providing a means for practicum hour completion. Approval of the Dean or the Department Chair is required for enrollment in MN 600A. If an extension is granted, the University will not charge tuition for the extension course; however, you will be required to pay the normal technology fee.

GRADUATION REQUIREMENTS

In addition to Kaplan University’s general requirements, you must 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. In addition, you must comply with all applicable policies and requirements related to the clinical educational experiences.

CERTIFICATION, STATE BOARD, AND NATIONAL BOARD EXAMS

It is your responsibility to understand the requirements of certification, state board, or national board licensing exams. Such requirements may change during the course of the program. You are not automatically certified in any way upon program completion. Although certain programs are designed to prepare you to take various certification and licensing exams, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

Upon completion of the certificate program, you may be prepared to sit for the Nurse Executive or the Nurse Executive, Advanced certification examinations (depending on the level of leadership with your organization) provided by the American Nurses Credentialing Center.

Degree Plan (Version XXXII)

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
MN 512: Leadership, Organizational Theory, and Behavior	5
MN 513: Health Care Finance, Strategic Planning, and Budgeting	5
MN 514: Human Resource Management	5
MN 515: Innovation in Health Care Information Technology— Administrative and Advanced Practice Priorities	5
MN 520: Executive Leader Practicum	5
MN 600: Evidence-Based Project Proposal	5
TOTAL PROGRAM REQUIREMENTS	30

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.

FAMILY NURSE PRACTITIONER CERTIFICATE

Policies

ADMISSIONS REQUIREMENTS

You must meet the below admissions requirements in addition to Kaplan University's general requirements.

If you are an international applicant, you are not eligible to enroll in this program due to clinical requirements.

At this time, this program is available only in the following states: Alabama, Alaska, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Iowa, Maine, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Vermont, Virginia, Wisconsin, and Wyoming.

If applying for admission, you must submit a current, professional resume that verifies you have worked a minimum of 1,000 clinical hours as a registered nurse within a time frame and in a patient care setting that the School of Nursing has determined address the clinical skills and experience needed to serve as a basis for an entering nurse practitioner. Acceptance into the program is determined by the School of Nursing's review of your professional resume.

Prior to enrollment, you must submit an unofficial transcript indicating receipt of a master's degree with an upper-level major in nursing from an accredited institution. By the end of the first term, you must provide Kaplan University with an official copy of the transcript. Refer to the First-Term Responsibilities section for additional information.

PROGRESSION REQUIREMENTS

1. You must achieve a minimum grade of "S" (satisfactory) for the clinical components of nursing courses. Failure to successfully complete a clinical portion of a course will result in failure of the entire course.
2. You must complete your clinical practice experience in a setting that has been approved by the Practicum Coordinator. You are responsible for locating an appropriate site for your clinical practice experience and arranging and paying for your own transportation, housing, and availability to attend the clinical practice experience.
3. Prior to registering for the first clinical course, you must submit the following:
 - a. Documentation of a health assessment/physical examination completed within the 6 months prior to beginning the first clinical course, including applicable immunization records and drug screening results.
 - b. Proof of professional liability insurance coverage in the amount of at least \$1 million per incident/\$3 million per aggregate.
 - c. A criminal background check, as required by applicable federal and/or state regulatory agencies. The background check must be able to qualify you for practice as a nursing student under the requirements of the state of your clinical placements.

Some facilities may require additional documentation, as necessary, to comply with specific federal and/or state requirements for nursing student candidates. Failure to submit appropriate documentation to participate in clinical experiences by the required date will result in you being unable register for the clinical course.

4. You are expected to conduct yourself in a professional manner and maintain a safe environment. If a faculty member and/or agency consider you to be in violation of either one of these requirements, you may be removed from the clinical setting and may receive a failing grade for the course if the course outcomes are not met. Unprofessional and/or unsafe practices will be reviewed by the administrative staff as needed.

CERTIFICATION, STATE BOARD, AND NATIONAL BOARD EXAMS

It is your responsibility to understand the requirements of certification, state board, or national board licensing exams. Such requirements may change during the course of the program. You are not automatically certified in any way upon program completion. Although certain programs are designed to prepare you to take various certification and licensing exams, Kaplan University cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

The Family Nurse Practitioner Certificate program, which was initiated in January 2011, is not accredited by the Commission on Collegiate Nursing Education (CCNE). At this time, the CCNE does not accredit certificate programs. Please note that most states require nurses to be nationally certified in order to obtain licensure as a nurse practitioner. Individuals who graduate from unaccredited programs are not eligible to sit for the national certification exams provided by the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP). It is your responsibility to determine whether you will be eligible for state Board of Nursing approval and certification as a nurse practitioner in your state.

Due to the number of different certification organizations and the individual state requirements related to nurse practitioner responsibilities, completion of the Family Nurse Practitioner Certificate program does not imply or guarantee certification or licensure. You are responsible for investigating the qualifications and requirements for certification and/or licensure in your specific location.

School of Public Safety

MASTER OF SCIENCE IN CRIMINAL JUSTICE

Policies

ADMISSIONS REQUIREMENTS

You must meet the below admissions requirements in addition to Kaplan University's general requirements.

Thesis Track

If you enroll in the thesis track, you will not choose an area of specialization.

Accelerated Master of Science in Criminal Justice Option

If you are a graduate of a Kaplan University School of Public Safety bachelor's degree program, a School of Legal Studies bachelor's degree program, or the Bachelor of Science in Public Administration and Policy, are granted admission to the Master of Science in Criminal Justice program, and meet the requirements for the accelerated option, you will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

Comprehensive Exam Track

- CJ 550: Introduction to Graduate Studies in Public Safety
- CJ 501: Criminological Theory
- CJ 502: Research Methodology
- CJ 526: Academic and Professional Communications in Public Safety

Applied Research Track

- CJ 550: Introduction to Graduate Studies in Public Safety
- CJ 501: Criminological Theory
- CJ 503: Organizational Behavior
- CJ 526: Academic and Professional Communications in Public Safety

If you are a graduate of the Kaplan University Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option and meet the requirements for the accelerated option, you will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- CJ 550: Introduction to Graduate Studies in Public Safety
- CJ 526: Academic and Professional Communications in Public Safety

PROGRESSION REQUIREMENTS

General

1. You must follow the below sequence of courses for the first three terms. You may request to test out CJ 526: Academic and Professional Communications in Public Safety by completing the Challenge Exam prior to the end of the first term of study. Refer to the Types of Credit section for additional information.
 - CJ 550: Introduction to Graduate Studies in Public Safety
 - CJ 526: Academic and Professional Communications in Public Safety
 - CJ 501: Criminological Theory

2. You may not use transfer credit to replace or substitute for core courses unless a waiver is granted by the Dean of the School of Public Safety. A waiver is issued based upon an evaluation of common learning outcomes. The following courses must be completed at Kaplan University:
 - CJ 525: Applied Research in Criminal Justice
 - CJ 598: Applied Research Project
 - CJ 602: Comprehensive Examination
3. You must declare your choice of thesis, applied research, or comprehensive exam track by the end of your second term.

Comprehensive Exam Track

You must successfully complete CJ 602: Comprehensive Examination, a written course covering the core curriculum and specialization courses. You will take the examination after successful completion of all academic program requirements.

The examination is graded as “satisfactory” or “unsatisfactory” and will be evaluated by a terminally degreed criminal justice instructor. If there is an unsatisfactory decision, a second terminally degreed criminal justice instructor will be asked to evaluate the examination, and this evaluation will serve as the final decision.

Should you fail the examination, you will receive remediation from criminal justice graduate instructors in preparation for the final attempt at the examination. If you fail the examination a second time, you will be academically dismissed from the program.

Thesis Track

You will be required to develop and submit, in writing, a formal proposal for research in criminal justice to your chosen thesis committee, which is 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 University’s criminal justice program or from an outside, regionally accredited institution of higher learning with the approval of the Dean of the School of Public Safety.

Subsequent to the proposal, you will submit the final draft of your research project to the thesis committee for review and orally present your results during a scheduled thesis defense hearing. The research report shall be prepared according to the University’s guidelines and the final, approved product shall be submitted to appropriate personnel for binding and acquisition.

You will take CJ 600: Research and Thesis I and CJ 601: Research and Thesis II, 10-week courses designed to allow you to begin the first steps of your thesis design and complete your thesis. Should you feel you are not able to complete the prescribed requirements for either course in 10 weeks, you must contact your Education Advisor in order to gain an extension in the course. An extension is granted by enrolling in CJ 600A or CJ 601A, and enrollment in these courses will only be granted at the discretion of the Dean of the School of Public Safety and the Chair of the student’s thesis committee.

If an extension is granted, the University will not charge tuition for CJ 600A or CJ 601A, but you will be required to pay the normal technology fee.

If you are unable to complete CJ 600 or CJ 601, you will be permitted to enter comprehensive exam track.

Degree Plan (Version XXXVII)

Curriculum

Courses	Credits
COMPREHENSIVE EXAM TRACK	
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
CJ 550: Introduction to Graduate Studies in Public Safety	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 526: Academic and Professional Communications in Public Safety	5
CJ 602: Comprehensive Examination	0
TOTAL CORE REQUIREMENTS	30
ELECTIVE REQUIREMENTS	
Specialization Courses or General Electives*	25
TOTAL ELECTIVE REQUIREMENTS	25
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 522: Comparative Correctional Systems	5

Curriculum

Courses	Credits
APPLIED RESEARCH TRACK	
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
CJ 550: Introduction to Graduate Studies in Public Safety	5
CJ 501: Criminological Theory	5
CJ 503: Organizational Behavior	5
CJ 525: Applied Research in Criminal Justice	5
CJ 526: Academic and Professional Communications in Public Safety	5
CJ 598: Applied Research Project	5
TOTAL CORE REQUIREMENTS	30
ELECTIVE REQUIREMENTS	
Specialization Courses or General Electives*	25
TOTAL ELECTIVE REQUIREMENTS	25
TOTAL PROGRAM REQUIREMENTS	55

Law

Select four of the following courses:

CJ 506: Advanced Topics in Criminal Law	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 and Executive Management

CJ 511: Employment and Policy Law	5
CJ 516: Budgeting and Finance for Public Safety Administrators	5
CJ 519: Ethics and Diversity in Policing	5
PP 611: Grant Writing	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.

*Students may not use more than 10 quarter credit hours of independent study to satisfy the elective requirement.

MASTER OF SCIENCE IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT

Policies

ADMISSIONS REQUIREMENTS

You must meet the below admissions requirements in addition to Kaplan University's general requirements.

Accelerated Master of Science in Homeland Security and Emergency Management Option

If you are a graduate of a Kaplan University School of Public Safety bachelor's degree program, a School of Legal Studies bachelor's degree program, or the Bachelor of Science in Public Administration and Policy, are granted admission to the Master of Science in Homeland Security and Emergency Management program, and meet the requirements for the accelerated option, you will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- CJ 550: Introduction to Graduate Studies in Public Safety
- CJ 526: Academic and Professional Communications in Public Safety
- HM 500: Crisis and Emergency Management Fundamentals
- HM 501: Homeland Security Policies, Principles, Procedures, and Plans

If you are a graduate of the Kaplan University Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option and meet the requirements for the accelerated option, you will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- CJ 550: Introduction to Graduate Studies in Public Safety
- CJ 526: Academic and Professional Communications in Public Safety

PROGRESSION REQUIREMENTS

You must follow the below sequence of courses for the first three terms. You may request to test out CJ 526: Academic and Professional Communications in Public Safety by completing the Challenge Exam prior to the end of the first term of study. Refer to the Types of Credit section for additional information.

- CJ 550: Introduction to Graduate Studies in Public Safety
- CJ 526: Academic and Professional Communications in Public Safety
- HM 500: Crisis and Emergency Management Fundamentals

Degree Plan (Version XXXII)

Curriculum

Courses	Credits
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
CJ 550: Introduction to Graduate Studies in Public Safety	5
CJ 502: Research Methodology	5
CJ 509: Comparative Criminal Justice Systems	5
CJ 526: Academic and Professional Communications in Public Safety	5
HM 500: Crisis and Emergency Management Fundamentals	5
HM 501: Homeland Security Policies, Principles, Procedures, and Plans	5
PP 510: Leadership in the Public Sector	5
HM 598: Applied Research Project Capstone	5
TOTAL CORE REQUIREMENTS	40
ELECTIVE REQUIREMENTS	
Select one of the following courses:	5
CJ 510: Specialized Criminal Statutes and Complex Investigations	
CJ 513: Critical Issues in Terrorism	
PP 500: Public Administration and Management	
PP 520: Finance and the Administration of Public Funds	
Select two of the following courses:	10
HM 502: Risk, Vulnerability, and Capability Assessment Methods	
HM 503: Planning and Operations in Crisis and Emergency Management	
HM 505: Planning for WMD and Mass Casualty Crises	
HM 510: Mitigation and Preparedness Issues for Emergency Management	
HM 540: Crisis Intervention	
PP 612: Program Evaluation	
TOTAL ELECTIVE REQUIREMENTS	15
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.

Discontinued Programs

Effective August 21, 2013, the following programs will be discontinued:

- Teaching Literacy and Language—Grades K-6 Emphasis Area, Master of Science in Education
- Teaching Mathematics—Grades K-5 Emphasis Area, Master of Science in Education
- Teaching Mathematics—Grades 6-8 Emphasis Area, Master of Science in Education
- Teaching Science—Grades K-6 Emphasis Area, Master of Science in Education

Graduate Course Descriptions

DISCONTINUED COURSES

IT 520: DATABASE MANAGEMENT SYSTEMS

LT 502: TEACHING READING ACROSS THE CURRICULUM
(GRADES K–6)

LT 503: TEACHING WRITING ACROSS THE CURRICULUM (GRADES K–6)

LT 511: TEACHING WRITING ACROSS THE CURRICULUM
(GRADES 6–12)

LT 512: READING IN THE CONTENT AREAS (GRADES 6–12)

MH 501: DEVELOPING MATHEMATICAL PROFICIENCY—NUMBERS AND
OPERATIONS (ELEMENTARY GRADES)

MH 502: DEVELOPING MATHEMATICAL PROFICIENCY—GEOMETRY
AND MEASUREMENT (ELEMENTARY GRADES)

MH 503: DEVELOPING MATHEMATICAL PROFICIENCY—ALGEBRA
(ELEMENTARY GRADES)

MH 511: DEVELOPING MATHEMATICAL PROFICIENCY—NUMBERS AND
OPERATIONS (GRADES 6–8)

MH 512: DEVELOPING MATHEMATICAL PROFICIENCY—GEOMETRY
AND MEASUREMENT (GRADES 6–8)

MH 513: DEVELOPING MATHEMATICAL PROFICIENCY—ALGEBRA
(GRADES 6–8)

MH 522: MEASUREMENT, NUMBERS, AND OPERATIONS
(GRADES 9–12)

MH 523: ALGEBRA

MH 526: PRINCIPLES OF NUMBERS AND OPERATIONS (GRADES 9–12)

MH 527: PRINCIPLES OF ALGEBRA (GRADES 9–12)

SE 511: PLANNING AND TEACHING AN INQUIRY-BASED SCIENCE
CLASS (GRADES K–6)

SE 512: PHYSICAL AND LIFE SCIENCE (GRADES K–6)

SE 513: EARTH AND SPACE SCIENCE (GRADES K–6)

REVISED COURSE TITLES

MN 520: EXECUTIVE LEADER PRACTICUM will replace MN 520: NURSE ADMINISTRATOR PRACTICUM

COURSE PREREQUISITE CHANGES

IT 521: DECISION SUPPORT SYSTEMS

Prerequisite: None

MN 508: TEACHING AND LEARNING STRATEGIES

Prerequisite: MN 551, MN 552, and MN 553; completion of all core courses in the Master of Science in Nursing or prior completion of a master's degree with an upper-level major in nursing

MN 509: CURRICULUM DESIGN

Prerequisite: MN 551, MN 552, and MN 553; completion of all core courses in the Master of Science in Nursing or prior completion of a master's degree with an upper-level major in nursing

MN 510: IMPLEMENTING TECHNOLOGY—ENHANCED LEARNING IN NURSING EDUCATION

Prerequisites: MN 551, MN 552, and MN 553; completion of all core courses in the Master of Science in Nursing or prior completion of a master's degree with an upper-level major in nursing

MN 511: ASSESSMENT AND EVALUATION

Prerequisites: MN 551, MN 552, and MN 553; completion of all core courses in the Master of Science in Nursing or prior completion of a master's degree with an upper-level major in nursing

MN 512: LEADERSHIP, ORGANIZATIONAL THEORY, AND BEHAVIOR

Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master's degree with an upper-level major in nursing

MN 513: HEALTH CARE FINANCE, STRATEGIC PLANNING, AND BUDGETING

Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master's degree with an upper-level major in nursing

MN 514: HUMAN RESOURCES MANAGEMENT

Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master's degree with an upper-level major in nursing

MN 515: INNOVATION IN HEALTH CARE INFORMATION TECHNOLOGY—ADMINISTRATIVE AND ADVANCED PRACTICE PRIORITIES

Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master's degree with an upper-level major in nursing

MN 519: NURSE EDUCATOR PRACTICUM

Prerequisites: Completion of all core courses in the Master of Science in Nursing or prior completion of a master's degree with an upper-level major in nursing, and completion of all specialization courses

MN 520: EXECUTIVE LEADER PRACTICUM

Prerequisites: Completion of all core courses in the Master of Science in Nursing or prior completion of a master's degree with an upper-level major in nursing, and completion of all specialization courses

MN 530: CRITICAL CONCEPTS AND COMPETENCIES FOR THE INFORMATICS NURSE SPECIALIST

Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master's degree with an upper-level major in nursing

MN 531: INNOVATIONS IN EDUCATIONAL AND RESEARCH TECHNOLOGIES

Prerequisites: MN 530 and completion of all core courses in the Master of Science in Nursing or prior completion of a master's degree with an upper-level major in nursing

MN 532: INTEGRATION OF INFORMATICS INTO THE HEALTH CARE ENVIRONMENT

Prerequisites: MN 530, MN 531, and completion of all core courses in the Master of Science in Nursing or prior completion of a master's degree with an upper-level major in nursing

MN 533: HEALTH SYSTEMS PROJECT MANAGEMENT

Prerequisites: MN 530, MN 531, MN 532, completion of all core courses in the Master of Science in Nursing or prior completion of a master's degree with an upper-level major in nursing

MN 534: NURSE INFORMATICS SPECIALIST PRACTICUM

Prerequisite: MN 530, MN 531, MN 532, MN 533, and completion of all core courses in the Master of Science in Nursing or prior completion of a master's degree with an upper-level major in nursing

MN 600: EVIDENCE-BASED PROJECT PROPOSAL

Prerequisite: Completion of all core courses in the Master of Science in Nursing or prior completion of a master's degree with an upper-level major in nursing, and completion of all specialization courses; students may not concurrently register for MN 519, MN 520, MN 534, or MN 599

COURSE DESCRIPTIONS

CJ 525: APPLIED RESEARCH IN CRIMINAL JUSTICE

In the first of two courses in applied research in criminal justice, students will be introduced to applied research within the profession, which encourages adoption of the role of a reflective practitioner who seeks to simultaneously understand and change the professional setting. Students will examine the history of applied research and the intersection of applied research and traditional academic research. This study allows participants to develop an understanding of the process and how they can impact their own professional setting.

5 Quarter Credit Hours

Prerequisite: CJ 503

CJ 550: INTRODUCTION TO GRADUATE STUDIES IN PUBLIC SAFETY

This course introduces students to the master's degree programs in the field of public safety and provides a foundation of the concepts and professional standards. It establishes the conceptual framework for other courses within the chosen degree plan and identifies current trends in the field. Focus is placed on ethical and social issues as related to writing, researching, and working collaboratively with other public service officials.

5 Quarter Credit Hours

Prerequisite: None

ED 572: ACTION RESEARCH II

Action Research II is an exploration of appropriate research and methods of teacher inquiry to answer questions about teaching practices and instructional problems within the classroom. This course includes further examination of quantitative and qualitative studies and evaluation of related research designs and methods. Students will create an action research plan that reflects attention to a broad range of approaches to and tools for teacher inquiry.

5 Quarter Credit Hours

Prerequisite: ED 512

GM 502: LEADERSHIP THEORY AND PRACTICE I

This course examines classic and contemporary leadership theories and practices and explores how each theoretical approach can be applied in real-world organizations and scenarios. The theories and practices studied will enhance the student's understanding of motivational theories, developing teams, both traditional and virtual-based, and development of their hidden leadership potential.

4 Quarter Credit Hours

Prerequisite: GM 501

HI 501: HEALTH INFORMATICS

Health informatics deals with the resources, devices, and methods required to optimize the acquisition, storage, retrieval, and use of information in health and biomedicine. This course introduces the history and development of health informatics. It focuses on such issues as the structure, function, and transfer of information, sociotechnical aspects of health computing, and human-computer interaction. Students will also explore medical decision making, natural language processing, and knowledge discovery in the clinical setting.

4 Quarter Credit Hours

Prerequisite: None

HI 510: HEALTH INFORMATION SYSTEMS

This course is concerned with such issues as information systems analysis, design, implementation, and management. Students will explore health IT standards, health information exchanges, and systems thinking and theory. This course also covers the evaluation of processes and systems that ensure compliance with regulatory, governmental, legal, accreditation, and certification requirements for health information technologies.

4 Quarter Credit Hours

Prerequisite: None

HI 530: CLINICAL TERMINOLOGIES AND MEDICAL VOCABULARIES

This course focuses on the use of health care terminologies, vocabularies, and classification systems. Students will identify their appropriate uses and sources, and apply them within health information systems to promote effective communications and data integrity.

4 Quarter Credit Hours

Prerequisite: None

HI 540: PROJECT MANAGEMENT OF HEALTH INFORMATION SYSTEMS

This course explores the technical aspects of health information systems management including issues of systems design and development as well as system support and maintenance. Students will analyze and describe necessary steps in the cycle such as identifying and selecting appropriate systems technology and data standards, creating requirements, evaluating security, and accommodating human factors in design and use. Other topics include terminology, functions, and standards as well as the basics of information architecture and systems infrastructure.

4 Quarter Credit Hours

Prerequisite: None

HI 550: ORGANIZATIONAL DEVELOPMENT AND MANAGEMENT FOR HEALTH INFORMATION

This course explores organizational behavior, theory, and development as they apply to health information management. Topics include, but are not limited to, performance management plans, strategic forecasting, and public policy.

4 Quarter Credit Hours

Prerequisite: None

HI 560: HEALTH CARE DATA ANALYSIS

This course provides an in-depth overview of health care data analysis and design methodologies. Students examine techniques to develop systems more efficiently using the system development life cycle.

4 Quarter Credit Hours

Prerequisite: None

HI 570: LEGAL AND ETHICAL ISSUES IN HEALTH INFORMATION

This course covers data security, privacy, and confidentiality of health information as it relates to information technology and management. Topics include risk management, information security, and data validity and integrity. Students will also examine disaster recovery plans for data and service delivery.

4 Quarter Credit Hours

Prerequisite: None

HI 580: INFORMATION SYSTEMS AND TECHNOLOGY MANAGEMENT

This course is concerned with such issues as computer networks, database and systems administration, security, and programming. Topics include virtual network applications and storage, system integration tools, principles of data representation, and systems testing and evaluation.

4 Quarter Credit Hours

Prerequisite: None

HI 595: MASTER'S CAPSTONE IN HEALTH INFORMATICS

The capstone course is the culminating experience for the Master of Health Informatics. 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 through their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in health informatics.

4 Quarter Credit Hours

Prerequisites: Completion of all core and major courses in the Master of Health Informatics

HI 599: MASTER'S CAPSTONE IN HEALTH INFORMATION MANAGEMENT

The capstone course is the culminating experience for the Master of Health Information Management. 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 through their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in health information management.

4 Quarter Credit Hours

Prerequisites: Completion of all core and major courses in the Master of Health Information Management

IT 525: DATABASE DESIGN AND DATA MODELING

This course discusses the main tasks in designing a database and will use ERD tools in this process. The course covers fundamental design topics including: data modeling, entity-relationship diagrams, enhanced entity-relationship diagrams, the top-down database design methodology, the bottom-up database design methodology, functional dependencies, and the normalization process. The course will also introduce students to advanced topics of database management.

4 Quarter Credit Hours

Prerequisite: None

IT 526: SQL QUERY DESIGN

This course covers the SQL programming language and its use to retrieve and modify data in a relational database. Methods of ensuring data isolation and consistency are explored. Designing queries for optimum performance is emphasized. Query execution plans will be used as a tool for creating appropriate indexes to improve query performance. Students will research the growing importance of “big data.”

4 Quarter Credit Hours

Prerequisite: None

LS 508: FAMILY AND THE LEGAL SYSTEM

This course explores a myriad of family law issues in the legal system. These issues include children's rights, shared custody, privacy rights relative to domestic relations, same-sex marriage, and interracial adoptions, among others. This course is vital to any legal studies professional, as it discusses the various concepts and roles that a professional can encounter in the field of family law.

5 Quarter Credit Hours

Prerequisite: LS 500

MN 519: NURSE EDUCATOR PRACTICUM

This practicum (90 hours), which will take place between this course and MN 600: Evidence-Based Project Proposal, provides the student with a mentored learning experience in the content area and site selected by the student and approved by the Practicum Coordinator.

5 Quarter Credit Hours

Prerequisites: Completion of all core courses in the Master of Science in Nursing or prior completion of a master's degree with an upper-level major in nursing, and completion of all specialization courses

MN 520: EXECUTIVE LEADER PRACTICUM

This practicum (90 hours), which will take place between this course and MN 600: Evidence-Based Project Proposal, provides the student with a mentored learning experience in the content area and site selected by the student and approved by the Practicum Coordinator.

5 Quarter Credit Hours

Prerequisites: Completion of all core courses in the Master of Science in Nursing or prior completion of a master's degree with an upper-level major in nursing, and completion of all specialization courses

MN 560: ADVANCED PRACTICE NURSE CLINICAL I

This clinical (185 hours) course focuses on the student applying interviewing and physical examination techniques to obtain accurate historical and physical data. Students apply clinical reasoning to the formulation of differential diagnoses and evaluation and management of acute episodic and chronic diseases across the adult age continuum. Students will have the opportunity to implement the role of the nurse practitioner with adults in a family and community context. Students are expected to assess and manage common acute episodic and chronic health illnesses and conditions in consultation with their clinical preceptor. Initiation of health promotion and health maintenance activities with individuals and groups is stressed.

5 Quarter Credit Hours

Prerequisites: MN 554 and MN 555

Corequisite: MN 556

MN 561: ADVANCED PRACTICE NURSE CLINICAL II

This clinical (185 hours) course provides the student with opportunities to refine interview and physical examination techniques. Students will develop a comprehensive list of differential diagnoses and order cost-effective diagnostic and laboratory tests for the client's symptoms and diseases. Applying diagnostic reasoning and clinical judgment, students will develop and evaluate individualized management plans that consider the numerous factors affecting client adherence to prescribed treatment plans such as health beliefs and cultural practices.

5 Quarter Credit Hours

Prerequisite: MN 560

MN 562: ADVANCED PRACTICE NURSE CLINICAL—PEDIATRICS

This clinical (120 hours) course provides the student with opportunities to apply advanced interviewing and examination techniques and utilize clinical judgment and diagnostic reasoning when evaluating and managing primary care health issues for children (0 to 12 years of age). Implementation of the role of the nurse practitioner with children and their families in the community occurs under the guidance of an experienced preceptor. The student initiates health promotion and health maintenance activities with pediatric clients and their families and/or caregivers. Collaborative, interdisciplinary practice is emphasized as students evaluate and manage the range of common illnesses and conditions in pediatric patients.

5 Quarter Credit Hours

Prerequisite: MN 557

MN 599: ADVANCED PRACTICE NURSE CLINICAL III

This final clinical (185 hours) course provides students with the opportunity to immerse themselves in the role of the primary care nurse practitioner. Applying the principles of clinical judgment and diagnostic reasoning to the evaluation and management of clients with acute episodic and chronic illness, the nurse practitioner student will practice more independent decision-making skills while using the preceptor as a clinical resource. Students will explore the impact of regulatory, legislative, and legal factors on the implementation of the nurse practitioner role in primary care. Students will develop a stronger identity as an advanced practice nurse as they implement all aspects of the role, such as provider and educator, and demonstrate a commitment to ensuring quality of care through consultation, collaboration, continuing education, certification, and self-reflection. The student may also begin a project that is to be completed in MN 600: Evidence-Based Project Proposal.

5 Quarter Credit Hours

Prerequisite: MN 561

PP 650: PUBLIC POLICY ANALYSIS

This course focuses on the analysis of public policy and approaches to problem solving. Students will study qualitative and quantitative methods of policy analysis that aid public policy and program analysts in informing the decision-making process. Examining policies at scales from local to global will enable students to apply tools and concepts across a wide range of issues.

5 Quarter Credit Hours

Prerequisite: PP 500 or enrollment in the Master of Science in Fire and Emergency Services

PS 535: ADDICTIONS PRACTICUM

The practicum experience in addictions is designed to prepare graduate student clinicians by extending the program's didactic and classroom-based experiential components to produce an increasingly sophisticated learning experience. The practicum is designed to integrate academic knowledge with practical experience, and prepares the student for future training in professional psychology.

5 Quarter Credit Hours

Prerequisite: None

PS 540: INDUSTRIAL/ORGANIZATIONAL THEORY AND DEVELOPMENT

This course focuses on the structure, function, processes, and other organizational -level constructs that impact the behavior of individuals and groups in organizations. Emphasis is on classical and contemporary theories of organizations, organizational structure, organizational design, technology, and the process of organizational policy formation and implementation. The course explores theory and research into surveying and facilitating change in individuals, groups, and organizations to improve effectiveness, efficiency, satisfaction, work life quality, and retention.

5 Quarter Credit Hours

Prerequisite: None

PS 541: ORGANIZATIONAL MANAGEMENT AND BEHAVIOR

This course examines the theoretical foundations of organizational management and behavior, and explores how organizations function. Topics include decision making and group processes in organizations; conflict management and resolution; nature and design of effective organizations; power, influence, and internal politics; and program and organizational development and evaluation.

5 Quarter Credit Hours

Prerequisite: None

PS 542: WORKPLACE MOTIVATION AND ATTITUDES

This course examines the individual/team and the workplace environment, paying particular attention to direction, strength, and persistence of relevant individual/team behavior in organizations when individual/team abilities and organizational constraints are held constant. The course will focus on human motivation and relevant psychological research and theory related to the field of industrial/organizational psychology. Emphasis is placed on determinants, consequences, and measurement of job satisfaction, work life quality, and related constructs such as involvement and commitment.

5 Quarter Credit Hours

Prerequisite: None

PS 543: ORGANIZATIONAL LEADERSHIP—MANAGEMENT, TRAINING, AND EVALUATION

This course focuses on the development of skills for supervising, training, and evaluating employees. The course explores theory and practice in job and task analysis along with performance appraisal including legal aspects, techniques available, current research, cognitive aspects, and reliability and validity issues. Emphasis is on methods of measuring and evaluating individuals as they perform organizational tasks and actions with individuals emerging from such appraisals, including coaching. The knowledge base includes a thorough understanding of rating scale construction and use, as well as understanding of the relative advantages of different rating sources (e.g., supervisory vs. peer).

5 Quarter Credit Hours

Prerequisite: None

PS 544: HUMAN RESOURCES MANAGEMENT

This course examines psychological principles related to human resources management in both physical and virtual work environments. Topics include aspects of the hiring process, including employee selection and performance appraisal; affirmative action, labor laws, harassment, and equal-opportunity decision making; design and evaluation of training programs; training methods and leadership/management development; the work environment; compensation, benefits, and rate increases; and disciplinary action.

5 Quarter Credit Hours

Prerequisite: None

PS 545: INDUSTRIAL/ORGANIZATIONAL PRACTICUM

The practicum experience in industrial organizational psychology is designed to prepare graduate student clinicians by extending the program's didactic and classroom-based experiential components to produce an increasingly sophisticated learning experience. The practicum is designed to integrate academic knowledge with practical experience, and prepares the student for future training in professional psychology.

5 Quarter Credit Hours

Prerequisite: None

PS 555: APPLIED BEHAVIOR ANALYSIS PRACTICUM

The practicum experience in applied behavior analysis is designed to prepare graduate student clinicians by extending the program's didactic and classroom-based experiential components to produce an increasingly sophisticated learning experience. The practicum is designed to integrate academic knowledge with practical experience, and prepares the student for future training in professional psychology.

5 Quarter Credit Hours

Prerequisite: None

Concord Law School

CONCORD LAW SCHOOL INFORMATION

California State Bar Registration

Students enrolled in the Juris Doctor program must register with the State Bar of California after beginning law studies at Concord.

Pursuant to Rule 4.16 (B) of Title IV, Division 1 of the Rules of the State Bar of California (Admission Rules), “The Application for Registration must be filed first, before any other application is transmitted to the Committee. The applicant is required by law either to provide the Committee with a Social Security Number or to request an exemption because of ineligibility for a Social Security Number. Registration is deemed abandoned if all required documentation and fees have not been received within sixty days of filing. No refund is issued for an abandoned registration.”

For more information, see www.calbar.ca.gov. Specific information can be found in the Admissions section, including links for online registration.

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 their 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 via FAQs link under the Student Services heading.

The Curriculum

Concord Law School provides comprehensive, rigorous, and dynamic instruction leading to the Juris Doctor, Executive JD, and LLM degrees. 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.

	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. To graduate, students enrolled in the EJD general program are required to complete 38 units in specific core classes, as indicated below, and an additional 34 units of electives.

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 Cross Profession Ethics. In addition to these required courses, some courses require students to take another course, either previously or concurrently. For example, a student taking Bioethics should have previously taken Health Law.

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. 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, eligible for job advancement opportunities, or employed at all. EJD students on this track are required to take Civil Procedure, Real Property, Intellectual Property, and Cyberlaw plus two 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, eligible for job advancement opportunities, or employed at all. EJD students on this track are required to take Criminal Procedure and Evidence plus two criminal justice electives through Kaplan University.

Innovation Protection

This track is designed for individuals with a science or technology background interested in expanding their knowledge in the areas of patents and trademarks 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. EJD students on this track are required to take Civil Procedure, Real Property, Intellectual Property, and Cyberlaw plus the four patent law courses. Individuals interested in becoming patent agents should ensure they meet the education requirements of an appropriate science or technical degree to be eligible to sit for the patent agent exam.

	EJD	EJD Law and Technology	EJD Criminal Justice	EJD Innovation Protection
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 • Civil Procedure • Real Property • Either Cyberlaw or Intellectual Property 	<ul style="list-style-type: none"> • Constitutional Law • Criminal Procedure • 14 units of electives* 	<ul style="list-style-type: none"> • Constitutional Law • Civil Procedure • Real Property • Either Cyberlaw or Intellectual Property
Third Year	<ul style="list-style-type: none"> • Legal Analysis and Writing • Legal Research • Cross Profession Ethics • 16 units of electives 	<ul style="list-style-type: none"> • Legal Analysis and Writing • Legal Research • Cross Profession Ethics • Either Cyberlaw or Intellectual Property • 12 units of electives* <p>*Of the 12 units of elective courses, at least 6 units must be patent law courses (3 courses), preapproved Kaplan University technology courses (2 courses), or a combination of the two.</p>	<ul style="list-style-type: none"> • Legal Analysis and Writing • Legal Research • Cross Profession Ethics • Evidence • 10 units of electives* <p>*Of the 24 units of elective courses, at least 2 courses (6 units) must be preapproved Kaplan University criminal justice courses.</p>	<ul style="list-style-type: none"> • Legal Analysis and Writing • Legal Research • Cross Profession Ethics • Either Cyberlaw or Intellectual Property • Patent Law Fundamentals • Patent Litigation • Patent Claim Drafting • Patent Application Drafting • 4 units of electives

SMALL BUSINESS PRACTICE LLM

The Small Business Practice LLM is a 24-unit, 2-year program. Students enrolled in the Small Business Practice LLM are required to complete a total of 24 credit hours from the courses listed below. With LLM Program Director approval, LLM students may also enroll in third- and fourth-year Concord JD elective courses toward the 24 credit hours. Students are not required to follow the listed sequence below.

First Year		
Employee Management and Benefits I Leasing Commercial Real Estate	Employee Management and Benefits II Structure and Governance of Small Firms and Other Closely Held Business Organizations	Electronic Contracting, Business on the Web, and E-Commerce Protecting and Selling Intellectual Property
Second Year		
Regulation and Finance in Starting and Growing a Small Business Taxation and Succession Planning	Creditor and Bankruptcy Rights of Sole Proprietors and Small Firms Law Practice Management Virtual Law Practice	Business Torts Representing Small Businesses in Government Contracting

Program Outcomes

Technology: Apply technology to provide client services to operate and market small businesses ethically, efficiently, and effectively.

Risk Management: Analyze legal risks in small business settings to better anticipate new circumstances affecting these risks and to more quickly and opportunistically avoid them.

Marketing and Office Management: Evaluate the challenges of managing a law office practice to provide services to small business clients consistent with best practices and professional ethics.

Organizational Forms and Finance: Demonstrate an understanding of the unique situational and strategic business concerns and special situations inherent in sole proprietorships and other closely held business forms.

Human Relations: Develop skills to deal with the close client interactions inherent in representing small business.

ADMISSIONS

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: the 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.

INTERNET CONNECTION

- A dedicated, reliable connection to the Internet consisting of at least a 1.5 Mbps modem or faster
- An email address for the exclusive use of the student that will accept all emails, including attachments, from the domain names concord.kaplan.edu and 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.)
- It is the responsibility of the student to have constant and reliable access to a network that does not block Adobe Flash content.

Note: some private, company, military, and governmental networks may block Flash content due to security and bandwidth concerns.

PC REQUIREMENTS

System Requirements

- Windows 7 or a more recent version with the operating system's recommended requirements for processor and hard drive (see the Microsoft website for additional requirements; Windows Surface tablets [Windows RT] are not supported)
- 4 gigabytes (4 GB) of system memory
- A printer
- A USB headset microphone
- A webcam (please note not all professors are currently using a webcam; however, opportunities for this type of interaction will increase.)

Additional Software Requirements

- Internet Explorer 8.0 or higher or the most recent version of Firefox (Internet Explorer 10.0, Google Chrome, Safari, and Opera are currently not supported)
- The latest version of Adobe Flash Player
- DigiCert Personal Digital Certificate
- MS Word 97 or a more recent version 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 standard .rtf (rich text format)
- The latest version of Adobe Reader
- A current antivirus application with up-to-date virus definitions and a current antispyware program

APPLE MACINTOSH REQUIREMENTS

System Requirements

- Mac OS X 10.8 or a more recent version with the operating system's recommended requirements for processor and hard drive (See the Apple website for additional requirements)
- 4 gigabytes (4 GB) of system memory
- A printer
- A USB headset microphone
- A webcam (please note not all professors are currently using a webcam; however, opportunities for this type of interaction will increase.)

Additional Software Requirements

- The most recent version of Firefox (Google Chrome, Safari, and Opera are currently not supported)
- The latest version of Adobe Flash Player
- DigiCert Personal Digital Certificate
- MS Word 97 or a more recent version 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 standard .rtf (rich text format)
- The latest version of Adobe Reader
- A current antivirus application with up-to-date virus definitions and a current antispyware program

Technological Competency

- Ability to use email to correspond with faculty, staff, and students
- Ability to access, create, and save documents in MS Word or other programs in standard .doc, .docx, or .rtf (rich text format) files (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
- Ability to play Adobe Flash Player files

Note: some courses and programs may have additional software and hardware requirements.

STUDENT SERVICES

Academic Support

Concord is committed to providing a supportive learning environment for its students. The Law Advisors provide a program of interaction and intervention designed to encourage and support students as they achieve their educational goals.

At the start of law study, JD and EJD 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 his or her Law Advisor. Together, the student and Law Advisor develop a study plan to assist the student in overcoming scheduling, academic, or other problems that may have been creating barriers to satisfactory progress. In addition, if academic issues have slowed the student's progress, appropriate counseling and professor discussions are initiated.

Student/Faculty Interaction

At Concord, students interact with faculty and fellow students through online classes, emails, interactive bulletin boards, 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 generally audio/video streamed from professor to student and text-based responses are sent from student to professor. Professors can also arrange for students to respond by audio/video stream. 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 a student or teacher typically remark on the richness and interactivity of the class sessions.

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.

The School provides JD and EJD students with access to Westlaw, an electronic legal library, after they have been enrolled for a month. LLM students receive Westlaw access when they start classes. In addition to the Concord Librarian's tutorial, Westlaw offers research training and materials to help 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 to enter the legal field or law-related employment after graduation and to obtain legal experience while enrolled at the School. Recognizing that career development is an ongoing, lifelong process, Concord Career Services provides legal career management tools and resources for its students and graduates. Resources provided include materials and lectures designed to assist in thinking about and planning a legal job search; explore employment opportunities; prepare application documents; and develop and utilize a personal and professional network.

Concord professors host periodic webinars on employment opportunities, which often feature alumni and other experts in a particular field. The School site includes links to Internet and subscription-based resources. Students and alumni also may contact Career Services for individual assistance with their career development.

Note that career services offered by Concord are not an obligation or guarantee of employment. Although Concord will assist students, finding a job is the ultimate responsibility of the student. Concord's programs are designed to prepare graduates to pursue employment in the law, or in related fields. However, Concord does not guarantee that graduates will be placed in any particular job, eligible for job advancement opportunities, or employed at all.

EJD PROGRAM

Concord's EJD program is designed for individuals who wish to enhance their careers or enter into law-related fields for which a bar license is not required. EJD students and graduates are encouraged to build on their background and experience to achieve their career objectives for their legal education. After the first year of required courses, EJD students have the flexibility to select courses that further their specific career goals.

JD PROGRAM

Concord's JD program is designed to meet the requirements of the State Bar of California to allow its JD graduates, if all additional requirements are met, to sit for the California Bar Exam. Graduates who pass the California Bar Exam, and meet the other regulatory requirements, are eligible to practice law in California. Although the JD program is designed to prepare students to sit for the bar exam and bar-taking support is also provided, Concord cannot guarantee students will pass the exam.

Study at, or graduation from, Concord may not qualify a student to take the bar examination or satisfy the requirements for admission to practice law in jurisdictions other than California. A student seeking admission to practice law in a jurisdiction other than California should contact the admitting authority in that jurisdiction for information regarding the legal education requirement for admission to the practice of law.

LLM PROGRAM

The Small Business Practice LLM program was developed to provide attorneys and recent law school graduates with focused knowledge and skills to better serve small business clients. In addition to Concord Career Service resources, the LLM program includes a law practice management course.

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, the Distance Education Training Council, and the State Bar of California. Student records, including transcripts, are only released in accordance with the requirements of FERPA.

SCHOOL POLICIES

Grading and Examination

GRADING SCALE

Concord generally grades 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.

Letter Grade	Number Grade	Grade Point Value	Definition
A	83 and Above	4.0	Superior
A-	80–82	3.7	Superior
B+	78, 79	3.3	Excellent
B	73–77	3.0	Excellent
B-	70–72	2.7	Excellent
C+	68, 69	2.3	Proficient
C	63–67	2.0	Proficient
C-	60–62	1.7	First-Year JD Students: Below Standard Proficiency Upper-Division JD Students: Proficient
D+	58, 59	1.3	Below Standard Proficiency
D	53–57	1.0	Below Standard Proficiency
D-	50–52	0.7	Below Standard Proficiency
F	Below 50	0.0	Unsatisfactory
AU			Audit
IP			Class in Progress
NG			No Grade
P			Pass
W			Withdrawal

Any first-year JD student who receives a grade of “C-” or any “D” grade (which includes “D+”, “D”, and “D-”) earns credit for only half of the total number of hours possible for that course.

Any upper-division JD student who achieves any “D” grade (which includes “D+”, “D”, and “D-”) earns credit for only half of the total number of hours possible for that course. Any student who receives 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 GPA.

EXAMS

JD Program

Exams are administered in a variety of forms, including:

- Modular and reading quizzes: Administered asynchronously on the School site.
- Essay writing assignments: Administered asynchronously on the School site.

- 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 assessments are listed in the grading policy of the individual course.

EJD Program

In the EJD program, modular and reading quizzes and essay writing assignments are administered under the policies stated above. Courses that can be extended on the 78-week schedule may have self-administered final exams. All other courses with final exams are administered under the policy stated above.

LLM Program

In the LLM program, the format of the assessments is unique to each course. Courses may require modular quizzes and writing assignments, which typically are administered asynchronously on the School site. In addition, courses may require final projects or exams, which may be administered through the School site at fixed dates and times with specific deadlines for completion.

All assessments are administered under the Concord Honor Code. Assessment administration requirements are specific to each course. Additional information may be found under the Grading Policy for each course on the Concord site.

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 30-module course or to module 13 in any 15-module 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 homepage. The School site must show that the student has completed through module 24 of a 30-module course or through module 12 of a 15-module course 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 have 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 not taken or incomplete on the date of the final examination.

Module Progress

If a student has not advanced to the appropriate module 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 homepage. The School site must show that the student has completed through the appropriate module 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.

Class Attendance

If a student has not attended at least 80 percent of the required classes 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 class attendance tracker available on the School site, which is reflected on the student homepage. The School site must show that the student has attended 80 percent of the

required classes to be eligible for the final examination in that course. First-year JD students must attend 80 percent of the required classes in all their courses to sit for the first-year final exam.

EJD Program

A student who has advanced to module 25 in any 30-module course or to module 13 in any 15-module course may take the final examination for that course. Students who have advanced to at least module 25, but have 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 not taken or incomplete on the date of the final examination.

LLM Program

A student who has advanced to module 13 in any 15-module course may take the final examination for that course.

Student Conduct

Concord Law School requires students to conduct themselves at all times in accordance with the professional standards and conduct expected of attorneys and future attorneys. Students who fail to meet these standards or who disrupt the learning environment, community, culture, or operations of the school, or insult, harm, or harass the School, students, staff, administrators, faculty, or other school-related personnel, may be subject to disciplinary action up to and including dismissal from the School. Without in any way limiting the general requirement of professional conduct, the following illustrate some specific forms of prohibited conduct:

1. All forms of dishonesty including cheating, plagiarism, forgery, and intent to defraud through falsification, alteration, or misuse of Concord Law School or Kaplan University documents (see also the Honor Code).
2. Theft, deliberate destruction, damage, misuse, or abuse of Concord Law School or Kaplan University property or the property of private individuals associated with the University or Concord Law School.
3. Physical or verbal abuse, intimidation, harassment, coercion, stalking, and/or any conduct that threatens or endangers the physical or psychological health/safety of another person.
4. Inappropriate or profane language or behavior that causes a disruption of teaching, research, administration, disciplinary proceedings, or other Concord Law School activities.
5. Unauthorized presence in, or forcible entry into, a Concord Law School facility or Concord Law School-related premises, including event locations.
6. Failure to comply with Concord Law School officials acting within the scope of their employment responsibilities.
7. Failure to comply with all Concord Law School and Kaplan University regulations, whether contained in official school publications or announced as administrative policy by a school official or other person authorized by the Dean of Concord Law School or the President of the University.
8. Violence or threats of violence toward persons or property of students, faculty, staff, Concord Law School, or Kaplan University.
9. Improper use of email, Internet access, and school sites and facilities (see also the Acceptable Use Policy.)
10. 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.
11. Flagrant or repeated abuse or misuse of school process or resources, including unfounded or vexatious requests or demands.
12. Sharing Concord Law School-provided user name and password information with another person, allowing another to impersonate a student while logged into any school system, or logging into any school system with another person's user name and password.

This Student Conduct Code incorporates Kaplan University student conduct policies, except where inconsistent. The requirements of this Student Conduct Code apply online, in person, at school-sponsored events, and to students undertaking coursework at another institution through arrangements made by or through Concord Law School. The requirements of the Report/Complaint Procedure apply to student conduct-related matters.

Report/Complaint Procedures

GENERAL REPORT/COMPLAINT PROCEDURES

The following are the School's standard procedures that govern reports of alleged violations 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 who wishes 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 as well as 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 of no 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, the 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.

Students who have exhausted Concord's Report/Complaint procedures may file a complaint with the Distance Education Training Counsel. Their address is:

1601 18th Street, NW Suite 2

Washington, DC 20009

Tel: 202.234.5100

Website: www.detc.org

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

1400 West Washington Street, Room 260

Phoenix, AZ 85007

Tel: 602.542.5709

Website: www.ppse.az.gov

For Missouri residents only: The Missouri Department of Higher Education (MDHE) serves as a clearinghouse for postsecondary student complaints. The MDHE complaint policy can be found at www.dhe.mo.gov/documents/POLICYONCOMPLAINTRESOLUTION.pdf. This web page contains information about the complaint process and includes instructions on how to file a formal complaint. Note: the policy states that a student who wishes to file a complaint with the Department must first exhaust all formal and informal avenues provided by the institution to resolve disputes.

For New Mexico residents only: If the complaint cannot be resolved after exhausting the School's grievance procedures, the student may file a complaint with the New Mexico Higher Education Department. Students may obtain the required forms and information to file the complaint at www.hed.state.nm.us.

For Wisconsin residents only: Any questions or concerns about Concord Law School that have not been satisfactorily answered or resolved by the School should be directed to the Wisconsin Educational Approval Board. Their address is:

210 West Washington Avenue, 3rd Floor

Madison, WI 53703

Tel: 608.266.1996

Email: EABmail@eab.state.wi.us

Tuition and Fees

A nonrefundable \$75 application fee is required to be considered for admission to the JD or EJD program. Effective June 1, 2010, the annual tuition is \$9,984. For new and renewing students there is a \$100 registration fee. Any units taken above 24 units annually are charged at the rate of \$416 per unit.

Tuition increases will typically occur at the beginning of June.

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. Tuition for the LLM program is charged per unit of credit. Effective June 1, 2010, the per-unit rate is \$900, for a total program cost of \$21,600. Students who enroll in terms that start in 2013 or 2014 will receive a \$300 per credit tuition discount for a total program cost of \$14,400. Students must be continuously enrolled to be eligible for the discount for their entire program.

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: \$1,000 per year
- Computer equipment: \$1,000
- Online provider: \$239 per year

- Personal Digital Certificate: \$20.00 per year
- MS Word or other .doc/.docx-compatible word processing program (market price)

MISCELLANEOUS FEES

Transcript ordering fee (transcript ordering is an optional service that may be requested by applicants)	\$35
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 exempted 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

Concord Law School Administrators and Faculty Members

ADJUNCT FACULTY

ANGELA SLATER

Professor of Law

Professor Slater obtained her Juris Doctorate from New York University School of Law where she received two American Jurisprudence Awards. She has been actively practicing law for nearly 20 years. She has devoted her private practice to litigation with an emphasis on complex scientific, pharmaceutical, medical device, and toxic tort litigation. She has significant experience in Food and Drug Administration (FDA) related litigation issues. Professor Slater has been a litigation director for a number of law firms. She is a past chair of the New Jersey State Bar Association Products Liability and Toxic Tort Section and has been an active speaker at various New Jersey Bar continuing legal education programs. She also is an elected member of the International Association of Defense Counsel and has been active through the years in various ABA committees. Professor Slater has lectured nationally on topics related to complex product liability actions including FDA issues, admissibility of expert scientific and medical testimony, and preemption. She has represented major pharmaceutical and medical device manufacturers in state and federal actions, both locally and nationally.

Education: BA, Montclair State University; JD, New York University School of Law

Courses: First Year Curriculum—Contracts, Criminal Law, and Torts; Civil Procedure; and Medical Products Liability

State Bar Memberships: District of Columbia and New Jersey

PROGRAM DEVELOPERS AND COURSE DIRECTORS, SMALL BUSINESS PRACTICE LLM

Ralph C. Thomas, III

Course Director

Ralph Thomas, a partner at Barton, Baker, Thomas & Tolle, LLP, focuses his practice on legal issues affecting small businesses in the federal procurement arena. He represents all categories of small businesses in federal bid protests, small business-size protests, contractor claims appeals, small business certification appeals, Inspector General investigations, commercial arbitrations, dispute resolution with federal agencies, and structuring teaming arrangements between large and small businesses. Mr. Thomas regularly counsels major corporations on the practical implementation of federal small business regulatory compliance issues.

From 1992 through 2005, Mr. Thomas was the associate administrator for small and disadvantaged business utilization at the National Aeronautics and Space Administration (NASA) in Washington, DC, where he reported directly to the head of NASA. Under Mr. Thomas's leadership, prime and subcontract dollars going to small, minority- and women-owned businesses dramatically increased and rose to the highest amount of dollars going to such entities in NASA's history during his tenure. He received numerous awards, including the Presidential Rank of Distinguished Executive, an award restricted to 1 percent of the 6000 + Federal Senior Executive Service, from President Bush, as well as the Presidential Rank of Meritorious Executive, an award limited to 5 percent of the Federal Senior Executive Service, from President Clinton. Internationally, he received the coveted Special Honour Award from the World Association for Small & Medium Enterprises at its annual conference in Mumbai, India.

Education: BA, University of California at Berkeley; JD, Harvard University School of Law

State Bar Membership: District of Columbia

Nondegree-Seeking Students

KAPLAN UNIVERSITY CREDITS (KUC) PROGRAMS

KUC programs include the following:

- Academic Partnership Single-Course Offerings
- Early College Program
- Future Scholars—General Population
- Future Scholars—High School Dual Enrollment
- General Education Mobile (GEM) Program
- General Nondegree-Seeking Option
- Kaplan College Preparatory School Dual Credit

GENERAL NONDEGREE-SEEKING OPTION

Courses

ARTS AND SCIENCES

Communication and Composition

CM 313: Tools for the Digital Age

Psychology

PS 124: Introduction to Psychology

PS 512: Research Design in Applied Behavior Analysis

PS 517: Advanced Principles of Applied Behavior Analysis

PS 522: Behavioral Measures and Interpretation of Data

PS 527: Implementing Behavioral Change

PS 532: Clinical Applications of Applied Behavior Analysis

BUSINESS

Accounting

AC 501: Financial Accounting and Reporting*

AC 502: Regulation*

AC 503: Advanced Auditing*

AC 504: Ethical Issues in Business and Accounting*

AC 505: Advanced Managerial/Cost Accounting*

AC 507: Corporate Tax Decisions and Strategies*

AC 550: Accounting Information Systems*

AC 551: Accounting Research*

AC 554: Enterprise Risk Analysis and Planning*

AC 555: Fraud Examination*

AC 556: Governmental and Not-for-Profit Accounting*

AC 557: Internal Control Assessment and Design*

AC 558: International Accounting Standards and

Global Financial Reporting*

AC 559: International Tax Planning and Issues*

AC 560: Tax Research and the IRS*

AC 561: Taxation of Estates and Trusts*

General Business

AB 104: Personal Financial Management

AB 221: Customer Service* (*Effective September 19, 2012*)

GB 500: Business Perspectives*

GB 512: Business Communications*

GB 513: Business Analytics*

GB 514: Foundations of Entrepreneurship—FastTrac® NewVenture™

GB 515: FastTrac® NewVenture™ Lab

GB 518: Financial Accounting Principles and Analysis*

GB 519: Measurement and Decision Making*

GB 520: Strategic Human Resource Management*

GB 530: Marketing Management*

GB 531: Advertising*

GB 532: Marketing Research*

GB 533: Salesforce Management*

GB 534: Consumer Behavior* (*Effective February 27, 2013*)

GB 540: Economics for Global Decision Makers*

GB 541: Employment Law*

GB 542: Training and Development*

GB 545: Strategic Reward Systems*

GB 546: Recruitment and Selection*

GB 550: Financial Management*

GB 560: Designing, Improving, and Implementing Processes*

GB 562: Small Business Administration

GB 564: Corporate Venturing

GB 565: The Entrepreneurial Lab

GB 570: Managing the Value Chain*

GB 580: Strategic Management*

GB 590: Ethics in Business and Society*

GB 600: Leadership Strategies for a Changing World*

GB 601: MBA Capstone*

Finance

GF 500: Financial Institutions and Markets*
GF 510: Risk Analysis and Management*
GF 520: Corporate Finance*
GF 530: Financial Statement Analysis*
GF 540: Investment and Securities Analysis*
GF 550: Retirement Planning and Employee Benefits*
GF 560: Fixed-Income and Futures Investing*
GF 570: Portfolio Management*
GF 580: Ethics for Financial Professionals*
GF 581: Financial Strategies for a Global Environment*
GF 582: Statistical Methods of Decision Making*
GF 590: Personal Financial Planning*
GF 591: Individual Insurance Planning*
GF 592: Income Tax Planning and Strategies*
GF 593: Estate Planning*

Management

GM 500: Management Theories and Practices I*
GM 501: Management Theories and Practices II*
GM 502: Leadership Theory and Practice I*
GM 503: Leadership Theory and Practice II*
GM 504: Organizational Excellence and Change*
GM 505: Action Research and Consulting Skills*
GM 506: Strategic Financial Analysis*
GM 541: Foundations of Organization Development*
GM 543: Organization Diagnosis and Design*
GM 585: Mentoring and Coaching*
GM 586: Transformational Leadership*
GM 591: Strategic Project Management*
GM 592: Project Initiation, Planning, and Execution*
GM 593: Project Cost and Schedule Monitoring and Controlling*
GM 594: Project Risk, Quality, and Procurement Monitoring and Controlling*
GM 599: Applied Research Project*
MT 140: Introduction to Management*
MT 302: Organizational Behavior*
MT 340: Conflict Management and Team Dynamics*
MT 400: Business Process Management*
MT 455: Salesforce Management*
MT 475: Outcomes Assessment and Quality Management*

EDUCATION

(Subject to Minimum Enrollments)

ED 502: Transforming Teaching Practice
ED 503: Educational Psychology
ED 506: Educational Psychology
ED 511: Teaching Methods Through Differentiated Instruction
ED 512: Action Research
ED 513: Child and Adolescent Development
ED 517: Child and Adolescent Development
ED 521: Reading in the Content Areas
ED 522: Classroom Management
ED 523: Research on Effective Teaching
ED 526: Reading in the Content Areas (*Effective November 7, 2012*)
ED 531: Secondary Student Assessment
ED 532: Curriculum Design

ED 533: Perspectives on Diversity
ED 536: Secondary Student Assessment
ED 541: Methods of Teaching Secondary English Language Arts
(*Effective January 9, 2013*)
ED 543: Education and Psychology of Exceptional Children
ED 546: Education and Psychology of Exceptional Children
ED 551: Methods of Teaching Secondary Mathematics
(*Effective January 9, 2013*)
ED 552: Educational Leadership
ED 553: History and Philosophy of Education
ED 555: Learning Theories
ED 561: Methods of Teaching Secondary Science
(*Effective January 9, 2013*)
ED 562: Student Assessment
ED 571: Methods of Teaching Secondary Social Studies
(*Effective January 9, 2013*)
ED 581: Secondary Classroom Management
ED 586: Methods of Teaching a Foreign Language
(*Effective January 9, 2013*)
ED 587: Secondary Classroom Management (*Effective November 7, 2012*)
ED 591: Methods of Teaching Visual and Performing Arts
(*Effective January 9, 2013*)

Educational Leadership

ER 502: The Principalship
ER 504: Management of Resources
ER 506: Legal Issues in Education
ER 508: Supervision and Instructional Leadership

Educational Technology

ET 501: Using Technology—Fundamentals of Integration
ET 502: Using Technology—Practical Applications
ET 503: Using Technology—Applications in the Content Areas
ET 513: Using Technology—Applications in the Content Areas
(*Effective November 7, 2012*)

Higher Education

HE 543: Assessment of Online Learning Programs
(*Effective November 7, 2012*)
HE 547: Effective Online Instruction—Design and Practice
HE 557: Introduction to Assessment and Evaluation in Higher Education
HE 559: Quantitative Methods and Instruments for Assessment

Instructional Technology

IX 500: Foundations of Instructional Technology
IX 510: Instructional Design
IX 520: Needs Assessment and Evaluation in Education and Training
IX 540: Research Methods for Education and Instructional Technology
IX 550: Project Management and Implementation in Education and Training
IX 560: Instructional Technologies Infrastructure
IX 562: Technology Enhanced Learning Environments—K–12
IX 570: Design of Online Instruction in K–12 Environments

Teaching Literacy

LT 504: Reading Diagnosis and Remediation

LT 505: Reading Diagnosis and Remediation

LT 507: Reading and Writing Across the Curriculum

LT 516: Reading and Writing Across the Curriculum

(Effective January 9, 2013)

LT 520: Approaches to Literacy *(Effective January 9, 2013)*

LT 525: Approaches to Literacy

Teaching Mathematics

MH 521: Principles, Pedagogy, and Standards for Mathematics

MH 530: Number and Operations *(Effective January 9, 2013)*

MH 531: Developing Mathematical Proficiency—Algebra

(Effective January 9, 2013)

Teaching Science

SE 521: Planning and Teaching an Inquiry-Based Science Class
(Grades 6–12)

Teaching Special Needs

SN 505: Teaching Exceptional Students in Inclusive Settings

GENERAL EDUCATION

CM 107: College Composition I

MM 150: Survey of Mathematics

MM 212: College Algebra

HEALTH SCIENCES

Exercise and Fitness

EF 310: Current Trends in Exercise and Fitness—

Aging Well Across the Life Span

Health Care Administration

HA 515: Leadership in Health Care

HA 540: Health Care Operations and Quality Assessment*

HA 545: Health Policy*

HA 575: Health Care Marketing*

Health Information Technology

HI 255: Medical Coding II*

Health Science

HS 111: Medical Terminology*

HS 120: Anatomy and Physiology I*

HS 130: Anatomy and Physiology II*

HS 200: Diseases of the Human Body*

HS 220: Medical Coding and Insurance*

HS 225: Medical Coding I*

HS 420: Advanced Health Informatics

Health and Wellness

HW 205: Vitamins, Herbs, and Nutritional Supplements

HW 410: Stress—Critical Issues in Management and Prevention

Medical Records

MR 160: Pharmacology and Laboratory Medicine*

MR 250: Medical Records Transcription I*

MR 260: Medical Records Transcription II*

MR 270: Medical Records Transcription III*

Nutrition Science

NS 435: Ecological and Environmental Perspectives on Food

Public Health

PU 615: Grant and Contract Writing

PU 660: International Epidemiology and Global Health*

INFORMATION SYSTEMS AND TECHNOLOGY

IT 301: Project Management I*

IT 350: Structured Query Language* *(Effective January 9, 2013)*

IT 388: Routing and Switching I* *(Effective February 27, 2013)*

IT 390: Intrusion Detection and Incidence Response*

(Effective February 27, 2013)

IT 401: Project Management II*

IT 411: Digital Forensics* *(Effective February 27, 2013)*

IT 478: Web Servers and Security* *(Effective February 27, 2013)*

IT 484: Networking Security* *(Effective February 27, 2013)*

IT 500: Critical Concepts and Competencies for the IT Professional*

IT 501: Principles of Information Technology*

IT 510: System Analysis and Design*

IT 560: Managing Technology in a Business Environment*

NURSING

MN 501: Advanced Nursing Roles*

MN 502: Theoretical Foundations of Advanced Nursing*

MN 506: Ethical and Legal Perspectives of the Health Care System*

Advanced Practice Nursing Core Essentials

MN 551: Advanced Pathophysiology Across the Life Span

MN 552: Advanced Health Assessment

MN 553: Advanced Pharmacology Across the Life Span

Enrollment in the above courses is limited to students who meet the admissions requirements of the School of Nursing's postgraduate certificate programs.

Note: Students should be aware that, depending on the course(s) chosen and unless otherwise noted in the Catalog, additional prerequisites may apply. Please reference the full course description for a complete listing of these requirements.

* Enrollment in this course is limited to members of preselected organizations engaged in an educational alliance with the University.



Kaplan University

2012–2013 Catalog Addendum

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Addenda are published on a periodic basis and reflect changes to policies and programs based on decisions made by the University since the publication of the previous Catalog or Addendum. This Addendum is a compilation of all Addenda issued since the previous Catalog. This Addendum supersedes all previous Addenda. It is not intended to alter any sections of the Catalog that are not specifically addressed herein, and all Catalog sections not addressed in this Addendum shall remain in full force and effect until further notice.

Kaplan University

Contact Information

ONLINE

ONLINE OFFICE OF THE REGISTRAR

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)

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

1601 SW 80th Terrace
Plantation, FL 33324
Tel: 866.527.5268 (Toll Free)

12650 Ingenuity Drive
Orlando, FL 32826
Tel: 866.527.5268 (Toll Free)

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

Military Affairs

Tel: 866.210.5233 (Toll Free)
Email: MSSC@kaplan.edu

PRIOR LEARNING ASSESSMENT CENTER

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

CONCORD LAW SCHOOL

10866 Wilshire Boulevard, Suite 1200
Los Angeles, CA 90024
Tel: 310.689.3200
Fax: 310.470.3547

CAMPUSES

When confirming accreditation, please note that Kaplan University's main campus is located in Iowa.

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

Des Moines

4655 121st Street
Urbandale, IA 50323
Tel: 515.727.2100

Mason City

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

Maine

Augusta
14 Marketplace Drive
Augusta, ME 04330
Tel: 207.213.2500

South Portland

265 Western Avenue
South Portland, ME 04106
Tel: 207.774.6126
Tel: 800.639.3110 (Toll Free)
Fax: 207.774.1715

Lewiston

475 Lisbon Street
Lewiston, ME 04240
Tel: 207.333.3300
Tel: 800.488.2190 (Toll Free)
Fax: 207.333.3305

Maryland

Hagerstown

18618 Crestwood Drive
Hagerstown, MD 21742
Tel: 800.422.2670 (Toll Free)
Tel: 301.766.3600

Nebraska

Lincoln

1821 K Street
Lincoln, NE 68508
Tel: 402.474.5315

Omaha

5425 North 103rd Street
Omaha, NE 68134
Tel: 402.431.6100

BRANCH CAMPUSES

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

KAPLAN UNIVERSITY LEARNING CENTERS

KAPLAN UNIVERSITY LEARNING CENTER, INDIANAPOLIS

9000 Keystone Crossing, Suite 800
Indianapolis, IN 46240
Tel: 317.208.5311

KAPLAN UNIVERSITY LEARNING CENTER, PLANTATION

1601 SW 80th Terrace
Plantation, FL 33324
Tel: 954.382.6840

Note: Effective January 9, 2013, this location is no longer accepting enrollments.

KAPLAN UNIVERSITY LEARNING CENTER, ST. LOUIS

1807 Park 270 Drive
St. Louis, MO 63146
Tel: 314.205.7900

KAPLAN UNIVERSITY LEARNING CENTER, MILWAUKEE

201 West Wisconsin Avenue
Milwaukee, WI 53203
Tel: 414.223.2105

KAPLAN UNIVERSITY LEARNING CENTER, ROCKVILLE

1390 Piccard Drive, Suite 100
Rockville, MD 20850
Tel: 301.258.3800

Kaplan University Program Offerings

PROGRAM	Online	Augusta	Davenport	Cedar Falls	Cedar Rapids	Des Moines	Hagerstown	Lewisiston	Lincoln	Mason City	Omaha	South Portland
● Online instruction ○ Program enrollment through campus locations; online instruction X Program enrollment through campus locations; combines onsite and online instruction												
PROFESSIONAL LAW DEGREES												
Master of Laws (LLM)	●											
Juris Doctor (JD)	●											
Executive Juris Doctor (EJD)	●											
DOCTORATE DEGREES												
Doctor of Nursing Practice*	●											
MASTER'S DEGREES												
Master of Arts in Teaching	●											
Master of Business Administration	●	○	○†	○†	○†	○†	○	○	○	○†	○	○
Master of Health Care Administration	●	○	○	○	○	○	○	○	○	○	○	○
Master of Public Administration	●	○	○	○	○	○	○	○	○	○	○	○
Master of Public Health	●	○	○	○	○	○	○	○	○	○	○	○
Master of Science in Accounting	●											
Master of Science in Criminal Justice	●	○	○	○	○	○†	○	○	○	○	○	○
Master of Science in Education	●						○					
Master of Science in Education in Instructional Technology	●						○					
Master of Science in Educational Psychology‡	●											
Master of Science in Environmental Policy	●	○	○	○	○	○	○	○	○	○	○	○
Master of Science in Finance	●		○	○	○	○	○		○	○	○	
Master of Science in Health Education	●											
Master of Science in Higher Education	●											
Master of Science in Homeland Security and Emergency Management	●	○	○	○	○	○	○	○	○	○	○	○
Master of Science in Information Technology	●	○	○	○	○	○	○	○	○	○	○	○
Master of Science in Legal Studies	●											
Master of Science in Management	●	○	○	○	○	○	○	○	○	○	○	○
Master of Science in Nursing§	●											
Master of Science in Nursing—DNP Path*	●											
Master of Science in Psychology	●		○	○	○	○	○		○	○	○	
BACHELOR'S DEGREES												
Advanced Start												
Advanced Start Bachelor of Science in Accounting	●	○	X	X	X	X	○	○	○	X	X	○
Advanced Start Bachelor of Science in Business Administration	●	X	X	X	X	X	X	X	X	X	X	X

*Effective May 15, 2013. Available in Alabama, Alaska, California, Colorado, Connecticut, Delaware, District of Columbia, Idaho, Indiana, Iowa, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Vermont, and Virginia.

†Effective February 27, 2013

‡Not currently available in Arkansas, Illinois, Kentucky, Missouri, or Wisconsin.

§Not currently available in Tennessee or Washington.

PROGRAM	Online	Augusta	Davenport	Cedar Falls	Cedar Rapids	Des Moines	Hagerstown	Lewiston	Lincoln	Mason City	Omaha	South Portland
● Online instruction ○ Program enrollment through campus locations; online instruction X Program enrollment through campus locations; combines onsite and online instruction												
Advanced Start (continued)												
Advanced Start Bachelor of Science in Communication	●	○	X	X	X	X	○	○	○	○	X	○
Advanced Start Bachelor of Science in Criminal Justice	●	X	X	X	X	X	○	X	X	X	X	X
Advanced Start Bachelor of Science in Early Childhood Development	●	X						X				X
Advanced Start Bachelor of Science in Environmental Policy and Management	●	○	○	○	○	○	○	○	○	○	○	○
Advanced Start Bachelor of Science in Fire and Emergency Management	●	○	○	○	○	○	○	○	○	○	○	○
Advanced Start Bachelor of Science in Fire Science	●	○	○	○	○	○	○	○	○	○	○	○
Advanced Start Bachelor of Science in Health and Wellness	●	○	○	○	○	○	○	○	○	○	X	○
Advanced Start Bachelor of Science in Health Care Administration	●	○	X	X	X	X	X	○	X	X	X	○
Advanced Start Bachelor of Science in Health Science	●	○	○	○	○	X	○	○	X	○	○	○
Advanced Start Bachelor of Science in Human Services	●	○	X	X	X	X	X	○	X	X	X	○
Advanced Start Bachelor of Science in Information Technology	●	X*	X	X	X	X	X	X*	X	○	X	X*
Advanced Start Bachelor of Science in Legal Studies	●	○	X					○				○
Advanced Start Bachelor of Science in Liberal Studies	●		○	○	○	○	○		○	○	○	
Advanced Start Bachelor of Science in Nutrition Science	●		○	○	○	○	○		○	○	○	
Advanced Start Bachelor of Science in Paralegal Studies	●	○	X					○				○
Advanced Start Bachelor of Science in Political Science	●	○	○	○	○	○	○	○	○	○	○	○
Advanced Start Bachelor of Science in Professional Studies	●		X	X	○	○	○		○	X	○	
Advanced Start Bachelor of Science in Psychology	●	○	X	○	○	○	○	○	○	○	○	○
Bachelor of Science												
Bachelor of Science in Accounting	●	○	X	X	X	X	○	○	○	X	X	○
Bachelor of Science in Business Administration	●	X	X	X	X	X	X	X	X	X	X	X
Bachelor of Science in Communication	●	○	X	X	X	X	○	○	○	○	X	○
Bachelor of Science in Criminal Justice	●	X	X	X	X	X	○	X	X	X	X	X
Bachelor of Science in Early Childhood Development	●	X						X				X
Bachelor of Science in Environmental Policy and Management	●	○	○	○	○	○	○	○	○	○	○	○
Bachelor of Science in Fire and Emergency Management	●	○	○	○	○	○	○	○	○	○	○	○
Bachelor of Science in Fire Science	●	○	○	○	○	○	○	○	○	○	○	○

*Effective May 15, 2013

PROGRAM	Online	Augusta	Davenport	Cedar Falls	Cedar Rapids	Des Moines	Hagerstown	Lewiston	Lincoln	Mason City	Omaha	South Portland
● Online instruction ○ Program enrollment through campus locations; online instruction X Program enrollment through campus locations; combines onsite and online instruction												
Bachelor of Science (continued)												
Bachelor of Science in Health and Wellness	●	○	○	○	○	○	○	○	○	○	X	○
Bachelor of Science in Health Care Administration	●	○	X	X	X	X	X	○	X	X	X	○
Bachelor of Science in Health Information Management	●											
Bachelor of Science in Health Science	●	○	○	○	○	X	○	○	X	○	○	○
Bachelor of Science in Human Services	●	○	X	X	X	X	X	○	X	X	X	○
Bachelor of Science in Information Technology	●	X*	X	X	X	X	X	X*	X	○	X	X*
Bachelor of Science in Legal Studies	●	○	X					○				○
Bachelor of Science in Liberal Studies	●		○	○	○	○	○		○	○	○	
Bachelor of Science in Nursing—RN-to-BSN†	●		○‡	○‡	○‡	○‡	○‡			○‡		
Bachelor of Science in Nutrition Science	●		○	○	○	○	○		○	○	○	
Bachelor of Science in Paralegal Studies	●	○	X					○				○
Bachelor of Science in Political Science	●	○	○	○	○	○	○	○	○	○	○	○
Bachelor of Science in Professional Studies	●		X	X	○	○	○		○	X	○	
Bachelor of Science in Psychology	●	○	X	○	○	○	○	○	○	○	○	○
Prelicensure Bachelor of Science in Nursing§		X										
ASSOCIATE'S DEGREES												
Associate of Applied Science in Accounting	●	X	X	X	X	X	X	X	X	X	X	X
Associate of Applied Science in Business Administration	●	X	X	X	X	X	X	X	X	X	X	X
Associate of Applied Science in Criminal Justice	●	X	X	X	X	X	X	X	X	X	X	X
Associate of Applied Science in Early Childhood Development	●	X§						X#				X#
Associate of Applied Science in Fire Science	●	○	○	○	○	○	○	○	○	○	○	○
Associate of Applied Science in Health Information Technology	●						X					
Associate of Applied Science in Human Services	●	○	X	X	X	X	X	○	X	X	X	○
Associate of Applied Science in Information Technology	●	X*	X	X	X	X	X	X*	X	X	X	X*
Associate of Applied Science in Medical Assisting—Online and Maine	●	X						X				X
Associate of Applied Science in Medical Assisting—Iowa, Maryland, and Nebraska			X	X	X	X	X		X	X	X	
Associate of Applied Science in Medical Office Management	●	○	X	X	X	X	X	○	X	X	X	○

*Effective May 15, 2013

†Not currently available in Tennessee or Washington.

‡ Effective June 26, 2013

§Effective January 9, 2013

#Effective February 27, 2013

PROGRAM	Online	Augusta	Davenport	Cedar Falls	Cedar Rapids	Des Moines	Hagerstown	Lewiston	Lincoln	Mason City	Omaha	South Portland
<input checked="" type="radio"/> Online instruction <input type="radio"/> Program enrollment through campus locations; online instruction <input checked="" type="radio"/> Program enrollment through campus locations; combines onsite and online instruction												
Associate's Degrees (continued)												
Associate of Applied Science in Medical Transcription	●											
Associate of Applied Science in Paralegal Studies	●	X	X	X		X	X	X	X	X	X	X
Associate of Applied Science in Public Administration	●		○	○	○	○	○		○	○	○	
Associate of Science in Health Science*	●											
Associate of Science in Nursing—Florida (offered in Fort Lauderdale, Florida, only)	●											
Associate of Science in Nursing—Iowa and Nebraska				X	X	X			X			
DIPLOMA PROGRAMS												
Dental Assistant Diploma											X	
Practical Nursing Diploma				X	X	X			X		X	
CERTIFICATE PROGRAMS												
Adult-Gerontology Nurse Practitioner Certificate†	●											
Applied Behavior Analysis Postbaccalaureate Certificate	●											
Cisco Networks Postbaccalaureate Certificate	●											
Computer Forensics Postbaccalaureate Certificate	●											
Corrections Certificate	●											
Crime Scene Technician Certificate	●											
Family Nurse Practitioner Certificate†	●											
Graduate Certificate in Accounting	●											
Graduate Certificate in Addictions	●											
Graduate Certificate in Human Resources	●											
Graduate Certificate in Information Security	●											
Graduate Certificate in Instructional Design for Organizations	●											
Graduate Certificate in K–12 Educational Leadership	●											
Graduate Certificate in Literacy and Language Teaching	●											
Graduate Certificate in Mathematics Teaching	●											
Graduate Certificate in Online College Teaching	●											

*Effective November 7, 2012

†Available in Alabama, Alaska, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Iowa, Maine, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Vermont, Virginia, and Wisconsin.

PROGRAM	Online	Augusta	Davenport	Cedar Falls	Cedar Rapids	Des Moines	Hagerstown	Lewisiston	Lincoln	Mason City	Omaha	South Portland
<input checked="" type="radio"/> Online instruction <input type="radio"/> Program enrollment through campus locations; online instruction <input checked="" type="radio"/> Program enrollment through campus locations; combines onsite and online instruction												
Certificate Programs (continued)												
Graduate Certificate in Project Management	●											
Graduate Certificate in Teaching With Technology	●											
Human Resources Postbaccalaureate Certificate	●											
Information Security Postbaccalaureate Certificate	●											
Internet Web Design Postbaccalaureate Certificate	●											
Legal Secretary Certificate	●											
Linux System Administration Postbaccalaureate Certificate	●											
Management and Supervision Certificate in Criminal Justice	●											
Medical Assistant Certificate							X					
Medical Billing/Coding Certificate							X				X	
Microsoft Operating Systems Postbaccalaureate Certificate	●											
National Security Administration Postbaccalaureate Certificate	●											
Nurse Administrator Graduate Certificate*	●											
Nurse Educator Graduate Certificate*	●											
Nurse Informatics Graduate Certificate*	●											
Oracle Database Administration Postbaccalaureate Certificate	●											
Pathway to Paralegal Postbaccalaureate Certificate	●	○	X					○				○
Phlebotomist Certificate							X					
Postgraduate Certificate in Applied Behavior Analysis	●											
Private Security Certificate	●											
Private Security Management Certificate	●											

*Not currently available in Tennessee or Washington-

Kaplan University Learning Centers provide an opportunity for students to enroll in many online degree-level programs and offer limited onsite support for students. Students should contact their local Kaplan University Learning Center for details.

Table of Contents

Policy Information

University Information	
University History.....	9
Accrediting Agencies, Approvals, and Memberships	10
Facilities.....	13
Admissions Information	
General Policies	14
International Applicants	16
Policy of Nondiscrimination	17
Prior Learning Assessment	18
Transfer of Credit Between Kaplan Higher Education Institutions	20
Student Information and Services	
Conduct.....	20
Problem Resolution, Student Complaints, and Grievance Procedures.....	21
Academic Information	
Transcripts and Certifications	22
Academic Standards	
Academic Grading System	22
Satisfactory Academic Progress Standards.....	23
Financial Information	
Refund Policy.....	24
Scholarships.....	26

Undergraduate Programs

Programs	
General Education Program	27
School of Arts and Sciences Programs.....	29
School of Business Programs.....	43
School of Health Sciences Programs	50
School of Information Technology Programs	58
School of Legal Studies Programs	63
School of Nursing Programs	67
School of Public Safety Programs.....	78
Discontinued Programs	91
Undergraduate Course Descriptions	
Discontinued Courses	92
Revised Course Titles/Numbers	93
Course Prerequisite Changes.....	93
Course Descriptions	95

Graduate Programs

Policy Information	
Repeated Courses	103
Programs	
School of Arts and Sciences Programs.....	104
School of Business Graduate Division Programs	111
School of Graduate Education Programs.....	115
School of Health Sciences Programs	129
School of Information Technology Programs	132
School of Legal Studies	134
School of Nursing Programs	136
School of Public Safety.....	153
Discontinued Programs	156

Graduate Course Descriptions	
Discontinued Courses	157
Revised Course Titles/Numbers	157
Course Prerequisite Changes.....	157
Course Descriptions	158

School of Professional and Continuing Education

Offerings.....	165
----------------	-----

Concord Law School

Concord Law School Information	
The Curriculum.....	166
Admissions	
JD Program	168
Equipment, Internet Connection, and Technological Competency	168
Student Services	
Academic Support.....	169
School Policies	
Transfer Credit for Outside Law School or Graduate Program Courses.....	169
Transfer Policy, JD to EJD Programs.....	169
Student Groups.....	170
Policy on Petitions Not Related to Grade Reviews.....	170
Policy on Petitions for Grade Reviews.....	170
Tuition and Fees.....	170

Concord Law School Course Descriptions.....	172
---	-----

Concord Law School Administrators and Faculty Members	174
---	-----

Policies for Nondegree-Seeking Students

Early College Program	184
Appendix A: KUF5—General Population Courses	184
Appendix C: General Nondegree-Seeking Option Courses.....	184

Academic Leadership and Administration

Kaplan University Administrators and Academic Leadership	188
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Other Information

Ownership	190
Kaplan Higher Education Campuses	190
Kaplan Higher Education Corporation Board of Directors	192
Kaplan University Board of Trustees.....	192

Policy Information

UNIVERSITY INFORMATION

The effective dates for changes to the University's history are noted below:

University History

Kaplan University, formerly Kaplan College, Quest College, and American Institute of Commerce (AIC), was founded in 1937. AIC was purchased by Quest Education Corp. in November 1998, and in April 2000 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.

Kaplan University offers professional law degrees, master of arts, master of business administration, master of health care administration, master of public administration, master of public health, master of science, bachelor of science, associate of applied science, and associate of science degrees, and diplomas and certificate programs through online instruction and onsite at its main campus in Davenport, Iowa, and additional campuses in Iowa, Nebraska, Maine, and Maryland. 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.

HAGERSTOWN CAMPUS

Hagerstown Business College, located in Hagerstown, Maryland, was acquired in December 1996 by Educational Medical, Inc. (EMI), an educational company. In September 1998, EMI changed its name to Quest Education Corp. Hagerstown Business College changed its name to Kaplan College in July 2007. In 2009, the Hagerstown campus became a branch campus of Kaplan University.

CEDAR FALLS, CEDAR RAPIDS, DES MOINES, LINCOLN, MASON CITY, AND OMAHA CAMPUSES

(Effective February 27, 2013)

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 was purchased by Quest Education Corp. in November 1998. In 2000, Hamilton College designated the Cedar Falls, Iowa, campus as its fourth branch campus. Lincoln and Omaha, Nebraska, were added as branch campuses in early 2004. Each residential campus has close ties within its community and surrounding communities, resulting in graduates employed throughout the state. In 2007, the Hamilton College campuses became branch campuses of Kaplan University.

LEWISTON AND SOUTH PORTLAND CAMPUSES

In 1961, Andover Institute was established in Andover, Massachusetts. In 1967, the Andover Institute of Business was established in Portland, Maine. Located in the Congress Square Building on High Street, the Institute enrolled approximately 40 students. During the next 3 years, the Institute grew and in 1970 was accredited by the Accrediting Commission of the Association of Independent Colleges and Schools.

In 1973, the Andover Institute of Business was acquired by Educational Associates, Inc., a Maine company. One year later, the name was changed to Andover Institute. The Institute outgrew its Congress Street location by the spring of 1975 and relocated to 335 Forest Avenue, Portland. In March 1976, the Institute received associate's degree-granting privileges from the 107th Legislature of the State of Maine.

In September 1977, the State Board of Education granted Andover Institute approval to change its name to Andover College. Andover College received accreditation as a Junior College of Business in April 1980 by the Association of Independent Colleges. Andover College consolidated operations at 901 Washington Avenue, Portland.

Andover College became the first school of its kind in Maine to receive accreditation from the New England Association of Schools and Colleges (NEASC) Commission on Technical and Career Institutions in 1998. In 1999, Andover College acquired the assets of Casco Bay College and introduced several new programs. Through this acquisition, Andover College inherited the long history of Casco Bay College, dating as far back as the Portland Business College, established in the 1800s. In 2003, Andover College added an instructional site in Lewiston, Maine. The Lewiston site enrolled its first class in March 2004.

In January 2005, the College was purchased by Kaplan Higher Education Corporation. The Portland campus relocated to its current facility, located at 265 Western Avenue in South Portland, in early 2008. In October 2006, Andover College was granted regional accreditation under NEASC's Commission on Institutions of Higher Education.

In 2010, both the Lewiston and South Portland campuses became branch campuses of Kaplan University.

AUGUSTA CAMPUS

(Effective May 15, 2013)

In 2013, the Augusta campus became a branch campus of Kaplan University.

CONCORD LAW SCHOOL

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 (EJDSM) 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 awards the Master of Laws (LLM) degree.

The effective dates for changes to the University's accreditation, approvals, and memberships are noted below:

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):

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413
Tel: 800.621.7440 (Toll Free)

SCHOOL ACCREDITATION AND APPROVALS

- Concord Law School received initial affirmation of accreditation by the Accrediting Commission of the Distance Education and Training Council (DETC) in 2000 and its most recent reaffirmation of accreditation in 2010. 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 as an unaccredited law school in the distance learning category 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 Title IV, Division 1 of the Rules of the State Bar of California (Admission Rules) and all other requirements are met, graduates of the Juris Doctor program are eligible to sit for the California Bar Examination.

- **Effective May 15, 2013:** Programs in Kaplan University's School of Business have received programmatic accreditation from the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP promotes continuous improvement and recognizes excellence in the accreditation of business education programs around the world.

Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park, KS 66213
Tel: 913.339.9356
Fax: 913.339.6226
www.acbsp.org

- Kaplan University's School of Business and School of Information Technology have 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—Undergraduate and the School of Information Technology Undergraduate sections of the 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

- **Effective May 15, 2013:** Kaplan University is recognized by the U.S. Fire Administration as an official Fire and Emergency Services Higher Education institution:

16825 South Seton Avenue
Emmitsburg, MD 21727
Tel: 301.447.1000
Fax: 301.447.1346
Website: www.usfa.fema.gov/

PROGRAM ACCREDITATION AND APPROVALS

- The Iowa certification track of the Master of Arts in Teaching 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

- **Effective November 7, 2012:** The online Bachelor of Science in Nursing—RN-to-BSN program and the online Master of Science in Nursing program are accredited by the Commission on Collegiate Nursing Education (CCNE):

One DuPont Circle, NW, Suite 530
Washington, DC 20036
Tel: 202.887.6791

- **Effective January 9, 2013:** The Bachelor of Science in Nursing—RN-to-BSN and the Master of Science in Nursing programs offered online and the Practical Nursing Diploma program offered onsite in Cedar Falls, Cedar Rapids, and Des Moines are approved by the Iowa Board of Nursing. The Associate of Science in Nursing program offered onsite in Cedar Falls, Cedar Rapids, and Des Moines has received interim approval:

Iowa Board of Nursing
400 SW 8th Street, Suite B
Des Moines, IA 50309-4685
Tel: 515.281.3255

- **Effective January 9, 2013:** The Prelicensure Bachelor of Science in Nursing program offered onsite in Augusta is granted initial approval by the Maine State Board of Nursing:

161 Capitol Street
158 State House Station
Augusta, ME 04333-0158
Tel: 207.287.1133

- The Practical Nursing Diploma program offered onsite in Lincoln and Omaha is approved by the Nebraska Board of Nursing and the Nebraska Department of Health and Human Services. The Associate of Science in Nursing program offered onsite in Lincoln has received interim approval from the Nebraska Board of Nursing.

The Nebraska Department of Health and Human Services can be contacted at:

Nebraska Department of Health and Human Services
Regulation and Licensure
P.O. Box 95007
Lincoln, NE 68509-5007

- The Associate of Science in Nursing program at Pembroke Pines, FL, has been placed on probation by the Florida Board of Nursing:

Florida Board of Nursing
4062 Bald Cypress Way
Tallahassee, FL 32399-3257

For more information, please contact an Admissions Advisor.

- **Effective November 7, 2012:** The Associate of Applied Science in Medical Assisting program and the Medical Assistant Certificate program offered at campuses in the states of Iowa, Maryland, and Nebraska are accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB):

Commission on Accreditation of Allied Health
Education Programs
1361 Park Street
Clearwater, FL 33756
Tel: 727.210.2350
Website: www.caahep.org

The Associate of Applied Science in Medical Assisting program offered online and at campuses in the state of Maine is not accredited by the Commission on Accreditation of Allied Health Education Programs.

- **Effective October 3, 2012:** The Associate of Applied Science in Health Information Technology program, offered online and at the Hagerstown campus, is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). CAHIIM can be contacted at:

223 North Michigan Avenue, Suite 2150
Chicago, IL 60601
Tel: 312.233.1100
Web: www.cahiim.org

- The Associate of Applied Science in Medical Transcription program is approved by the Approval Committee for Certificate Programs (ACCP), a joint committee established by the American Health Information Management Association (AHIMA) and the Association for Healthcare Documentation Integrity (AHDI). AHDI can be contacted at:

4230 Kiernan Avenue, Suite 130
Modesto, CA 95356-9322
Tel: 209.527.9620

- The Phlebotomy Certificate program offered onsite in Hagerstown is approved by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS):

5600 North River Road, Suite 720
Rosemont, IL 60018
Tel: 773.714.8880

- The Dental Assistant Diploma program offered onsite in Omaha is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the U.S. Department of Education. The Commission on Dental Accreditation can be contacted at:

211 East Chicago Avenue
Chicago, IL 60611
Tel: 312.440.4653

- **Effective May 15, 2013:** The Behavior Analyst Certification Board®, Inc. (BACB®) has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Assistant Behavior Analyst® Examination:

- PS 340: Exceptional Needs Children
- PS 360: Applied Behavior Analysis I
- PS 365: Applied Behavior Analysis II
- PS 410: Screening and Assessment
- PS 430: Program Design and Evaluation

The BACB has also approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst® Examination:

- PS 512: Research Design in Applied Behavior Analysis
- PS 517: Advanced Principles of Applied Behavior Analysis
- PS 522: Behavioral Measures and Interpretation of Data
- PS 527: Implementing Behavioral Change
- PS 532: Clinical Applications of Applied Behavior Analysis

To become certified, students will need to obtain the necessary number of hours of field experience under an appropriate supervisor, as required by the BACB, meet additional degree and practicum requirements, and must also pass the comprehensive BACB exam. BACB can be contacted at:

Behavior Analyst Certification Board
2888 Remington Green Lane, Suite C
Tallahassee, FL 32308
Tel: 850.765.0905

STATE APPROVALS

- Kaplan University has been granted a Certificate of Approval by the Alabama Commission on Higher Education.

Alabama students: The University's programs do not lead to Alabama teacher certification or endorsements. Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334.242.0035, www.alsde.edu, or via local school district administrators to verify that the School of Graduate Education's programs qualify for license renewals and/or salary increases.

- **Published February 27, 2013:** Effective March 23, 2011, Kaplan University is exempt from authorization in Alaska under AS 14.48 and 20 AAC 17.015 because it offers programs online and does not have a physical presence in the state.

- Kaplan University is licensed by the Arizona State Board for Private Postsecondary Education. Additional information regarding the University may be obtained by contacting the Board:

1400 West Washington, Room 260
Phoenix, AZ 85007
Tel: 602.542.5709

- Kaplan University is certified to offer online degree programs by the Arkansas Higher Education Coordinating Board. Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

- Kaplan University is licensed by the Florida Commission for Independent Education, license number 3296. Additional information regarding the University 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 has operating authority granted by the Illinois Board of Higher Education. Additional information regarding the University may be obtained by contacting the Board:
431 East Adams, 2nd Floor
Springfield, IL 62701
Tel: 217.782.2551
 - **Effective January 9, 2013:** Kaplan University is regulated by the Indiana Board for Proprietary Education:
The Indiana Board for Proprietary Education
Indiana Commission for Higher Education
101 West Ohio Street, Suite 670
Indianapolis, IN 46204
Tel: 800.227.5695 (Toll Free)
Tel: 317.232.1320
 - **Effective November 16, 2012:** Kaplan University is authorized by the Iowa College Student Aid Commission:
603 East 12th Street, 5th Floor
Des Moines, IA 50319
Tel: 877.272.4456 (Toll Free)
Web: www.IowaCollegeAid.gov
- Qualified students of the 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 is licensed by the Kentucky Council on Postsecondary Education. Additional information regarding the University may be obtained by contacting the Council:
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601
Tel: 502.573.1555
Fax: 502.573.1535
Website: www.cpe.ky.gov
- Note: The Master of Science in Higher Education degree is not recognized for rank change for K–12 teachers in Kentucky.
- Kaplan University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every 2 years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, or signify that programs are certifiable by any professional agency or organization.
 - **Effective May 15, 2013:** The Augusta, Lewiston, and South Portland campuses are approved by the state of Maine to offer the following degrees, which are authorized by the state of Maine legislature:
 - Associate's degrees in accounting, business administration, criminal justice, early childhood development, information technology, medical assisting, and paralegal studies
 - Bachelor's degrees in business administration, criminal justice, early childhood development, information technology, and nursing
 - **Effective May 15, 2013:** The Hagerstown campus is approved by the Maryland Higher Education Commission as a coeducational, nonpublic institution of higher education offering bachelor's and associate's degrees and certificate programs. Kaplan University is registered with the Maryland Higher Education Commission to enroll Maryland students in its fully online programs.
Maryland Higher Education Commission (MHEC)
839 Bestgate Road, Suite 400
Annapolis, MD 21401
Tel: 410.260.4500
 - Kaplan University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the University. Registration does not mean that credits earned at the University can be transferred to all other institutions.
Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
 - Kaplan University is certified to operate by the Missouri Coordinating Board of Higher Education:
3515 Amazonas Drive
Jefferson City, MO 65109
Tel: 573.751.2361
Website: www.dhe.mo.gov
 - Kaplan University is authorized by Nebraska's Coordinating Commission for Postsecondary Education. Additional information regarding the University may be obtained by contacting the Commission:
140 North 8th Street, Suite 300
Lincoln, NE 68509-5005
Tel: 402.471.2847
 - Kaplan University is licensed to operate by the Nevada Commission on Postsecondary Education (CPE) to offer degree programs containing an experiential or clinical component. The state does not require licensing of online programs that do not contain an experiential/clinical component. CPE renews licenses every 2 years.
Nevada Commission on Postsecondary Education
3663 East Sunset Road, Suite 202
Las Vegas, NV 89120
Tel: 702.486.7330
Fax: 702.486.7340
 - Kaplan University is registered with the New Mexico Higher Education Department:
2048 Galisteo Street
Santa Fe, NM 87505-2100
Tel: 505.476.8400
Fax: 505.476.8453
Website: www.hed.state.nm.us
 - Kaplan University is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility. Any grievances not resolved at the institutional level may be forwarded to the Tennessee Higher Education Commission:
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243-0830
Tel: 615.741.5293
- Specific School of Graduate Education master's degrees and graduate certificates are not recognized for initial licensure in Tennessee and cannot be used to add endorsement areas to a Tennessee license. Potential students are strongly encouraged to confirm salary rating and license renewal policies with their school district and/or state department, when applicable.
- Benefits for Tennessee K–12 teachers enrolled in the Master of Science in Education, the Master of Science in Education's educational leadership emphasis area, the Graduate Certificate in Literacy and Language Teaching, the Graduate Certificate in Mathematics Teaching, the Graduate Certificate in Teaching With Technology, or the Graduate Certificate in K–12 Educational Leadership include:
- Salary increase and/or licensure renewal*
 - Career advancement, i.e., those completing the educational leadership emphasis area may gain the necessary leadership knowledge and skills to be eligible for a department chair or other nonlicensure administrative role

Benefits for career changers enrolled in the Master of Arts in Teaching's noncertification track include:

- Increased confidence in the classroom while working with adolescents in current role
- Greater preparation for state pedagogy exams and state-approved certification programs
- Salary increase*

Benefits of the Master of Science in Education in Instructional Technology include:

- Entry into a career as an instructional designer or instructional technologist
- Ability to fine-tune skills related to design, development, and evaluation of instructional programs, materials, and media

*Potential students should check with their school district and/or the Tennessee Department of Education prior to enrollment.

- Kaplan University is authorized by the Texas Higher Education Coordinating Board:

Texas Higher Education Coordinating Board
1200 East Anderson Lane
Austin, TX 78711
Tel: 512.427.6200

- Kaplan University is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Kaplan University to offer field placement components for specific degree programs. The HECB may be contacted for a list of currently authorized programs. Authorization by the HECB does not carry with it an endorsement by the Board of the institution or its programs. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the HECB:

P.O. Box 43430
Olympia, WA 98504-3430

- **Effective May 15, 2013:** Kaplan University is registered with the West Virginia Community and Technical College System.

West Virginia Higher Education Policy Commission
West Virginia Community and Technical College System
1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301

- Kaplan University is authorized by the Wisconsin Educational Approval Board. Any questions or concerns about Kaplan University that have not been satisfactorily answered or resolved by the University should be directed to the Wisconsin Educational Approval Board:

210 West Washington Avenue, 3rd Floor
Madison, WI 53703
Tel: 608.266.1996
Website: www.eab.state.wi.us

MEMBERSHIPS

- The Associate of Applied Science in Human Services program and the Bachelor of Science in Human Services program are members of the Council for Standards in Human Service Education (CSHSE). The CSHSE can be contacted at:

Council for Standards in Human Service Education (CSHSE)
1935 South Plum Grove Road
PMB 297
Palatine, IL 60067

- Kaplan University is a member of the Association of Private Sector Colleges and Universities:

1101 Connecticut Avenue NW, Suite 900
Washington, DC 20036
Tel: 202.336.6700

ADDITIONAL APPROVALS

- Kaplan University is a licensed testing center for the Travel Institute. Tests are offered at select University locations.
- Kaplan University is approved under the provisions of Title 38, United States Code, to train eligible persons and veterans.
- Kaplan University is authorized under federal law to enroll nonimmigrant, alien students.
- 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

Effective **May 15, 2013**, the University's facilities are noted below:

Facilities

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.

CAMPUSES

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

The Augusta, Maine, campus is located at 14 Marketplace Drive and encompasses 19,578 square feet.

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

The Mason City, Iowa, campus is located at 2570 4th Street, SW. The building is a 30,000 square-foot space on the city's west side.

The University serves students at the South Portland, Maine, campus and at an instructional site in Lewiston, Maine. The South Portland campus is located at 265 Western Avenue in South Portland and consists of 19,435 square feet. The Lewiston site is located at 475 Lisbon Street in the Southern Gateway to Lewiston and consists of 18,500 square feet. Both locations provide easy access from the communities they serve.

The Hagerstown, Maryland, campus is located at 18618 Crestwood Drive. The campus consists of 3 buildings totaling approximately 50,000 square feet.

The Lincoln, Nebraska, campus is located at 1821 K Street. This 47,000 square-foot building is located close to both business and cultural activities.

The Omaha, Nebraska, campus is located at 5425 North 103rd Street and occupies a 42,000 square-foot building.

LEARNING CENTERS

The Indianapolis Learning Center is located at 9000 Keystone Crossing, Suite 800, and encompasses 8,320 square feet.

The Milwaukee Learning Center is located at 201 West Wisconsin Avenue and encompasses 7,355 square feet.

The Plantation Learning Center is located at 1601 SW 80th Terrace and encompasses 6,790 square feet.

The Rockville Learning Center is located at 1390 Piccard Drive, Suite 100, and encompasses 8,809 square feet.

The St. Louis Learning Center is located at 1807 Park 270 Drive and encompasses 8,468 square feet.

ADMISSIONS INFORMATION

The effective dates for changes to Kaplan University's general admissions policies are noted below:

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 and all 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.
2. All applicants may be required to 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. The University is authorized under federal law to enroll nonimmigrant, 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 and university-level coursework, they must demonstrate a command of oral and written English skills. Please refer to the International Applicants Admissions Policy for specific requirements.
6. All applicants must complete financial arrangements prior to starting class. If applicable, financial aid applications must be completed.
7. Prospective students who reside in Arkansas, Florida, or Illinois are not eligible to enroll in an advanced start degree option. Students who reside in these states and have prior college credit from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education will be provided with a course-by-course evaluation of their prior learning upon receipt of an official transcript. Students who reside in these states should refer to the Transfer Credit section of this Catalog for more information.

8. **Effective January 9, 2013:** By the last day of the first term, students enrolled in an advanced start degree option 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. If this document is not submitted by the last day of the first term, the student will be withdrawn from the University and blocked from reentry until it is provided or the student changes his or her program of study to one that does not require proof of graduation.

9. **Effective January 9, 2013:** 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. In some cases, a student's graduate degree may also be acceptable. By the last day of the first term, students must provide the University with an official copy of the transcript. If an official transcript is not submitted by the last day of the first term, the student will be withdrawn from the University and blocked from reentry and the student's academic credentials will be withheld until such documentation is provided.

10. Prior to starting an academic program or being conditionally admitted, undergraduate students may be required to participate in entrance assessments. A minimum performance score on these assessments may be required to begin an academic program or to be conditionally admitted to the University.

If a student fails to achieve the minimum score, he or she may not be admitted to the University or may be required to take foundational coursework. In the event that a student is required to take foundational coursework, he or she must earn a minimum grade of satisfactory ("S") in the foundational coursework. A student may retake the foundational coursework once; however, if on the second attempt, a minimum grade of satisfactory ("S") is not earned, he or she will not be permitted to reapply for admission to the University for 12 months.

Students who are required on the basis of their score to enroll in foundational coursework will enjoy all the rights and resources of a fully instated student during the completion of the foundational coursework, and all of the University's policies apply.

Online students (online and Learning Center students, and campus students who enroll as fully online students) who earn a grade of satisfactory ("S") in the University's foundational course, KU 076: University Fundamentals, will be referred to the Admissions Department for conditional admittance to the University for an upcoming term.

Online students who earn a grade of unsatisfactory ("U") in KU 076: University Fundamentals will have the opportunity to repeat the course once in the following 12-month period. If the student earns a grade of "U" on the second attempt, he or she must wait 12 months to reapply for admission to the University.

Upon reentry, the student must again participate in entrance assessments and, if required to take foundational coursework, a grade of "S" must be earned prior to conditional admittance.

Online students who are required to take foundational coursework and fail to earn a grade of "S" will not be admitted to the University.

Onsite students who are required to take foundational coursework may also register for one or two select first-term courses, chosen with assistance from a campus Education Advisor.

11. **Effective January 9, 2013:** First-time Kaplan University undergraduate applicants may be eligible for conditional admittance to the University. If this is the case, he or she will not be eligible for Title IV federal financial aid while in this status. All of the University's policies nevertheless apply to such students, and they enjoy all the rights and resources of a fully accepted student during the period of conditional admission.

Nondegree-seeking students and students enrolled in graduate programs will be considered fully accepted at enrollment rather than conditionally admitted.

Students returning to the University are considered fully accepted at enrollment.

12. **Effective February 27, 2013:** Students who meet the following criteria will be fully admitted to the University:

At the end of the third week of classes, conditionally admitted students must have participated in academic activity during the second and/or third week(s) of the term. See the Attendance/Tardiness Policy in the University Catalog for further details.

A student who wishes to depart the University without financial obligation, other than any application fee, may do so by communicating this to the Education Advisor (online) or the Campus President or his or her designee (onsite) by phone or in writing prior to the end of the third week.

Conditionally admitted students who meet the above criteria will be fully accepted into their programs and will only then become eligible for Title IV federal financial aid and to receive credit for all coursework completed.

The University will not fully accept any conditionally admitted student not meeting these criteria, and such a student will not owe any financial obligation to the University except for the application fee, which is nonrefundable. Onsite students not admitted to the University are required to return all textbooks. Failure to do so will result in the student being charged for textbooks not returned. Onsite students who purchase textbooks may return them without charge should their admission be reversed as a result of not meeting the University's conditional admission requirements. Graduate students who purchase textbooks from the University's bookstore are subject to the bookstore's return policy and are encouraged to closely review this policy. Graduate students who purchase books from sources other than the University's bookstore are encouraged to closely review the vendor's return policy.

Students who are not fully accepted into their programs will be reversed and may reapply for admission; however, they will not be eligible for Kaplan Commitment again and must have all necessary documentation on file before reapplying.

Students who were administratively reversed by the University must submit an appeal to the Dean of the program (online) or the Academic Dean of the campus (onsite) if applying for readmission within 6 months of the reversal.

13. The state of Maine requires all students born after 1956 and enrolled in an onsite degree program to provide proof of specific immunizations at the time of admission. Students seeking admission to a Kaplan University campus in the state of Maine must submit proof of immunization against measles, mumps, rubella, diphtheria, and tetanus.

Proof of immunization must detail the administration of the following:

- a. A DT booster within the last 10 years
 - b. An adult MMR vaccination for individuals who previously received an MMR vaccination prior to their first birthday
- Students who fail to submit documentation of required immunizations will be denied admission to the University.

14. **Effective May 15, 2013:** Candidates who have completed a previous graduate degree must obtain permission from the Dean before enrolling in a Kaplan University graduate degree program.

15. The Dean of the academic program has the final discretion to approve candidates for admission to a graduate program.

16. **Effective February 27, 2013:** An applicant to a University undergraduate program must meet one of the following criteria:
- a. Be a high school graduate
 - b. Possess a General Education Development (GED) certificate
 - 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
 - d. Be a high school senior eligible to apply and submit proof of high school graduation

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.

Students must attest to high school graduation or approved equivalent. Acceptable attestation for the University may be the proof of graduation attestation included on an Enrollment Agreement, 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 the University is required to obtain this proof of graduation on the student's behalf, there will be a \$10 fee charged to the student's 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 the 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.

The effective date for changes to Kaplan University's admissions policies for international applicants is noted below:

International Applicants

Kaplan University is authorized under federal law to enroll nonimmigrant, alien students. International applicants interested in enrolling in an online nursing, health science, or education program should contact their Admissions Advisor for information related to international availability. Not all programs are available for enrollment.

In addition to the general requirements listed in this Catalog, 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 Kaplan 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- or university-level coursework. Evidence of the student's English language proficiency must be provided at the time of enrollment and may include the following:

- a. The minimum required TOEFL, IELTS, EIKEN, or PTE Academic score:

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

IELTS	
Undergraduate	6 (no band less than 5.5)
Graduate	6.5 (no band less than 5.5)

EIKEN	
Undergraduate	Grade 2A
Graduate	Grade Pre-1

PTE ACADEMIC	
Undergraduate	48
Graduate	53

- b. Proof of completion of secondary education (or higher) in a country where English is the primary language
- c. A transcript indicating completion of at least 45 quarter credit hours (or equivalent) and a cumulative GPA of 2.0 or higher (or equivalent) from a university located in an English-speaking country
- d. Proof of completion of secondary education at an international high school where English is the primary language of instruction

- e. A transcript indicating completion of an English composition course with a grade of "C" or better from a U.S. institution of higher learning
- f. The minimum required score on the University's English Proficiency examination

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 submission of the above-referenced evidence of English language proficiency and sufficient funds to cover the costs of tuition, fees, and/or living expenses for the entire Kaplan University program.
6. If applying to an online program, submit a tuition deposit and/or application fee as stated on the Enrollment Agreement.
7. **Effective January 9, 2013:** Submit a high school or official college transcript (as required by the program of application) by the end of the first term. 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; 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.

For undergraduate students, any costs incurred for this service may be the responsibility of the student and may range from approximately \$50.00 to \$150.00 U.S.

If the evaluation document indicates that a foreign institution allows a student to directly receive a postgraduate degree without conferring a bachelor's degree, the foreign postgraduate degree may be accepted for admission to a University graduate program, or advanced start bachelor's degree option, if the foreign postgraduate degree is equivalent to a U.S. postgraduate degree offered by an institution accredited by a U.S. Department of Education-recognized accrediting agency.

International applicants seeking admission to one of the University's graduate programs, and who have completed an international 3-year bachelor's degree with coursework deemed to be equivalent to the completion of 3 years of undergraduate study at a regionally accredited university in the United States, will be reviewed on a case-by-case basis by the Dean of the academic program or a designee.

The effective date for changes to the Policy of Nondiscrimination is noted below:

Policy of Nondiscrimination

Kaplan 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
- 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 members are available through the University.

Effective May 15, 2013: The University has designated the following person as the Manager of Disability Services:

Tiffani Ashline
6301 Kaplan University Avenue
Fort Lauderdale, FL 33309
Tel: 954.512.5333
Email: tashline@kaplan.edu

Pursuant to the Rehabilitation Act of 1973 (Section 504) and the 1990 Americans With Disabilities Act (ADA), the 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, or students may contact the Center for Disability Services directly.

Effective May 15, 2013: The University has designated the following person as Manager of Disability Services:

Tiffani Ashline
6301 Kaplan University Avenue
Fort Lauderdale, FL 33309
Tel: 954.512.5333
Email: tashline@kaplan.edu

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.

DISCRIMINATION GRIEVANCE PROCEDURES

Federal law prohibits discrimination on the bases of age, race, color, national origin, sex, and disability in programs receiving federal financial assistance. Kaplan University encourages students to bring all complaints or grievances regarding such discrimination to its attention.

1. A discrimination grievance is any complaint regarding discrimination on the basis of age, race, color, national origin, sex, including sexual harassment, or disability by Kaplan University or any Kaplan University employee, student, or other third party. A complainant may present a grievance through the following discrimination grievance procedures. Kaplan University will investigate all complaints or grievances fully and promptly.
2. **Effective May 15, 2013:** The complainant should first bring the grievance to the attention of the Discrimination Grievance Coordinator, whose name and contact information appear below, as soon as possible following the occurrence of the alleged discrimination.
Justin O'Sullivan
Director of Student Relations
6301 Kaplan University Avenue
Fort Lauderdale, FL 33309
Tel: 954.512.6343
Email: studentrelations@kaplan.edu

The grievance must be in writing and contain the following information:

- a. Name and address of the complainant;
 - b. Description of and date of alleged violation;
 - c. Names of persons responsible for the alleged violation (if known);
 - d. Requested relief or corrective action, if applicable; and
 - e. Any background information the complainant believes to be relevant.
3. Upon the filing of a grievance, Kaplan University will conduct an investigation, to include taking statements from the complainant and witnesses, if applicable.
 4. Within a reasonable time, following receipt of the grievance, Kaplan University will complete its investigation and provide notice to the complainant and all alleged responsible parties of the outcome of the investigation and the basis for its decision.
 5. If Kaplan University determines that discrimination has occurred, it will take all appropriate steps to prevent the recurrence of the discrimination and to correct the effects on the complainant and others, if appropriate.
 6. The complainant may also contact the U.S. Department of Education Office for Civil Rights at Lyndon Baines Johnson Department of Education Building, 400 Maryland Avenue, SW, Washington, DC 20202-1100, by telephone at 800.421.3481, fax 202.453.6012, or TDD 877.521.2172. A complainant may file a complaint with the Office for Civil Rights at any time before, during, or after the grievance process. The complainant does not have to complete the Kaplan University grievance process before contacting the Office for Civil Rights.

The effective dates for changes to Kaplan University's prior learning assessment policies are noted below; effective **February 27, 2013**, waiver exams are no longer available:

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 GPA. Applicants who are denied credit may present a written appeal for reconsideration. The Academic Dean or a designee will review the appeal and either approve or deny the appeal.

To be considered, official transcripts and exam scores should be sent to the Office of the Registrar of the student's campus. Please refer to the address listings at the front of the 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

Effective May 15, 2013: To pursue credit for experiential learning, students must enroll in EL 203: Portfolio Development or an approved alternative. Students are strongly encouraged to enroll in this course within their first two terms at the University.

GENERAL GUIDELINES FOR UNDERGRADUATE PROGRAMS

(Effective May 15, 2013)

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

1. Credits earned in any combination of prior learning credit will not exceed 75 percent of the credits required. Program-specific exceptions may apply. Please refer to the individual program descriptions for more information.*
2. 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.
3. Transcripts from foreign institutions must meet the same requirements as domestic institutions, and must be evaluated by an approved foreign credential evaluator before being reviewed by the Prior Learning Assessment Center.

*Note: exceptions must be documented and archived with the Provost's Office.

GENERAL GUIDELINES FOR GRADUATE PROGRAMS

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

2. Unless otherwise noted below, graduate students may only apply transfer credit into their academic programs and are not eligible for other kinds of prior learning credit.
 - a. **Effective February 27, 2013:** Students enrolled in the Master of Business Administration program may apply Challenge Exam credit toward GB 512: Business Communications and GB 513: Business Analytics.
 - b. **Effective February 27, 2013:** Students enrolled in the Master of Science in Accounting program, the Master of Science in Finance program, or the Master of Science in Management program may apply Challenge Exam credit toward GB 512: Business Communications.
 - c. Students enrolled in the Master of Science in Criminal Justice program or the Master of Science in Homeland Security and Emergency Management program may apply Challenge Exam credit toward CJ 526: Academic and Professional Communications in Public Safety.
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 5 years prior to admission to the 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 previous postsecondary credit earned at a college or university accredited by a regional or national accrediting agency, or as previous postsecondary credit earned through courses directly reviewed by an 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 GPA. All students are encouraged to apply for transfer credit evaluations. Unless specified, all undergraduate and graduate transcript reviews will be subject to individual program requirements and the general guidelines listed below. Tennessee residents should refer to their state-specific Enrollment Agreement.

1. Official transcripts are required to conduct an official credit evaluation. An official transcript is defined as one that arrives at the University directly from the awarding institution and is marked "official" or otherwise verified as official by the University.
2. **Effective January 9, 2013:** All transcripts for transfer credit evaluation must be received by the end of the first term. Transcripts received after this time may be denied eligibility for official transfer credit evaluation.
3. **Effective May 15, 2013:** Transfer credit minimums:
 - a. Grades in courses submitted for consideration must correspond to a "C-" or better for undergraduate courses or a "B" or better for graduate courses.
 - b. 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 or a "B" or better for graduate courses.
 - c. 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 equivalency to the University's course outcomes.
6. Conversions from semester credit to quarter credit systems will follow the standard conversion such that 1 semester credit hour equals 1.5 quarter credit hours. Course-to-course transfers based on course objectives or outcomes can be made in lieu of the academic credit conversion.
7. Information technology coursework must be consistent with the current knowledge and skills taught in an information technology course to be awarded transfer credit. In addition, coursework submitted for transfer credit evaluation must have been completed in the last 5 years. Students who seek credit for courses older than 5 years must submit a specific request for each course to be reviewed. Exceptions must be based on experience or approval by the Dean or a designee.
8. The University does not guarantee the transferability of credit from other educational institutions.
9. Additional requirements may apply to individual programs, which can be found in the individual school sections of the 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. Challenge Exams are not available for all Kaplan University courses. The student's Education Advisor may be contacted for a list of courses that offer Challenge Exams. A fee will be charged for taking a Challenge Exam.

Students who earn 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. A student cannot take a Challenge Exam if he or she has already begun the University course equivalent or has received a failing grade in the 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), the College Level Examination Program (CLEP), the 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."

Credit awarded is based on 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 the University's staff using ACE guidelines, and determined to be college level. Students earning credit through reviewed professional learning will be awarded the grade of "EC." 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 credit for reviewed professional learning will be reviewed and awarded on a case-by-case basis.

Military Training

The 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 who earn credit through their military training will be awarded the grade of "EC."

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

Effective May 15, 2013: Portfolios demonstrate prior learning from work or other experience. Students who wish to submit a portfolio to obtain experiential learning credit must enroll in EL 203: Portfolio Development or an approved alternative. Students must take EL 203 on a pass/fail basis.

Students who successfully complete EL 203 may submit a portfolio for up to 15 undergraduate courses; however, prior learning credit will not exceed 75 percent of the credits required for a student's plan of study. Students who wish to petition for credit for more than 15 courses must submit a request to the Portfolio Development and Assessment Team. The request will be reviewed in conjunction with each component of the student's portfolio (prior to submission), and a determination will be made as to whether the request should be granted. The criteria for approval are included in EL 203.

Portfolios will be evaluated to determine equivalency to college-level 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 supervisor or employer on the employer's letterhead, and/or various other appropriate forms of documentation verifying employment or work learning. Students must document the fulfillment of course objectives based on the chosen course syllabus and must follow the portfolio development process embedded in EL 203. 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 the components outlined in the portfolio development course. 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." Students who wish to appeal a "No Credit" recommendation for a petitioned course must complete the appeals process as outlined below.

The portfolio must be submitted and evaluated prior to the start of a student's final term, and according to the specified time frame delineated in the portfolio development course. The student will be charged a portfolio development course fee. Students may not repeat the portfolio development course if it has already been successfully completed. Additionally, students are limited to one portfolio submission during their Kaplan University academic career.

The portfolio is evaluated by instructors who teach related courses. When a portfolio covers college-level learning of a subject matter that falls outside of the University's online course offerings, an outside faculty member who is considered a qualified subject-matter expert and employed by a nationally or regionally accredited university will be engaged to evaluate the portfolio.

Experiential Learning Portfolio Assessment Appeals Process

Step 1: A student who wants to appeal a "No Credit" recommendation for a petitioned course must submit an official request for appeal within 10 calendar days of the University issuing the credit recommendation letter for the portfolio evaluation. The student must log in to his or her Portfolio Development and Assessment System account and submit an official request for appeal via the electronic system. Appeals are then routed to the Dean or a designee.

Step 2: The Dean or the designee will conduct a second review of the student's original portfolio using the same criteria as the initial evaluation. No changes are permitted to the original portfolio and no additional information will be considered in the appeals process.

Step 3: Within 3 to 4 weeks, the student will receive a final decision via email.

Note: students are allowed only one appeal per portfolio. A student who wants to appeal a "No Credit" recommendation for multiple courses must include all the courses in one request.

Students with questions regarding the portfolio assessment appeals process should contact the Portfolio Development and Assessment Team via email at ExperientialLearning@kaplan.edu.

The effective date for changes to Kaplan University's policy regarding transfer of credit between Kaplan Higher Education institutions is noted below:

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. **Effective May 15, 2013:** 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.

STUDENT INFORMATION AND SERVICES

The effective date for changes to Kaplan University's policy regarding student conduct is noted below:

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 Kaplan University documents (see also the Honor Code).
2. Theft, deliberate destruction, damage, misuse, or abuse of Kaplan 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 Kaplan University activities.
4. Failure to comply with Kaplan University officials acting within the scope of their employment responsibilities.
5. Failure to comply with all Kaplan 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 Kaplan University.
7. Improper use of email and Internet access. Please see the Responsible Use of University Technology 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.
9. Sharing Kaplan University-provided user name and password information with another person, allowing another to impersonate a student while logged into any University system, or logging into any University system with another person's user name and password. Kaplan University provides each student with a distinct user name and password combination so that the University may confirm the identity of students as they log into online courses. Misuse of this information, impersonation of a student, or allowing another to impersonate a student is strictly prohibited.

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 Kaplan University, clinical, or externship property:

1. The use of alcoholic beverages or controlled substances on Kaplan University or externship property, including the purchase, consumption, possession, being under the influence of, or sale of such items.
2. **Effective November 7, 2012:** The University may require students enrolled in a nursing program to submit to a drug/chemical substance test at any time during the course of the program if there is evidence of impaired behavior that may pose a risk to patients, students, or the education program. The requirement to submit to a drug/chemical substance test is based on an assessment of behavior that reflects possible drug use and/or impairment. Students must provide a valid, verifiable, current prescription and evidence of appropriate medical

supervision for medications that may affect their academic or clinical performance during the nursing program. If a student refuses the test, the University will assume the student is using drugs/alcohol, which is a violation of the University's Conduct policy.

3. The use of any tobacco products in Kaplan University buildings, and eating or drinking in the classrooms or any location other than designated areas.
4. Bringing animals onto Kaplan University property. No animals are allowed on the premises unless they are assisting the physically impaired or are being used as classroom subjects.
5. Bringing children into Kaplan University teaching areas. The University does not provide childcare services and cannot assume responsibility for their health and safety.
6. 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.
7. Inappropriate use of pagers, cell phones, or other electronic devices. All electronic devices must be in the "off" position while in the classroom.
8. Bringing dangerous items such as explosives, firearms, or other weapons, either concealed or exposed, onto Kaplan University property.
9. 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.
10. Rape, including acquaintance rape and/or sexual assault, in any form.
11. Unauthorized presence in, or forcible entry into, a Kaplan University facility or Kaplan University-related premises.
12. All forms of gambling.
13. 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.

The effective date for changes to Kaplan University's problem resolution, student complaints, and grievance procedures is noted below:

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 Education Advisor.

Step 3: Communicate with the Dean of their academic program or administrative manager.

Step 4: Unresolved concerns may be brought to the attention of Kaplan University's Student Relations Group. Students may contact the Student Relations Group at the following email address: studentrelations@kaplan.edu.

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: Contact the Campus President/Executive Director.

Step 5: Unresolved concerns may be brought to the attention of Kaplan University's Student Relations Group. Students may contact the Student Relations Group at the following email address: studentrelations@kaplan.edu.

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

1400 West Washington Street, Room 260
Phoenix, AZ 85007
Tel: 602.542.5709
Website: www.ppse.az.gov

Effective February 27, 2013: For Georgia residents only: The Georgia Nonpublic Postsecondary Education Commission (NPEC) posts a complaint process on its website, www.gnpec.org. This website contains information about the complaint process and includes instructions for filing a formal complaint. According to the website, students may file a verified complaint with NPEC after going through the complaint process published by the institution.

For Missouri residents only: The Missouri Department of Higher Education (MDHE) serves as a clearinghouse for postsecondary student complaints. The MDHE complaint policy can be found at www.dhe.mo.gov/documents/POLICYONCOMPLAINTRRESOLUTION.pdf. This web page contains information about the complaint process and includes instructions for how to file a formal complaint. Note: the policy states that a student who wishes to file a complaint with the Department must first exhaust all formal and informal avenues provided by the institution to resolve disputes.

For New Mexico residents only: If the complaint cannot be resolved after exhausting Kaplan University's grievance procedures, the student may file a complaint with the New Mexico Higher Education Department. Students may obtain the required forms and information to file the complaint at www.hed.state.nm.us.

For Wisconsin residents only: Any questions or concerns about Kaplan University that have not been satisfactorily answered or resolved by the University should be directed to the Wisconsin Educational Approval Board. Their address is:

210 West Washington Avenue, 3rd Floor
Madison, WI 53703
Tel: 608.266.1996
Email: EABmail@eab.state.wi.us

For students who reside in a state not listed above: A complete list of state agencies to which students may direct questions, concerns, or complaints is provided as a supplement to this Catalog.

ACADEMIC INFORMATION

The effective date for changes to Kaplan University's policy on transcripts and certifications is noted below:

Transcripts and Certifications

DIPLOMAS

Students should receive their diploma approximately 6 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

Effective February 27, 2013: Official transcripts of academic records may be obtained from the Office of the Registrar. To obtain transcripts, students must submit a Transcript Request Form (onsite) or electronic transcript request (online) along with the appropriate payment. There is no charge for unofficial transcripts. Students will receive one free copy of their official transcript.

CERTIFICATIONS OF ENROLLMENT

Effective February 27, 2013: Students in need of certification of their enrollment at the University must submit a 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.

ACADEMIC STANDARDS

The effective date for changes to Kaplan University's academic grading system is noted below:

Academic Grading System

UNDERGRADUATE

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

Students enrolled in the Practical Nursing Diploma program must achieve a minimum grade of "C" in all courses and attain a minimum cumulative GPA of 2.0. Students enrolled in the Associate of Science in Nursing program must achieve a minimum grade of "C" in each of the major and core requirements of the program and attain a minimum cumulative GPA of 2.5.

GRADE	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
CC		Credit by Examination
EC		Experiential Learning Credit
I		Incomplete
NR		Not Required
P		Pass
S		Satisfactory
TC		Transfer Credit
U		Unsatisfactory
W		Withdrawal
MW		Military Withdrawal

School of Nursing Undergraduate Programs (Effective May 15, 2013)

NUMERIC	GRADE	POINTS	DEFINITION
93-100	A	4.0	Superior
90-92.99	A-	3.7	Superior
87-89.99	B+	3.3	Above Average
83-86.99	B	3.0	Above Average
80-82.99	B-	2.7	Above Average
77-79.99	C+	2.3	Average
75-76.99	C	2.0	Average
74.99-0	F		Failure
	CC		Credit by Examination
	EC		Experiential Learning Credit
	I		Incomplete
	NR		Not Required
	P		Pass
	S		Satisfactory
	TC		Transfer Credit
	U		Unsatisfactory
	W		Withdrawal
	MW		Military Withdrawal

GRADUATE

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

GRADE	POINTS	DEFINITION
A	4.0	Superior
B	3.0	Above Average
C	2.0	Average
F	0.0	Failure
CC		Credit by Examination
I		Incomplete
P		Pass
S		Satisfactory
TC		Transfer Credit
U		Unsatisfactory
W		Withdrawal
MW		Military Withdrawal

CC...Credit by Examination. A student who has been granted credit for a Kaplan University Challenge Exam or the College Level Examination Program will be assigned a grade of "CC." This grade has no impact on a student's cumulative GPA. Other credit by examination approved by the University may also be represented by this grade.

EC...Experiential Learning Credit. A student who has been granted credit for an internally reviewed Experiential Learning Portfolio, military training, or reviewed professional learning will be assigned a grade of "EC." This grade has no impact on a student's cumulative GPA.

I...Incomplete. This grade has no impact on a student's cumulative GPA until a final grade is assigned. If a student does not complete the required classwork, assignments, and tests within the extension period, he or she 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.

NR...Not Required. Students receive a "NR" if they are not obligated to enroll in a course to complete their degree requirements. This grade has no impact on a student's cumulative GPA.

P, S, or U...Pass, Satisfactory, or Unsatisfactory. These grades have no impact on a student's cumulative GPA.

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 has no impact on a student's cumulative GPA.

W...Withdrawal. Students receive a "W" if they withdraw during a course. This grade has no impact on a student's cumulative GPA.

MW...Military Withdrawal. Students receive a "MW" when they are granted a leave of absence for military reasons. This grade has no impact on a student's cumulative GPA or pace of completion.

The effective dates for changes to Kaplan University's satisfactory academic progress standards are noted below:

Satisfactory Academic Progress Standards

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

MAXIMUM TIME FRAME

(Effective January 9, 2013)

Undergraduate students may not attempt more than 150 percent of the published program length, as measured in credit hours. For example, if a program requires successful completion of 90 credit hours, the student may not attempt more than 135 credits (90 x 1.5). Credit awarded for prior learning will affect the maximum time frame (see below).

Graduate students must complete the program in a 200 percent time frame. Additionally, graduate students must complete the degree program no later than 7 years after completing the first class.

If the Office of the Registrar determines that it is ultimately impossible for a student to complete all program requirements within the maximum time frame, the student will be immediately dismissed.

EVALUATION SCHEDULE

Students will be evaluated at the end of every term for satisfactory academic progress according to both a qualitative and quantitative standard. Terms are equal to payment periods for financial aid purposes. The qualitative standard is defined as a minimum cumulative GPA equal to the cumulative GPA required for graduation. The quantitative standard is calculated by dividing the cumulative number of credits the student has successfully completed by the cumulative number of credits the student has attempted and is expressed as a percentage.

Students who do not meet the satisfactory academic progress standards could lose their eligibility for federal financial aid. Financial aid recipients should refer to the Financial Information section of the Catalog for further information regarding academic eligibility for funding.

(Effective January 9, 2013)

DEGREE	MINIMUM CGPA	MINIMUM PACE OF COMPLETION
Undergraduate	2.0	66.6%
Associate's- and Bachelor's-Level Nursing	2.5	66.6%
Graduate	3.0	50.0%

ACADEMIC PROBATION AND DISMISSAL

Academic Probation

A student who does not meet all satisfactory academic progress standards at the end of any given term will be placed on academic probation and notified of the status change. In addition, he or she is strongly encouraged to seek academic advising and employ academic resources to regain good academic standing.

At the end of the probation term, a student who is unable to regain good academic standing by meeting all satisfactory academic progress standards will be dismissed from the University, unless the student has an approved satisfactory academic progress appeal on file.

Satisfactory Academic Progress Appeals

The University may determine a student is making academic progress, even if he or she does not meet the satisfactory academic progress standards, if the University determines that the student's failure to meet those standards was due to unforeseeable, extenuating circumstances, including the death of a relative, illness, or injury, or other special circumstances.

A student who is placed on academic probation may submit an appeal to be placed on final academic probation (see below). The written appeal should explain the extenuating circumstances that caused the student's inability to meet the satisfactory academic progress standards and explain the corrective actions that have been taken to ensure academic success if the appeal is granted. Students may begin the appeal process during the period of academic probation and are encouraged to include supporting documentation that could have a bearing on the University's decision.

Satisfactory academic progress appeals will be reviewed by the Academic Dean's Office, and the student will be notified of the decision.

Final Academic Probation

At the end of the probation term, a student who does not meet the satisfactory academic progress standards, but who is able to meet the minimum graduation requirements within the maximum time frame, and who has an approved satisfactory academic progress appeal on file will be placed on final academic probation. A student who is placed on final academic probation will be notified of the status change.

The University will make a determination to place the student on final academic probation for a payment period or create a customized academic plan for the student that will define the academic standards a student must meet in order to comply with the satisfactory academic progress standards by a specific point in time.

Academic Dismissal

Students who are placed on academic probation and are not approved to continue through the satisfactory academic progress appeals process, and students who are placed on final probation and either do not make satisfactory academic progress by the end of the term or do not meet the terms of their academic plan, will be academically dismissed from the University.

Effective January 9, 2013: Students must have earned a cumulative GPA of 1.0 or higher at the end of their first term of enrollment with the University or they will be subject to immediate dismissal from the University.

GRADES AFFECTING ACADEMIC PROGRESS

All credit hours attempted toward a student's current program of study will be considered when evaluating academic progress. Course withdrawals and repeated courses will be considered credit attempts for which no credit is earned. If an incomplete grade is granted, the course will be considered a credit attempt for which no credit is earned until a final grade is assigned. Remedial courses and military withdrawals will not affect satisfactory academic progress.

Any credits awarded for prior learning ("TC," "CC," and "EC") will be included in the pace of completion and maximum time frame calculations as both credits earned and credits attempted. For a student reentering or changing to a different program, only courses applicable to the new program will be considered when assessing academic progress.

REPEATED COURSES

If a student repeats a course, the grade received on the last repeat will replace all other grades for that course in the cumulative GPA calculation. Previous grades earned for the repeated course will be marked on the transcript as indicated in the transcript legend. Any student who repeats a course will be charged the current tuition for the course and must assume the responsibility for all associated fees.

Effective November 7, 2012: An undergraduate, non-nursing student who fails the same course or its equivalent three times, or an undergraduate nursing student or graduate student in any program who fails the same course or its equivalent twice, will be academically dismissed from the University. In addition, an undergraduate nursing student may not fail more than two nursing major courses. Upon failure of the third nursing major course, the student will be immediately dismissed from the program. A failing grade is defined as any grade below the grade required for graduation in the student's program of study.

Effective January 9, 2013: Graduate students who enroll in an academic program on or after August 3, 2011, may repeat no more than two failed courses in their program of study.

Students enrolled in the Practical Nursing Diploma program may repeat no more than two failed courses in the program.

A student who requests to enter a program that requires a course the student has failed the maximum number of times must successfully complete the failed course at another accredited postsecondary institution. It is the student's responsibility to ensure that both the institution and the course(s) taken there meet the University's criteria for transferability.

A student who chooses to retake a previously passed course may only receive financial aid for one additional retake of that course.

FINANCIAL INFORMATION

The effective dates for changes to Kaplan University's Refund Policy are noted below:

Refund Policy

Effective January 9, 2013: The following individuals shall be entitled to a refund of all monies paid, with the exception of the nonrefundable application fee:

- Applicants who are not accepted by Kaplan University;
- Applicants who are dismissed as a result of failing to meet the minimum entrance assessment score or to meet any other condition of enrollment or admittance required for the program of study; or
- Conditionally admitted students who choose to withdraw by the end of week 3 of the first term.

DROPPING COURSES

Provided students remain enrolled in their program, they may drop a course prior to or during the first 7 calendar days of the course without any financial obligation. Students who drop a course beyond the first 7 calendar days will incur 100 percent financial responsibility for the course.

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, 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. A determination of the percentage of the payment period or term the student has completed, which is used to calculate the amount of Title IV financial aid the student has earned, will be based on the number of days the student completed up to the last date of academic attendance, divided by the total days in the payment period or term. (Any break of 5 days or more is not counted as part of the days in the term.)
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 him/her. 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 180 days of the student's withdrawal.

Effective November 7, 2012: If a student plans to withdraw from the University, he or she 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. Federal Supplemental Educational Opportunity Grant
7. Other Title IV assistance
8. Other state funds (unless otherwise mandated by the state)
9. Private and institutional aid
10. Student

WITHDRAWAL AFTER COMMENCEMENT OF CLASSES

The effective withdrawal date for a student shall be the date on which 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 last date of attendance once the student accumulates any 21 consecutive calendar days of absences (not including breaks)
4. The last date of attendance prior to the date when the University terminates the student's enrollment
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.

Effective January 9, 2013: Note: students conditionally admitted in their first term shall be subject to the Refund Policy detailed above. Such students who elect to continue beyond the first 3 weeks, and are fully accepted in their programs, shall be responsible for the full tuition amount for that term.

Continuing students, students who are not conditionally admitted, and/or conditionally admitted students who have met the conditions of their admission and have been fully accepted into their programs are subject to the Kaplan University Refund Policy and the Tuition Refund Chart. Indiana, Tennessee, and Wisconsin residents should refer to their state-specific Enrollment Agreement. International students should refer to their international Enrollment Agreement.

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

*Day 7 for Florida residents.
[†]Less \$100 Administrative Fee

Iowa Residents

For all students attending a Kaplan University campus located in the state of Iowa or Iowa residents attending Kaplan University online, the following refund policy shall apply:

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
For the remainder of the term until completion, the tuition refund will be calculated as follows: Number of scheduled school days remaining in the term/number of scheduled school days in the term multiplied by the total tuition multiplied by 90%	

A term is considered complete if a student receives a letter grade for any class, and no tuition refund will be granted.

No administrative fee will be charged to a student who withdraws from Kaplan University.

For Iowa Servicemembers and Their Spouses With Dependent Children

Effective November 29, 2012: Any Kaplan University student residing in the state of Iowa who is a military servicemember (active duty, guard, or reservist) who gets deployed or mobilized, or is a spouse with a dependent child of a servicemember who gets deployed or mobilized, may request a full refund of tuition and fees for all classes attended in the term for which the deployment or mobilization occurred.

Maryland Residents

Effective November 7, 2012: The minimum refund that an institution shall pay to a Maryland student who withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows:

PROPORTION OF TOTAL COURSE, PROGRAM, OR TERM COMPLETED AS OF DATE OF WITHDRAWAL OR TERMINATION	REFUND
Less than 10%	90% Tuition
10% up to but not including 20%	80% Tuition
20% up to but not including 30%	60% Tuition
30% up to but not including 40%	40% Tuition
40% up to but not including 60%	20% Tuition
60% through 100% of the term	0% Tuition

A refund due to a Maryland student shall be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination. Students residing in the state of Maryland will not be charged the \$100 administrative fee if they withdraw from the University after completing 50 percent or more of any given term.

The effective date for changes to Kaplan University's scholarship offerings is noted below; effective **May 15, 2013**, the Kaplan University Employment Bridge Scholarship is no longer available:

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 the 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.kaplanuniversity.edu/paying-school/tuition-scholarships.aspx. The University is pleased to offer the following scholarships for qualified students:

- College of Public Service Scholarship
- The Kaplan University Accelerated Scholars Award
- The Kaplan University Achievement Scholarship
- Kaplan University/American Freedom Foundation Scholarship (**Effective November 15, 2012; limited availability**)
- The Kaplan University Associate's-to-Bachelor's Completion Scholarship
- The Kaplan University Single-Parent Scholarship
- The Kaplan University Success Scholarship
- The Phi Theta Kappa Scholarship

ONSITE

Interested students should see their campus representative for a full listing of scholarships, awards, and discounts offered at each location.

Undergraduate Programs

General Education Program

Over the course of 2013 Kaplan University will be transitioning its General Education program from Version A to Version B. New students will be enrolled into the program version currently in use by their program. Refer to the individual program descriptions for more information.

Please note: students residing in certain states may be required to complete specific general education requirements. Please refer to the State-Specific Curricular Requirements section of the Catalog for more information.

General Education Program, Version A: Outcomes and Requirements

The primary goal of the General Education program is to help ensure that students are literate in each of the general education areas listed below. This means students understand and can apply the basic concepts of ethics, critical thinking, research, technology, arts and humanities, communication, mathematics, science, and social science. To help accomplish this goal, the General Education program includes six courses within the bachelor's degree programs in communication, mathematics, science, social science, and arts and humanities. These are interdisciplinary courses designed to introduce students to the basic concepts, terminology, and methodology of each area. Furthermore, each course offered at Kaplan University includes a writing assignment and the use of technology, reinforcing the communications and technology literacies. Each course also includes a unit of study based on one of the remaining seven literacies. These courses and units of study address practical issues and engage students in reflection on their personal experience. Through repeated practice and study throughout their program, students will understand the interrelationship of broad fields of human inquiry and how they apply to their personal and professional lives.

ARTS AND HUMANITIES LITERACY

Outcome: Recognize human potential through a study of human expressions.

Requirement: One 300/400-level course in arts or humanities in bachelor's degree programs.* A quarter of the elective courses offered at the University will include a unit that applies art concepts to the content of the course.

*Must be fulfilled by HU 300: Arts and Humanities—Twentieth Century and Beyond or its equivalent (via transfer credit).

COMMUNICATIONS LITERACY

Outcome: Demonstrate college-level communication through a variety of media.

Requirement: Two 100/200-level courses in communications in associate's and bachelor's degree programs.* Each course offered at the University will also include a writing assignment that will be assessed using a common rubric.

*Must be fulfilled by College Composition I and College Composition II or their equivalents (via transfer credit).

CRITICAL THINKING LITERACY

Outcome: Apply critical thinking to real-life situations.

Requirement: One-third of the required courses in each program will include a unit that teaches critical thinking and applies it to the content of the course.

ETHICS LITERACY

Outcome: Identify, apply, and evaluate ethical reasoning.

Requirement: One-third of the required courses in each program will include a unit that teaches ethics and applies them to the content of the course.

MATHEMATICS LITERACY

Outcome: Apply quantitative reasoning to real-world situations.

Requirement: One 100/200-level course in mathematics in associate's and bachelor's degree programs.* A quarter of the elective courses offered at the University will include a mathematics unit that applies math concepts to the content of the course.

*Must be fulfilled by MM 150: Survey of Mathematics or its equivalent (via transfer credit); must be fulfilled by MM 212: College Algebra for students enrolled in the Associate of Science in Nursing program.

RESEARCH AND INFORMATION LITERACY

Outcome: Apply methods for finding, evaluating, and using resources.

Requirement: One-third of the required courses in each program will include a unit that teaches research skills and applies them to the content of the course.

SCIENCE LITERACY

Outcome: Analyze how scientific principles are applied in real-world contexts.

Requirement: One 300/400-level course in science in bachelor's degree programs.* A quarter of the elective courses offered at the University will include a science unit that applies science concepts to the content of the course.

*Must be fulfilled by SC 300: Big Ideas in Science—From Methods to Mutation or its equivalent (via transfer credit).

SOCIAL SCIENCE LITERACY

Outcome: Critically evaluate the social or psychological issues that impact human behavior.

Requirement: One 300/400-level course in social science in bachelor's degree programs.* A quarter of the elective courses offered at the University will include a unit that applies social science concepts to the content of the course.

*Must be fulfilled by SS 310: Exploring the 1960s—an Interdisciplinary Approach or its equivalent (via transfer credit).

TECHNOLOGY LITERACY

Outcome: Use information technology to solve real-world problems and communicate effectively.

Requirement: Students will take a diagnostic test to assess skills in technology. Students will take a degree-specific technology course, or other remediation method, depending upon results of the assessment.

The outcomes and requirements for General Education Program, Version B, are effective November 7, 2012:

General Education Program, Version B: Outcomes and Requirements

The primary goal of the General Education program is to help ensure that students are literate in each of the general education areas listed below. This means students understand and can apply the basic concepts of ethics, critical thinking, research, technology, arts and humanities, communication, mathematics, science, and social science. To help accomplish this goal, the General Education program includes six courses within the bachelor's degree programs in communication, mathematics, science, social science, and arts and humanities. A seventh course in professionalism and career development ensures our students become strong, career-focused professionals. These courses are designed to introduce students to the basic concepts, terminology, and methodology of each area. Furthermore, each course offered at Kaplan University includes a writing assignment and the use of technology, reinforcing the communications and technology literacies. Each course also includes a unit of study based on one of the remaining seven literacies. These courses and units of study address practical issues and engage students in reflection on their personal experience. Through repeated practice and study throughout their program, students will understand the interrelationship of broad fields of human inquiry and how they apply to their personal and professional lives.

ARTS AND HUMANITIES LITERACY

Outcome: Recognize human potential through a study of human expressions.

Requirement: One course in arts or humanities in bachelor's degree programs.* A quarter of the elective courses offered at the University will include a unit that applies art concepts to the content of the course.

*Must be fulfilled by HU 200: Critical Evaluation in the Humanities, HU 245: Ethics, HU 250: Humanities and Culture, or their equivalent (via transfer credit).

COMMUNICATIONS LITERACY

Outcome: Demonstrate college-level communication through a variety of media.

Requirement: Two 100/200-level courses in communications in associate's and bachelor's degree programs.* Each University course will also include a writing assignment that will be assessed using a common rubric.

*Must be fulfilled by CM 107: College Composition I and CM 220: College Composition II or their equivalents (via transfer credit).

CRITICAL THINKING LITERACY

Outcome: Apply critical thinking to real-life situations.

Requirement: One-third of the required courses in each program will include a unit that teaches critical thinking and applies it to the content of the course.

ETHICS LITERACY

Outcome: Identify, apply, and evaluate ethical reasoning.

Requirement: One-third of the required courses in each program will include a unit that teaches ethics and applies them to the content of the course.

MATHEMATICS LITERACY

Outcome: Apply quantitative reasoning to real-world situations.

Requirement: One 100/200-level course in mathematics in associate's and bachelor's degree programs.* A quarter of the elective courses offered at the University will include a mathematics unit that applies math concepts to the content of the course.

*Must be fulfilled by MM 150: Survey of Mathematics, MM 212: College Algebra, or their equivalent (via transfer credit).

PROFESSIONALISM AND CAREER DEVELOPMENT LITERACY

Outcome: Apply skills which support career and professional success.

Requirement: One course in professionalism and career development in bachelor's degree programs.*

*Must be fulfilled by CS 204: Professional Presence or its equivalent (via transfer credit).

RESEARCH AND INFORMATION LITERACY

Outcome: Apply methods for finding, evaluating, and using resources.

Requirement: One-third of the required courses in each program will include a unit that teaches research skills and applies them to the content of the course.

SCIENCE LITERACY

Outcome: Analyze how scientific principles are applied in real-world contexts.

Requirement: One course in science in bachelor's degree programs.* A quarter of the elective courses offered at the University will include a science unit that applies science concepts to the content of the course.

*Must be fulfilled by SC 200: Discovering Science—Current Issues in a Changing World, SC 235: General Biology I—Human Perspectives, SC 246: Fundamentals of Microbiology, SC 250: Science for Everyday Life, or their equivalent (via transfer credit).

SOCIAL SCIENCE LITERACY

Outcome: Critically evaluate the social or psychological issues that impact human behavior.

Requirement: One course in social science in bachelor's degree programs.* A quarter of the elective courses offered at the University will include a unit that applies social science concepts to the content of the course.

*Must be fulfilled by SS 211: The 1960s—Reshaping the American Dream, SS 236: People, Power, and Politics—An Introduction to American Government, SS 250: The Technological Revolution—A Social Scientific Approach, or their equivalent (via transfer credit).

TECHNOLOGY LITERACY

Outcome: Use information technology to solve real-world problems and communicate effectively.

Requirement: Students will take a diagnostic test to assess skills in technology. Students will take a degree-specific technology course, or other remediation method, depending upon results of the assessment.

School of Arts and Sciences

The effective date for changes to the School of Arts and Sciences' admissions requirements is noted below:

Admissions Requirements

In addition to the general Kaplan University admissions requirements, the School of Arts and Sciences has specific requirements for the following programs:

BACHELOR OF SCIENCE IN EARLY CHILDHOOD DEVELOPMENT

Students who enroll in the Bachelor of Science in Early Childhood Development program at a campus in the state of Maine must pass a background check by the end of the first term. Students who do not pass a background check or who fail to complete a background check by the end of the first term of enrollment will be withdrawn from the program and will not owe any financial obligation to the University except for the application fee, which is nonrefundable. In addition to the background check conducted during the first term, students who choose to be placed at a student teaching site will be subject to a second background check prior to that placement.

BACHELOR OF SCIENCE IN PROFESSIONAL STUDIES

Effective January 9, 2013: Prior to enrollment, students applying for admission to the Bachelor of Science in Professional Studies program must submit an unofficial transcript indicating previously earned college credit 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 an official transcript is not submitted by the end of the first term, the student will be blocked from 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.

Students without prior college credit may gain entry to the program if they possess prior learning from work or other experience that can be evaluated by the University and applied to degree requirements. Students interested in this option should contact an Admissions Advisor for more information on qualifying for experiential learning credit.

Students who do not possess either prior college credit or prior learning from work or other experience, but who feel qualified to enter this program, can appeal to the Dean of the School of Arts and Sciences or the Department Chair of the program.

ASSOCIATE OF APPLIED SCIENCE IN EDUCATIONAL PARAPROFESSIONAL

Students who enroll in the Associate of Applied Science in Educational Paraprofessional program at a campus in the state of Maine must pass a background check by the end of the first term. Students who do not pass a background check or who fail to complete a background check by the end of the first term of enrollment will be withdrawn from the program and will not owe any financial obligation to the University except for the application fee, which is nonrefundable. In addition to the background check conducted upon enrollment in or during the first term, students who choose to be placed at a practicum or externship site will be subject to a second background check prior to that placement.

APPLIED BEHAVIOR ANALYSIS POSTBACCALAUREATE CERTIFICATE

Effective January 9, 2013: Prior to enrollment, students applying for admission to the Applied Behavior Analysis Postbaccalaureate Certificate program 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 first term, 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, the student will be blocked from 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.

The effective date for changes to the School of Arts and Sciences' progression requirements is noted below:

Progression Requirements

In addition to the general undergraduate student progression requirements, the School of Arts and Sciences has specific requirements for the following programs:

BACHELOR OF SCIENCE IN COMMUNICATION

1. Students enrolled in the Bachelor of Science in Communication program must achieve a minimum grade of "C" or better in both CM 107: College Composition I and CM 220: College Composition II.
2. If required to take the course, students enrolled in the Advanced Start Bachelor of Science in Communication degree option must achieve a minimum grade of "C" or better in CM 220: College Composition II.

BACHELOR OF SCIENCE IN EARLY CHILDHOOD DEVELOPMENT

In addition to the background check identified in the admissions requirements for the program, students enrolled in the Bachelor of Science in Early Childhood Development program at a campus in the state of Maine who wish to complete the student teaching option must complete an additional criminal background check prior to placement at a student teaching site. Students who are unable to pass a criminal background check prior to placement at a student teaching site will be dismissed from the program.

In addition, students who choose the student teaching option within the degree plan must successfully pass specified professional competency exams prior to being eligible for placement at a student teaching site.

ACCELERATED MASTER'S DEGREE OPTIONS

Accelerated Bachelor of Science in Psychology-to-Master of Science in Psychology Option

Eligible students enrolled in the Bachelor of Science in Psychology program who wish to continue on to pursue a Kaplan University Master of Science in Psychology may take the following graduate-level psychology courses in place of open electives:

- PS 501: Foundations of Professional Psychology
- PS 502: Ethics and Standards of Professional Psychology
- PS 504: Advanced Research Methods
- PS 506: Life Span Development

In order to qualify for the accelerated Bachelor of Science in Psychology-to-Master of Science in Psychology option, undergraduate students must meet the following criteria:

1. Students must have completed between 100 and 145 quarter credit hours in the Bachelor of Science in Psychology program, including any credits received for prior learning. Students enrolled in the advanced start degree option must have completed a minimum of 55 quarter credit hours at the University.
2. Students must have at least 20 credits of open electives available in their degree plan.
3. Students must possess a minimum cumulative GPA of 3.0.
4. Students must obtain a grade of "B" or better in each of the above-listed courses.
5. Students must submit an essay that details career goals and associated reasons for enrolling in the Master of Science in Psychology program.

Students should consult with their Education Advisor to ensure that they are eligible for this option and should discuss any financial aid implications with their Financial Aid Officer.

Students who select this option may be required to take additional courses to fulfill the requisite 180 credits necessary to complete a Kaplan University bachelor's degree.

Upon successful completion of the Bachelor of Science in Psychology program, students may apply for entry to the University's Master of Science in Psychology program. If accepted, students will transfer in the above-listed graduate courses and matriculate into a shortened version of the master's degree program.

Bachelor of Science in Public Administration and Policy Accelerated Master's Degree Options

Eligible students enrolled in the Bachelor of Science in Public Administration and Policy program who wish to continue on to pursue a Kaplan University Master of Public Administration, Master of Science in Criminal Justice, Master of Science in Legal Studies, Master of Science in Homeland Security and Emergency Management, or Master of Science in Environmental Policy may choose to complete one of the below accelerated master's degree options.

In order to qualify for an accelerated master's degree option, students must meet the following criteria:

1. Students must possess and maintain a minimum cumulative GPA of 3.0.
2. Students must obtain a grade of "B" or better in each of the master's-level courses.
3. Students must have completed a minimum of 135 quarter credit hours in the Bachelor of Science in Public Administration and Policy program including any credits received for prior learning. Students enrolled in the advanced start degree option must have completed a minimum of 45 quarter credit hours at the University.

Please refer to the individual sections below for additional requirements.

Upon successful completion of the Bachelor of Science in Public Administration and Policy program, students may apply for entry to the relevant Kaplan University master's degree program. If accepted, students will transfer in the graduate courses completed as part of their undergraduate program and matriculate into a shortened version of the master's degree program.

Students should consult with their Education Advisor to ensure that they are eligible for an accelerated master's degree option and should discuss any financial aid implications with their Financial Aid Officer.

Students who select an accelerated master's degree option may be required to take additional courses to fulfill the requisite 180 credits necessary to complete a Kaplan University bachelor's degree.

Accelerated Master of Public Administration Option

Eligible students enrolled in the Bachelor of Science in Public Administration and Policy program who wish to continue on to pursue a Kaplan University Master of Public Administration may take the following graduate-level courses in place of open electives:

- PP 500: Public Administration and Management
- PP 510: Leadership in the Public Sector
- PP 520: Finance and the Administration of Public Funds
- PP 530: Human Resource Management in the Public Sector

In addition to the general requirements, students must have at least 20 credits of open electives available in their degree plan.

Accelerated Master of Science in Criminal Justice Option (Effective February 27, 2013)

Eligible students enrolled in the Bachelor of Science in Public Administration and Policy program who wish to continue on to pursue a Kaplan University Master of Science in Criminal Justice may take the below graduate-level courses in place of open electives. Students enrolled in the Master of Science in Criminal Justice program will choose to complete a comprehensive exam or applied research track of study.

Comprehensive Exam Track

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 501: Criminological Theory
- CJ 502: Research Methodology
- CJ 526: Academic and Professional Communications in Public Safety

Applied Research Track

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 501: Criminological Theory
- CJ 503: Organizational Behavior
- CJ 526: Academic and Professional Communications in Public Safety

Accelerated Master of Science in Environmental Policy Option

Eligible students enrolled in the Bachelor of Science in Public Administration and Policy program who wish to continue on to pursue a Kaplan University Master of Science in Environmental Policy may take the following graduate-level courses in place of open electives:

- EM 500: Environmental Foundations and Principles
- EM 520: Environmental Law and Policy
- EM 530: Environmental Risk Assessment
- PP 510: Leadership in the Public Sector

Accelerated Master of Science in Homeland Security and Emergency Management Option

Eligible students enrolled in the Bachelor of Science in Public Administration and Policy program who wish to continue on to pursue a Kaplan University Master of Science in Homeland Security and Emergency Management may take the following graduate-level courses in place of open electives:

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 526: Academic and Professional Communications in Public Safety
- HM 500: Crisis and Emergency Management Fundamentals
- HM 501: Homeland Security Policies, Principles, Procedures, and Plans

Accelerated Master of Science in Legal Studies Option

Eligible students enrolled in the Bachelor of Science in Public Administration and Policy program who wish to continue on to pursue a Kaplan University Master of Science in Legal Studies may take the following graduate-level courses in place of open electives:

- LS 500: Legal Methods and Process
- LS 501: Ethics and the Professional
- LS 502: Legal Research, Analysis, and Writing
- LS 503: Jurisprudence and Legal History

ASSOCIATE OF APPLIED SCIENCE IN EDUCATIONAL PARAPROFESSIONAL

In addition to the background check identified in the admissions requirements for the program, students enrolled in the Associate of Applied Science in Educational Paraprofessional program at a campus in the state of Maine must complete an additional criminal background check prior to placement at an externship site. Students who are unable to pass a criminal background check prior to placement at a site will be dismissed from the program.

APPLIED BEHAVIOR ANALYSIS POSTBACCALAUREATE CERTIFICATE

Students enrolled in the Applied Behavior Analysis Postbaccalaureate Certificate program will have all course-level prerequisites waived.

The effective date for changes to the section regarding certification, state board, and national board exams is noted below:

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, Kaplan University cannot guarantee students will be eligible to take these exams or become certified. A student's eligibility may depend on his or her work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

BACHELOR OF SCIENCE IN EARLY CHILDHOOD DEVELOPMENT

Students enrolled in the Bachelor of Science in Early Childhood Development program at a Maine campus and who are interested in seeking state of Maine early childhood and/or special education teacher certifications must successfully complete any required student teaching hours and additional specified electives to meet state certification eligibility requirements. Some certification options require an additional term of full-time student teaching for eligibility.

Students interested in pursuing state of Maine certifications should contact the Kaplan University, Maine Department Chair. For additional information on certification options and requirements, contact the State of Maine Department of Education:

State of Maine Department of Education
23 State House Station
Augusta, ME 04333
Tel: 207.624.6603
Email: cert.doe@maine.gov
Website: www.maine.gov/education/cert

BACHELOR OF SCIENCE IN HUMAN SERVICES AND ASSOCIATE OF APPLIED SCIENCE IN HUMAN SERVICES

The Bachelor of Science in Human Services program and the Associate of Applied Science in Human Services program are members of the Council for Standards in Human Service Education (CSHSE); however, they are not accredited by this agency.

While the Bachelor of Science in Human Services program and the Associate of Applied Science in Human Services program are designed to prepare students academically to pursue a variety of careers in the field or in related fields and to pursue advanced education, the programs do not qualify students to sit for the exam to become Human Services—Board Certified Practitioners (HSBCP™).

Students must meet post-degree experience requirements in order to sit for the examination.

BACHELOR OF SCIENCE IN PSYCHOLOGY AND APPLIED BEHAVIOR ANALYSIS POSTBACCALAUREATE CERTIFICATE

Effective May 15, 2013: The Behavior Analyst Certification Board®, Inc. (BACB®) has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Assistant Behavior Analyst® Examination:

- PS 340: Exceptional Needs Children
- PS 360: Applied Behavior Analysis I
- PS 365: Applied Behavior Analysis II
- PS 410: Screening and Assessment
- PS 430: Program Design and Evaluation

To become certified, students will need to obtain the necessary number of hours of field experience under an appropriate supervisor, as required by the BACB, meet additional degree and practicum requirements, and must also pass the comprehensive exam.

The Behavior Analyst Certification Board can be contacted at:

Behavior Analyst Certification Board
2888 Remington Green Lane, Suite C
Tallahassee, FL 32308
Tel: 850.765.0905

The professional practice of psychology is regulated by each state, and the degree requirements in Kaplan University's Bachelor of Science in Psychology program and the Applied Behavior Analysis Postbaccalaureate Certificate program do not guarantee or prepare graduates for state licensure.

The following program changes are effective May 15, 2013:

XXXVI. Bachelor of Science in Communication

General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.
10. Professionalism and Career Development: Apply skills which support career and professional success.

Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CM 107: College Composition I	5
CM 220: College Composition II	5
CS 204: Professional Presence	3
Choose one of the following mathematics courses:	5
MM 150: Survey of Mathematics	
MM 212: College Algebra	
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following science courses:	5
SC 200: Discovering Science—Current Issues in a Changing World	
SC 235: General Biology I—Human Perspectives	
SC 246: Fundamentals of Microbiology	
SC 250: Science for Everyday Life	
Choose one of the following social science courses:	5
SS 211: The 1960's—Reshaping the American Dream	
SS 236: People, Power, and Politics—An Introduction to American Government	
SS 250: The Technological Revolution—A Social Scientific Approach	
TOTAL CORE REQUIREMENTS	33
MAJOR REQUIREMENTS	
CM 111: Communication Program and Profession	5
CM 115: Communication—Concepts and Skills	5
CM 202: Mass Media and Broadcasting	5
CM 206: Interpersonal Communications	5
CM 208: Communication Research Skills	5
CM 214: Public Speaking for the Professional	5
CM 240: Technical Communication	5
PS 124: Introduction to Psychology	5
CM 305: Communicating in a Diverse Society	6
CM 310: Communication and Conflict	6
CM 313: Tools for the Digital Age	6
CM 315: Group Dynamics and Team Building	6
CM 405: Communicating Persuasively	6
CM 410: Organizational Communication	6

CM 460: Strategic Communication	6
CM 499: Bachelor's Capstone in Communication	6
TOTAL MAJOR REQUIREMENTS	88
OPEN ELECTIVE REQUIREMENTS	
Open Electives	59
TOTAL OPEN ELECTIVE REQUIREMENTS	59
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS Comparable Associate's or Bachelor's Degree*	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
CM 115: Communication—Concepts and Skills	
CM 206: Interpersonal Communications	
CM 214: Public Speaking for the Professional	
CORE REQUIREMENTS	
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following science courses:	5
SC 200: Discovering Science—Current Issues in a Changing World	
SC 235: General Biology I—Human Perspectives	
SC 246: Fundamentals of Microbiology	
SC 250: Science for Everyday Life	
Choose one of the following social science courses:	5
SS 211: The 1960's—Reshaping the American Dream	
SS 236: People, Power, and Politics—An Introduction to American Government	
SS 250: The Technological Revolution—A Social Scientific Approach	
CS 204: Professional Presence	3
TOTAL CORE REQUIREMENTS	18
MAJOR REQUIREMENTS	
CM 305: Communicating in a Diverse Society	6
CM 310: Communication and Conflict	6
CM 313: Tools for the Digital Age	6
CM 315: Group Dynamics and Team Building	6
CM 405: Communicating Persuasively	6
CM 410: Organizational Communication	6
CM 460: Strategic Communication	6
CM 499: Bachelor's Capstone in Communication	6
TOTAL MAJOR REQUIREMENTS	48
OPEN ELECTIVE REQUIREMENTS	
Open Electives	24
TOTAL OPEN ELECTIVE REQUIREMENTS	24
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.

*Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.

The following program changes are effective May 15, 2013:

XXXVI. Bachelor of Science in Early Childhood Development

General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.
10. Professionalism and Career Development: Apply skills which support career and professional success.

Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CM 107: College Composition I	5
CM 220: College Composition II	5
CS 204: Professional Presence	3
Choose one of the following mathematics courses:	5
MM 150: Survey of Mathematics	
MM 212: College Algebra	
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following science courses:	5
SC 200: Discovering Science—Current Issues in a Changing World	
SC 235: General Biology I—Human Perspectives	
SC 246: Fundamentals of Microbiology	
SC 250: Science for Everyday Life	
Choose one of the following social science courses:	5
SS 211: The 1960's—Reshaping the American Dream	
SS 236: People, Power, and Politics—An Introduction to American Government	
SS 250: The Technological Revolution—A Social Scientific Approach	
TOTAL CORE REQUIREMENTS	33

MAJOR REQUIREMENTS

CE 100: Preparing for a Career in Early Childhood Development OR CS 121: Pathways to Academic Success*	5
CE 101: Introduction to Early Childhood Education	5
CE 114: Early Childhood Development	5
CE 215: Early Childhood Curriculum Planning	5
CE 220: Child Safety, Nutrition, and Health	5
CE 230: Creative Activities for Young Children	5
CE 240: Young Children With Special Needs	5
CM 206: Interpersonal Communications	5
PS 124: Introduction to Psychology OR SS 144: Sociology	5
CE 300: Observation and Assessment in Early Childhood	6
CE 310: Children's Literacy	6
CE 320: Language Development in the Young Child	6
CE 330: Teaching Across Content—Math, Science, and Sociology for Young Children	6
CE 410: Teaching Art and Music in Early Childhood	6
CE 420: Curriculum Development	6
CE 430: Learning Through Play in the Inclusive Classroom	6
CE 499: Bachelor's Capstone in Early Childhood Development OR CE 497: Student Teaching Part A†	6
CE 498: Student Teaching Part B‡	12
TOTAL MAJOR REQUIREMENTS	93 OR 105
OPEN ELECTIVE REQUIREMENTS	
Open Electives	54
TOTAL OPEN ELECTIVE REQUIREMENTS	54
TOTAL PROGRAM REQUIREMENTS	180 OR 192

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Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
Comparable Associate's or Bachelor's Degrees [§]	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
CE 101: Introduction to Early Childhood Education	
CE 215: Early Childhood Curriculum Planning	
CE 240: Young Children With Special Needs	
CORE REQUIREMENTS	
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following science courses:	5
SC 200: Discovering Science—Current Issues in a Changing World	
SC 235: General Biology I—Human Perspectives	
SC 246: Fundamentals of Microbiology	
SC 250: Science for Everyday Life	
Choose one of the following social science courses:	5
SS 211: The 1960's—Reshaping the American Dream	
SS 236: People, Power, and Politics— An Introduction to American Government	
SS 250: The Technological Revolution— A Social Scientific Approach	
CS 204: Professional Presence	3
TOTAL CORE REQUIREMENTS	18
MAJOR REQUIREMENTS	
CE 300: Observation and Assessment in Early Childhood	6
CE 310: Children's Literacy	6
CE 320: Language Development in the Young Child	6
CE 330: Teaching Across Content—Math, Science, and Sociology for Young Children	6
CE 410: Teaching Art and Music in Early Childhood	6
CE 420: Curriculum Development	6
CE 430: Learning Through Play in the Inclusive Classroom	6
CE 499: Bachelor's Capstone in Early Childhood Development OR CE 497: Student Teaching Part A [†]	6
CE 498: Student Teaching Part B [‡]	12
TOTAL MAJOR REQUIREMENTS	48 OR 60
OPEN ELECTIVE REQUIREMENTS	
Open Electives	24
TOTAL OPEN ELECTIVE REQUIREMENTS	24
TOTAL PROGRAM REQUIREMENTS	180 OR 192

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 CE 100: Preparing for a Career in Early Childhood Development.

[†]Online students will take CE 499: Bachelor's Capstone in Early Childhood Development.

[‡]Student teaching is an optional component of the degree plan and is only available to students enrolled at a Maine campus. Some early childhood/special education teacher certification options in the state of Maine require an additional term of student teaching. Students who choose to complete the student teaching option may complete CE 497: Student Teaching Part A and CE 498: Student Teaching Part B for a program total of 192 quarter credit hours.

[§]Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.

The following program changes are effective May 15, 2013:

XXXVI. Bachelor of Science in Human Services

General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.
10. Professionalism and Career Development: Apply skills which support career and professional success.

Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CM 107: College Composition I	5
CM 220: College Composition II	5
CS 204: Professional Presence	3
Choose one of the following mathematics courses:	5
MM 150: Survey of Mathematics	
MM 212: College Algebra	
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following science courses:	5
SC 200: Discovering Science—Current Issues in a Changing World	
SC 235: General Biology I—Human Perspectives	
SC 246: Fundamentals of Microbiology	
SC 250: Science for Everyday Life	
Choose one of the following social science courses:	5
SS 211: The 1960's—Reshaping the American Dream	
SS 236: People, Power, and Politics—An Introduction to American Government	
SS 250: The Technological Revolution—A Social Scientific Approach	
TOTAL CORE REQUIREMENTS	33
MAJOR REQUIREMENTS	
CM 206: Interpersonal Communications	5
HN 115: Human Services Program and Profession	5
HN 144: Human Behavior and the Environment	5
HN 200: Survey of Social Problems	5
HN 205: Applied Skills for Human Services	5
HN 220: Prevention and Crisis Intervention	5
MM 207: Statistics	5
PS 124: Introduction to Psychology	5

HN 300: Human Services and Social Policy	6
HN 330: Case Management in Human Services	6
HN 410: Human Services Delivery	6
300/400-level: Emphasis Area Courses	24
HN 499: Bachelor's Capstone for Human Services	6
TOTAL MAJOR REQUIREMENTS	88
OPEN ELECTIVE REQUIREMENTS	
Open Electives	59
TOTAL OPEN ELECTIVE REQUIREMENTS	59
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS Comparable Associate's or Bachelor's Degree*	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
HN 115: Human Services Program and Profession	
HN 144: Human Behavior and the Environment	
HN 200: Survey of Social Problems	
CORE REQUIREMENTS	
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following science courses:	5
SC 200: Discovering Science—Current Issues in a Changing World	
SC 235: General Biology I—Human Perspectives	
SC 246: Fundamentals of Microbiology	
SC 250: Science for Everyday Life	
Choose one of the following social science courses:	5
SS 211: The 1960's—Reshaping the American Dream	
SS 236: People, Power, and Politics—An Introduction to American Government	
SS 250: The Technological Revolution—A Social Scientific Approach	
CS 204: Professional Presence	3
TOTAL CORE REQUIREMENTS	18
MAJOR REQUIREMENTS	
HN 300: Human Services and Social Policy	6
HN 330: Case Management in Human Services	6
HN 410: Human Services Delivery	6
300/400-level: Emphasis Area Courses	24
HN 499: Bachelor's Capstone for Human Services	6
TOTAL MAJOR REQUIREMENTS	48
OPEN ELECTIVE REQUIREMENTS	
Open Electives	24
TOTAL OPEN ELECTIVE REQUIREMENTS	24
TOTAL PROGRAM REQUIREMENTS	180

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EMPHASIS AREAS

Option I: Human Services Administration

HN 345:	Public Relations in Not-for-Profit Organizations	6
HN 347:	Public Personnel Administration	6
HN 400:	Proposal Designs for Human Services	6
HN 450:	Legal and Ethical Issues in Human Services	6

Option II: Gerontology

HN 360:	The Aging Population and Society	6
HN 365:	Psychology of Aging	6
HN 420:	Social and Health Care Issues in Aging	6
HN 450:	Legal and Ethical Issues in Human Services	6

Option III: Child and Family Welfare

HN 370:	Child Welfare and Family	6
HN 377:	Studies in Child and Adolescent Development	6
HN 430:	Advocacy for Families and Youth	6
HN 450:	Legal and Ethical Issues in Human Services	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.

*Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.

The following program changes are effective May 15, 2013:

XXXVI. Bachelor of Science in Liberal Studies

General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.
10. Professionalism and Career Development: Apply skills which support career and professional success.

Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CM 107: College Composition I	5
CM 220: College Composition II	5
CS 204: Professional Presence	3
Choose one of the following mathematics courses:	5
MM 150: Survey of Mathematics	
MM 212: College Algebra	
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following science courses:	5
SC 200: Discovering Science—Current Issues in a Changing World	
SC 235: General Biology I—Human Perspectives	
SC 246: Fundamentals of Microbiology	
SC 250: Science for Everyday Life	
Choose one of the following social science courses:	5
SS 211: The 1960's—Reshaping the American Dream	
SS 236: People, Power, and Politics—An Introduction to American Government	
SS 250: The Technological Revolution—A Social Scientific Approach	
TOTAL CORE REQUIREMENTS	33
MAJOR REQUIREMENTS	
CM 115: Communication—Concepts and Skills	5
HU 245: Ethics	5
MM 207: Statistics	5
PS 124: Introduction to Psychology	5
SC 115: Principles of Nutrition	5
100/200-level: Major Electives	15

CM 310: Communication and Conflict	6
HU 345: Critical Thinking	6
SS 360: American Women	6
300/400-level: Major Electives	24
LI 499: Bachelor's Capstone in Liberal Studies	6

TOTAL MAJOR REQUIREMENTS 88

OPEN ELECTIVE REQUIREMENTS

Open Electives 59

TOTAL OPEN ELECTIVE REQUIREMENTS 59

TOTAL PROGRAM REQUIREMENTS 180

Curriculum

Courses	Credits
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ADVANCED START BACHELOR'S DEGREE REQUIREMENTS

ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS

Comparable Associate's or Bachelor's Degree*

TOTAL PRIOR DEGREE CREDITS 90

CORE REQUIREMENTS

Choose one of the following arts and humanities courses: 5

HU 200: Critical Evaluation in the Humanities

HU 245: Ethics

HU 250: Humanities and Culture

Choose one of the following science courses: 5

SC 200: Discovering Science—Current Issues in a Changing World

SC 235: General Biology I—Human Perspectives

SC 246: Fundamentals of Microbiology

SC 250: Science for Everyday Life

Choose one of the following social science courses: 5

SS 211: The 1960's—Reshaping the American Dream

SS 236: People, Power, and Politics—An Introduction to American Government

SS 250: The Technological Revolution—A Social Scientific Approach

CS 204: Professional Presence 3

TOTAL CORE REQUIREMENTS 18

MAJOR REQUIREMENTS

CM 310: Communication and Conflict 6

HU 345: Critical Thinking 6

SS 360: American Women 6

300/400-level: Major Electives 24

LI 499: Bachelor's Capstone in Liberal Studies 6

TOTAL MAJOR REQUIREMENTS 48

OPEN ELECTIVE REQUIREMENTS

Open Electives 24

TOTAL OPEN ELECTIVE REQUIREMENTS 24

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.

*Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.

The following program changes are effective May 15, 2013:

XXXVI. Bachelor of Science in Psychology

A Bachelor of Science in Psychology may 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 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 Kaplan 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, eligible for job advancement opportunities, or employed 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 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.

EMPHASIS AREAS

Three emphasis area options are available within the Bachelor of Science in Psychology program. The child development emphasis area 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 behavior analysis emphasis area provides an examination of the design, analysis, and application of learning theories and behavioral principles, and is designed to prepare students for careers working with children and adults in schools and other organizational settings. Finally, the substance abuse emphasis area provides an investigation of substance abuse in our society, including risk factors, prevention, evaluation, and treatment, and is designed to prepare students for careers in clinical and educational settings working with youth and adults.

ACCELERATED MASTER'S DEGREE OPTION

High-potential students who are interested in fast-tracking their educational goal of earning both a bachelor's and master's degree in psychology should consider the accelerated Bachelor of Science in Psychology-to-Master of Science in Psychology option. Eligible students will work toward completion of the Bachelor of Science in Psychology program while simultaneously completing four mandatory core courses in the Master of Science in Psychology program. Upon successful completion of the undergraduate program, students may apply for entry to Kaplan University's Master of Science in Psychology program. Once accepted, they will complete the remaining eight or nine courses, depending on the chosen track of study, to earn a master's degree.

ADVANCED START DEGREE OPTION

Kaplan University offers the Advanced Start Bachelor of Science in Psychology degree option for students who have earned a comparable associate's or bachelor's 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 2-year degree with the academic curriculum of a 4-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 2 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.

The 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.

Qualified associate's or bachelor's degrees are transferred into the advanced start degree option as a block of 90 quarter credit hours. Any remaining prior credits are evaluated individually for potential transfer toward appropriate 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.

General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.
10. Professionalism and Career Development: Apply skills which support career and professional success.

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Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CM 107: College Composition I	5
CM 220: College Composition II	5
CS 204: Professional Presence	3
Choose one of the following mathematics courses:	5
MM 150: Survey of Mathematics	
MM 212: College Algebra	
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following science courses:	5
SC 200: Discovering Science—Current Issues in a Changing World	
SC 235: General Biology I—Human Perspectives	
SC 246: Fundamentals of Microbiology	
SC 250: Science for Everyday Life	
Choose one of the following social science courses:	5
SS 211: The 1960's—Reshaping the American Dream	
SS 236: People, Power, and Politics— An Introduction to American Government	
SS 250: The Technological Revolution— A Social Scientific Approach	
TOTAL CORE REQUIREMENTS	33
MAJOR REQUIREMENTS	
CM 206: Interpersonal Communications	5
MM 207: Statistics	5
PS 115: Psychology Program and Profession	5
PS 124: Introduction to Psychology	5
PS 200: Introduction to Cognitive Psychology	5
PS 210: History of Psychology	5
PS 220: Child and Adolescent Psychology	5
SC 235: General Biology I—Human Perspectives	5
PS 300: Research Methods I	6
PS 330: Personality Development	6
PS 410: Screening and Assessment	6
300/400-level: Emphasis Area Courses	24
PS 499: Bachelor's Capstone in Psychology	6
TOTAL MAJOR REQUIREMENTS	88
OPEN ELECTIVE REQUIREMENTS	
Open Electives*	59
TOTAL OPEN ELECTIVE REQUIREMENTS	59
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.

*Eligible students who choose to complete the accelerated Bachelor of Science in Psychology-to-Master of Science in Psychology option will take four graduate-level courses in addition to selected undergraduate electives.

†Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.

‡Advanced start students must satisfy the prerequisite requirements for MM 207: Statistics. Students who do not possess prior learning credit comparable to the required prerequisite courses will need to complete courses beyond the minimum degree requirements.

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
Comparable Associate's or Bachelor's Degree†	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
MM 207: Statistics‡	
PS 124: Introduction to Psychology	
PS 220: Child and Adolescent Psychology	
CORE REQUIREMENTS	
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following science courses:	5
SC 200: Discovering Science—Current Issues in a Changing World	
SC 235: General Biology I—Human Perspectives	
SC 246: Fundamentals of Microbiology	
SC 250: Science for Everyday Life	
Choose one of the following social science courses:	5
SS 211: The 1960's—Reshaping the American Dream	
SS 236: People, Power, and Politics— An Introduction to American Government	
SS 250: The Technological Revolution— A Social Scientific Approach	
CS 204: Professional Presence	3
TOTAL CORE REQUIREMENTS	18
MAJOR REQUIREMENTS	
PS 300: Research Methods I	6
PS 330: Personality Development	6
PS 410: Screening and Assessment	6
300/400-level: Emphasis Area Courses	24
PS 499: Bachelor's Capstone in Psychology	6
TOTAL MAJOR REQUIREMENTS	48
OPEN ELECTIVE REQUIREMENTS	
Open Electives*	24
TOTAL OPEN ELECTIVE REQUIREMENTS	24
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 420: Social Relationships in Childhood	6
Option II: Applied Behavior Analysis	
PS 340: Exceptional Needs Children	6
PS 360: Applied Behavior Analysis I	6
PS 365: Applied Behavior Analysis II	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 450: Case Management	6

The following program changes are effective May 15, 2013:

XXXVI. Associate of Applied Science in Early Childhood Development

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CM 107: College Composition I	5
CM 220: College Composition II	5
Choose one of the following mathematics courses:	5
MM 150: Survey of Mathematics	
MM 212: College Algebra	
TOTAL CORE REQUIREMENTS	15
MAJOR REQUIREMENTS	
CE 100: Preparing for a Career in Early Childhood Development	5
CE 101: Introduction to Early Childhood Education	5
CE 114: Early Childhood Development	5
CE 215: Early Childhood Curriculum Planning	5
CE 220: Child Safety, Nutrition, and Health	5
CE 230: Creative Activities for Young Children	5
CE 240: Young Children With Special Needs	5
CM 206: Interpersonal Communications	5
PS 124: Introduction to Psychology OR	
SS 144: Sociology	5
CE 299: Associate's Capstone for Early Childhood Development	5
TOTAL MAJOR REQUIREMENTS	50
OPEN ELECTIVE REQUIREMENTS	
Open Electives	25
TOTAL OPEN ELECTIVE REQUIREMENTS	25
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.

The following program changes are effective May 15, 2013:

XXXVI. Associate of Applied Science in Human Services

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CM 107: College Composition I	5
CM 220: College Composition II	5
Choose one of the following mathematics courses:	5
MM 150: Survey of Mathematics	
MM 212: College Algebra	
TOTAL CORE REQUIREMENTS	15
MAJOR REQUIREMENTS	
CM 206: Interpersonal Communications	5
HN 115: Human Services Program and Profession	5
HN 144: Human Behavior and the Environment	5
HN 200: Survey of Social Problems	5
HN 205: Applied Skills for Human Services	5
HN 220: Prevention and Crisis Intervention	5
PS 124: Introduction to Psychology	5
HN 299: Associate's Capstone for Human Services	5
TOTAL MAJOR REQUIREMENTS	40
OPEN ELECTIVE REQUIREMENTS	
Open Electives	35
TOTAL OPEN ELECTIVE REQUIREMENTS	35
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.

The following program changes are effective May 15, 2013:

XXXVI. Applied Behavior Analysis Postbaccalaureate Certificate

The Applied Behavior Analysis Postbaccalaureate Certificate program is designed for individuals who are interested in expanding their knowledge of applied behavior analysis in order to meet the necessary coursework requirements for eligibility to take the Board Certified Assistant Behavior Analyst® Examination. Please note: applicants will have to meet additional requirements to qualify including degree, field experience, and practicum requirements. Please refer to the website for the Behavior Analyst Certification Board®, Inc. (www.bacb.com/) for full eligibility requirements.

While the courses in the program may provide the knowledge necessary to sit for this exam, Kaplan University cannot guarantee a student's eligibility either to take this exam or become certified. A student's eligibility may depend on his or her work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure. Please refer to the Certification, State Board, and National Board Exams section of this Catalog for further guidance.

Qualified credits earned in fulfillment of this certificate program 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 Kaplan 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, eligible for job advancement opportunities, or employed at all.

The Applied Behavior Analysis Postbaccalaureate Certificate program consists of a minimum of 30 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
PS 340: Exceptional Needs Children	6
PS 360: Applied Behavior Analysis I	6
PS 365: Applied Behavior Analysis II	6
PS 410: Screening and Assessment	6
PS 430: Program Design and Evaluation	6
TOTAL PROGRAM REQUIREMENTS	
	30

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 Business

The effective date for changes to the School of Business's admissions requirements is noted below:

Admissions Requirements

In addition to the general Kaplan University admissions requirements, the School of Business has specific requirements for the following programs:

POSTBACCALAUREATE CERTIFICATES

Effective January 9, 2013: Prior to enrollment, applicants to a School of Business postbaccalaureate certificate program 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, 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, the student will be blocked from 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.

The effective date for changes to the section regarding certification, state board, and national board exams is noted below:

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, Kaplan University cannot guarantee students will be eligible to take these exams or become certified. A student's eligibility may depend on his or her work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

BACHELOR OF SCIENCE IN ACCOUNTING

Effective May 15, 2013: Students who complete the degree will be on their way to meeting the educational requirements to be eligible to sit for the Uniform CPA Examination. The exact requirements to take the CPA Exam vary by state and may change from time to time. To sit for the CPA Exam, states require students to have obtained 150 semester hours or 225 quarter credit hours. The Bachelor of Science in Accounting program is 180 quarter credit hours (120 semester hours). To be eligible to sit for the CPA exam, a student who has completed Kaplan University's Bachelor of Science in Accounting would need to complete Kaplan University's Master of Science in Accounting or its equivalent elsewhere. Thus, Kaplan University makes no representations or warranties as to whether the degree program or any individual courses meet specific state requirements. The University suggests and encourages its students to research independently the requirements in any state where they intend to seek licensure.

HUMAN RESOURCES POSTBACCALAUREATE CERTIFICATE

Students who complete the certificate program may be eligible to take the Professional in Human Resources (PHR) certification exam.

COMMITTEE ON NATIONAL SECURITY SYSTEMS CERTIFICATIONS

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 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 certifications, 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 Kaplan University Financial Aid Office to inquire about alternative funding.

SCHOOL OF BUSINESS BACHELOR'S DIVISION

The following program changes are effective May 15, 2013:

XXVIII. Bachelor of Science in Accounting

The Bachelor of Science in Accounting program is designed to prepare students for entry into the accounting profession by providing skills relevant to a variety of careers. Students who complete the degree will be on their way to meeting the educational requirements to be eligible to sit for the Uniform CPA Examination. To sit for the CPA Exam, states require students to have obtained 150 semester hours or 225 quarter credit hours. The Bachelor of Science in Accounting program is 180 quarter credit hours (120 semester hours). To be eligible to sit for the CPA exam, a student who has completed Kaplan University's Bachelor of Science in Accounting would need to complete Kaplan University's Master of Science in Accounting or its equivalent elsewhere.

The exact requirements to take the CPA Exam vary by state and may change from time to time. Thus, the University makes no representations or warranties as to whether the degree program or any individual courses meet specific state requirements. The University suggests and encourages its students to research independently the requirements in any state where they intend to seek licensure.

While the courses in the program may provide the knowledge necessary to sit for this exam, Kaplan University cannot guarantee a student's eligibility either to take this exam or become certified. A student's eligibility may depend on his or her work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure. Please refer to the Certification, State Board, and National Board Exams section of this Catalog for further guidance.

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 Kaplan 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, eligible for job advancement opportunities, or employed 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 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.

EMPHASIS AREAS

In addition to the required core and major courses, students can elect to further specialize their degree with one of four emphasis areas. The emphasis areas available are public accountancy, managerial accountancy, tax accountancy, and auditing/forensic accountancy.

ADVANCED START DEGREE OPTION

Kaplan University offers the Advanced Start Bachelor of Science in Accounting degree option for students who have earned a comparable associate's or bachelor's 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 2-year degree with the academic curriculum of a 4-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 2 years of study allows students 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.

The 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.

Qualified associate's or bachelor's degrees are transferred into the advanced start degree option as a block of 90 quarter credit hours. Any remaining prior credits are evaluated individually for potential transfer toward appropriate 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.

Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	33
MAJOR REQUIREMENTS	
AC 114: Accounting I	5
AC 116: Accounting II	5
AC 239: Managerial Accounting	5
AC 256: Federal Tax	5
BU 204: Macroeconomics	5
BU 224: Microeconomics	5
MM 255: Business Math and Statistical Measures	5
100/200-level: Major Elective	5
AC 300: Intermediate Accounting I	6
AC 301: Intermediate Accounting II	6
LS 311: Business Law	6
300/400-level: Major Electives	24
AC 499: Bachelor's Capstone in Accounting	6
TOTAL MAJOR REQUIREMENTS	88
OPEN ELECTIVE REQUIREMENTS	
Open Electives	59
TOTAL OPEN ELECTIVE REQUIREMENTS	59
TOTAL PROGRAM REQUIREMENTS	180

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Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
Comparable Associate's or Bachelor's Degree*	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
AC 114: Accounting I	
AC 116: Accounting II	
AC 239: Managerial Accounting	
CORE REQUIREMENTS	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	18
MAJOR REQUIREMENTS	
AC 300: Intermediate Accounting I	6
AC 301: Intermediate Accounting II	6
LS 311: Business Law	6
300/400-level: Major Electives	24
AC 499: Bachelor's Capstone in Accounting	6
TOTAL MAJOR REQUIREMENTS	48
OPEN ELECTIVE REQUIREMENTS	
Open Electives	24
TOTAL OPEN ELECTIVE REQUIREMENTS	24
TOTAL PROGRAM REQUIREMENTS	180

EMPHASIS AREAS

Option I: Public Accountancy

AC 302: Intermediate Accounting III	6
AC 410: Auditing	6
AC 430: Advanced Tax—Corporate†	6
AC 465: Advanced Forensic Accounting	6

Option II: Tax Accountancy

AC 302: Intermediate Accounting III	6
AC 410: Auditing	6
AC 430: Advanced Tax—Corporate†	6
AC 450: Advanced Accounting	6

Option III: Managerial Accountancy

AC 302: Intermediate Accounting III	6
AC 410: Auditing	6
AC 420: Cost Accounting	6
MT 482: Financial Statement Analysis‡	6

Option IV: Auditing/Forensic Accountancy

AC 302: Intermediate Accounting III	6
AC 410: Auditing	6
AC 450: Advanced Accounting	6
AC 465: Advanced Forensic 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.

*Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.

†Students enrolled in the advanced start option who do not possess prior learning credit comparable to AC 256: Federal Tax must complete the course to satisfy prerequisite requirements.

‡Students who do not possess prior learning credit comparable to MT 217: Finance must complete the course to satisfy prerequisite requirements.

The following program changes are effective May 15, 2013:

XXVIII. Bachelor of Science in Business Administration

Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	33
MAJOR REQUIREMENTS	
AC 113: Accounting for Nonaccounting Majors OR AC 114: Accounting I	5
BU 204: Macroeconomics OR MT 220: Global Business	5
BU 224: Microeconomics	5
MM 255: Business Math and Statistical Measures	5
MT 140: Introduction to Management	5
MT 203: Human Resource Management OR MT 209: Small Business Management	5
MT 217: Finance	5
MT 219: Marketing	5
AC 330: Managerial Accounting for Business Professionals	6
LS 311: Business Law OR LS 312: Ethics and the Legal Environment	6
MT 302: Organizational Behavior	6
Choose one of the following:	6
MT 355: Marketing Research	
MT 450: Marketing Management	
300/400-level: Marketing Elective	
MT 400: Business Process Management OR MT 435: Operations Management	6
MT 445: Managerial Economics OR MT 480: Corporate Finance	6
MT 460: Management Policy and Strategy	6
MT 490: Management Capstone Externship OR MT 499: Bachelor's Capstone in Management	6
TOTAL MAJOR REQUIREMENTS	88
OPEN ELECTIVE REQUIREMENTS	
Open Electives	59
TOTAL OPEN ELECTIVE REQUIREMENTS	59
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS Comparable Associate's or Bachelor's Degree*	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
AC 113: Accounting for Nonaccounting Majors OR AC 114: Accounting I	
MM 255: Business Math and Statistical Measures	
MT 140: Introduction to Management	
MT 217: Finance	
CORE REQUIREMENTS	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	18
MAJOR REQUIREMENTS	
AC 330: Managerial Accounting for Business Professionals	6
LS 311: Business Law OR LS 312: Ethics and the Legal Environment	6
MT 302: Organizational Behavior	6
Choose one of the following:	6
MT 355: Marketing Research	
MT 450: Marketing Management	
300/400-level: Marketing Elective	
MT 400: Business Process Management OR MT 435: Operations Management	6
MT 445: Managerial Economics OR MT 480: Corporate Finance	6
MT 460: Management Policy and Strategy	6
MT 490: Management Capstone Externship OR MT 499: Bachelor's Capstone in Management	6
TOTAL MAJOR REQUIREMENTS	48
OPEN ELECTIVE REQUIREMENTS	
Open Electives	24
TOTAL OPEN ELECTIVE REQUIREMENTS	24
TOTAL PROGRAM REQUIREMENTS	180

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CAREER FOCUS AREAS

Accelerated MBA Option

AC 301: Intermediate Accounting II [†]	6
HR 485: Strategic Human Resource Management	6
MT 445: Managerial Economics	6
MT 450: Marketing Management [‡]	6
MT 480: Corporate Finance OR	
MT 482: Financial Statement Analysis	6

Business Process Management

IT 301: Project Management I	6
MT 300: Management of Information Systems	6
MT 400: Business Process Management	6
MT 475: Outcomes Assessment and Quality Management	6

Financial Analysis

MT 445: Managerial Economics	6
MT 480: Corporate Finance	6
MT 481: Financial Markets	6
MT 482: Financial Statement Analysis	6

Human Resources

HR 400: Employment and Staffing	6
HR 410: Employee Training and Development	6
HR 420: Employment Law	6
HR 435: Compensation OR	
HR 485: Strategic Human Resource Management	6

Information Assurance

IT 286: Introduction to Network Security [§]	5
IT 331: Technology Infrastructure	6
MT 300: Management of Information Systems	6
MT 411: Risk Management	6

Information Systems Management

IT 301: Project Management I	6
IT 402: IT Consulting Skills	6
MT 300: Management of Information Systems	6
MT 451: Managing Technological Innovation	6

Management

HR 400: Employment and Staffing	6
MT 340: Conflict Management and Team Dynamics	6
MT 355: Marketing Research OR	
MT 450: Marketing Management	6
MT 400: Business Process Management OR	
MT 435: Operations Management	6

Marketing

MT 330: International Marketing	6
MT 355: Marketing Research OR	
MT 450: Marketing Management	6
MT 359: Advertising, Promotion, PR—Integrated Marketing Communication Strategies	6
MT 459: Consumer Behavior	6

New Media/Internet Marketing

MT 357: E-Marketing for the Non-IT Student	6
MT 358: Social Network Marketing	6
MT 359: Advertising, Promotion, PR—Integrated Marketing Communication Strategies	6
MT 450: Marketing Management	6

Procurement

MT 300: Management of Information Systems	6
MT 435: Operations Management	6
MT 475: Outcomes Assessment and Quality Management	6
MT 482: Financial Statement Analysis	6

Project Management

IT 301: Project Management I	6
IT 401: Project Management II	6
MT 400: Business Process Management	6
MT 475: Outcomes Assessment and Quality Management	6

Real Estate

MT 361: Foundations of Real Estate Practice	6
MT 431: Real Estate Finance and Ethics	6
MT 432: Real Estate Law	6
MT 453: Professional Selling	6

Risk Management

MT 410: Risk Analysis and Strategy	6
MT 411: Risk Management	6
MT 435: Operations Management	6
MT 475: Outcomes Assessment and Quality Management OR	
MT 482: Financial Statement Analysis	6

Risk Management and Insurance

MT 426: Principles of Risk Management and Insurance	6
MT 427: Fundamentals of Property and Liability Insurance	6
MT 428: Fundamentals of Life and Health Insurance	6
MT 453: Professional Selling	6

Sales Management

MT 453: Professional Selling	6
MT 454: Services Marketing	6
MT 455: Salesforce Management	6
MT 459: Consumer Behavior	6

Wealth Management

MT 421: Financial Planning	6
MT 426: Principles of Risk Management and Insurance	6
MT 453: Professional Selling	6
MT 480: Corporate Finance [#]	6
MT 483: Investments	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.

*Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.

[†]Advanced start students must satisfy the prerequisite requirement of AC 300: Intermediate Accounting I. Students who do not possess prior learning credit comparable to AC 300 will need to complete the course beyond the minimum degree requirements.

[‡]Students choosing the accelerated MBA option career focus area will take MT 450: Marketing Management as their 300/400-level marketing elective.

[§]Students will need to complete additional elective courses in order to satisfy the necessary number of credits required for completion of the degree.

[#]Advanced start students choosing the wealth management career focus area will take MT 480: Corporate Finance instead of MT 445: Managerial Economics as part of the program's major requirements.

SCHOOL OF BUSINESS ASSOCIATE'S DIVISION

The following program changes are effective May 15, 2013:

XXXV. Associate of Applied Science in Accounting

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
TOTAL CORE REQUIREMENTS	15
MAJOR REQUIREMENTS	
CS 113: Academic Strategies for the Business Professional OR CS 121: Pathways to Academic Success*	5
AB 114: Accounting I	5
AB 116: Accounting II	5
AB 224: Microeconomics	5
AB 239: Managerial Accounting	5
AB 256: Federal Tax	5
MM 255: Business Math and Statistical Measures	5
AB 298: Associate's Capstone in Accounting	5
TOTAL MAJOR REQUIREMENTS	40
OPEN ELECTIVE REQUIREMENTS	
Open Electives	35
TOTAL OPEN ELECTIVE REQUIREMENTS	35
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.

The following program changes are effective May 15, 2013:

XXXV. Associate of Applied Science in Business Administration

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
TOTAL CORE REQUIREMENTS	15
MAJOR REQUIREMENTS	
CS 113: Academic Strategies for the Business Professional OR CS 121: Pathways to Academic Success*	5
AB 113: Accounting for Nonaccounting Majors OR AB 114: Accounting I	5
AB 140: Introduction to Management	5
AB 203: Human Resource Management OR AB 209: Small Business Management	5
AB 220: Global Business OR AB 224: Microeconomics	5
AB 219: Marketing	5
MM 255: Business Math and Statistical Measures	5
AB 299: Associate's Capstone in Management	5
TOTAL MAJOR REQUIREMENTS	40
OPEN ELECTIVE REQUIREMENTS	
Open Electives	35
TOTAL OPEN ELECTIVE REQUIREMENTS	35
TOTAL PROGRAM REQUIREMENTS	90

CAREER FOCUS AREAS

Banking Service

AB 202: Building Customer Sales and Loyalty	5
AB 217: Finance	5
AB 221: Customer Service	5
CM 206: Interpersonal Communications	5
IT 133: Software Applications OR IT 153: Spreadsheet Applications	5

Business

AB 114: Accounting I	5
AB 116: Accounting II	5
AB 204: Macroeconomics	5
AB 217: Finance	5
IT 133: Software Applications	5

Customer Service

AB 202: Building Customer Sales and Loyalty	5
AB 221: Customer Service	5
CM 206: Interpersonal Communications	5
CM 214: Public Speaking for the Professional	5

Health Club Operations

AB 221: Customer Service	5
CM 206: Interpersonal Communications	5
EF 205: Scientific Foundations of Exercise and Fitness	5
HS 120: Anatomy and Physiology I	5
HS 130: Anatomy and Physiology II	5

Hospitality Management

AB 117: Global Hospitality	5
AB 206: Hotel Management and Operations	5
AB 213: Food and Beverage Management	5
AB 223: Convention Sales and Services	5
AB 270: Advanced Meeting Planning	5

Information Processing

CM 115: Communication—Concepts and Skills	5
CM 206: Interpersonal Communications	5
IT 133: Software Applications	5
IT 153: Spreadsheet Applications	5
IT 163: Database Concepts Using Microsoft Access	5

Meeting and Event Planning

AB 117: Global Hospitality	5
AB 213: Food and Beverage Management	5
AB 223: Convention Sales and Services	5
AB 230: Foundations of Conference and Event Planning	5
AB 270: Advanced Meeting Planning	5

Office Management

AB 221: Customer Service	5
AB 270: Advanced Meeting Planning	5
CM 206: Interpersonal Communications	5
IT 133: Software Applications	5

Retail Management

AB 102: Principles of Retailing	5
AB 202: Building Customer Sales and Loyalty	5
AB 209: Small Business Management	5
AB 221: Customer Service	5
CM 206: Interpersonal Communications	5

Sales

AB 221: Customer Service	5
CM 206: Interpersonal Communications	5
CM 214: Public Speaking for the Professional	5
IT 133: Software Applications	5

Small Business Management

AB 122: Payroll Accounting	5
AB 202: Building Customer Sales and Loyalty	5
AB 221: Customer Service	5
IT 133: Software 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.

School of Health Sciences

The effective dates for changes to the School of Health Sciences' admissions requirements are noted below:

Admissions Requirements

Effective November 29, 2012: In addition to the general Kaplan University admissions requirements, the School of Health Sciences stipulates that international students cannot enroll in a School of Health Sciences program that requires a clinical placement without prior approval of the Dean based on review of submitted documentation as set forth in the School of Health Science Clinical Handbook and the Catalog.

The School of Health Sciences has specific requirements for the following programs:

BACHELOR OF SCIENCE IN HEALTH INFORMATION MANAGEMENT

Enrollment in the Bachelor of Science in Health Information Management program is limited to students who have successfully completed the Kaplan University Associate of Applied Science in Health Information Technology program or a Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)-approved Associate of Applied Science in Health Information Technology program.

Students matriculating into the Bachelor of Science in Health Information Management program who have not successfully completed the equivalent of at least 10 quarter credit hours of college composition and 5 quarter credit hours of college-level mathematics as part of a CAHIIM-approved Associate of Applied Science in Health Information Technology program must complete these requirements prior to enrollment in the program.

ASSOCIATE OF APPLIED SCIENCE IN MEDICAL TRANSCRIPTION

Students matriculating or transferring into the Associate of Applied Science in Medical Transcription program must successfully pass a typing examination with a minimum speed of 30 words per minute and fewer than 5 errors. Students will have three opportunities to pass the examination.

DENTAL ASSISTANT DIPLOMA

Applicants to the Dental Assistant Diploma program offered at the Omaha campus must submit proof of CPR certification, which must remain valid for the duration of the program.

PROGRAMS WITH A REQUIRED CLINICAL, EXTERNSHIP, OR PRACTICUM EXPERIENCE

Students are not eligible to enroll in a School of Health Sciences program that requires completion of a clinical, externship, or practicum experience if they are unable to pass a background check. A background check will be conducted prior to enrollment and again prior to placement at a clinical, externship, or practicum site.

Effective January 9, 2013: Conditionally admitted students who enroll in a School of Health Sciences program that requires completion of a clinical, externship, or practicum experience will be withdrawn at the end of the first term if they are unable to pass a background check and have not made arrangements to change their program of study to one for which a background check is not required.

The effective date for changes to the School of Health Sciences' progression requirements is noted below:

Progression Requirements

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

1. **Effective November 7, 2012:** Transfer credit applied toward major courses must have been completed within 7 years of the start of the School of Health Sciences program. This provision may be waived at the discretion of the Dean of the program based on a review of submitted coursework.
2. Students must achieve a minimum grade of "S" (satisfactory) for the clinical components of courses.
3. Students must provide required documentation for the clinical course, practicum, and externship placement including, but not limited to, health assessments and an application for clinical placement. Specific policies and procedures for submitting required documentation can be found in the appropriate Student Clinical Handbook. Failure to submit appropriate documentation by the deadline may result in a delay in placement for the clinical course, practicum, or externship and/or dismissal from the University.

The School of Health Sciences has specific requirements for the following programs:

ACCELERATED MASTER'S DEGREE OPTIONS

Eligible students enrolled in a School of Health Sciences bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Health Care Administration, Master of Public Health, or Master of Science in Health Education may take up to five graduate-level courses in place of open electives.

In order to qualify for an accelerated master's degree option, undergraduate students must meet the following criteria:

1. Students must have completed a minimum of 135 quarter credit hours in a School of Health Sciences bachelor's degree program including any credits received for prior learning. Students enrolled in an advanced start degree option must have completed a minimum of 45 quarter credit hours at the University.
2. Students must possess a minimum cumulative GPA of 3.0.
3. Students must obtain a grade of "B" or better in each of the master's-level courses and maintain a minimum cumulative GPA of 3.0 while completing the master's-level courses; failure to meet this requirement will result in removal from the accelerated master's degree option.

Upon successful completion of the bachelor's degree program, students may apply for entry to the relevant Kaplan University master's degree program. If accepted, students will transfer in the graduate courses completed as part of their undergraduate program and matriculate into a shortened version of the master's degree program.

Students should consult with their Education Advisor for additional information, to ensure that they are eligible for this option, and to apply for entry to the option. They should also discuss any financial aid implications with their Financial Aid Officer.

Students who select an accelerated master's degree option may be required to take additional courses to fulfill the requisite 180 credits necessary to complete a Kaplan University bachelor's degree.

BACHELOR OF SCIENCE IN HEALTH CARE ADMINISTRATION

Students enrolled in the Bachelor of Science in Health Care Administration program will be withdrawn from their program if unable to successfully complete HA 499: Bachelor's Capstone in Health Care Administration on the second attempt.

ASSOCIATE OF SCIENCE IN HEALTH SCIENCE

(Effective November 7, 2012)

1. Active-duty servicemembers enrolled in the Associate of Science in Health Science must complete a minimum of 22 percent (20 quarter credit hours) of their degree plan at Kaplan University.*
2. Veterans, members of the National Guard, or reservists not currently in active-duty status must complete a minimum of 25 percent (23 quarter credit hours) of their degree plan at Kaplan University.*
3. Students enrolled in the Associate of Science in Health Science may fulfill all of their major requirements, with the exception of the capstone course, via any combination of prior learning.

*Kaplan University utilizes the Servicemembers Opportunity Colleges' definition of "active duty" for the purposes of determining the percentage of credits students must complete at Kaplan University while enrolled in the Associate of Science in Health Science program.

ASSOCIATE'S DEGREE PROGRAMS

Satisfactory Academic Progress

1. Students enrolled 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, MA 280: Clinical Competencies III, or MA 290: Medical Assisting Externship and Evaluation on the second attempt.
2. Students enrolled 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.
3. Students enrolled in the Associate of Applied Science in Health Information Technology program will be withdrawn from their program if unable to successfully complete HI 165: Health Information Practicum and HI 295: Health Information Externship/Capstone on the second attempt.
4. Students enrolled 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 Practicum on the second attempt.
5. It is recommended that students enrolled in the Associate of Applied Science in Medical Transcription program obtain the ability to type a minimum of 40 words per minute (WPM) prior to beginning MR 110: Keyboarding II—Advanced Techniques. Failing to meet the minimum WPM requirement in MR 110 will result in difficulty completing coursework, and failure to complete all coursework in MR 110 will result in failure of the course and a possible delay in completion of the program.

Clinical Experiences

1. Students enrolled in the Associate of Applied Science in Medical Assisting program or the Associate of Applied Science in Medical Office Management program must provide documentation of completion of Basic Life Support for Health Care Providers through the American Heart Association or American Red Cross prior to beginning the first clinical experience.
2. Online students enrolled in the Associate of Applied Science in Health Information Technology program, the Associate of Applied Science in Medical Assisting program, or the Associate of Applied Science in Medical Office Management program must provide notice of intent to enroll in clinical courses and externships 3 months prior to the

beginning of the term in which they wish to enroll. Notification must be submitted to the Health Sciences Clinical Placement Department using the appropriate application form.

3. Online students enrolled in the Associate of Applied Science in Health Information Technology program, the Associate of Applied Science in Medical Assisting program, or the Associate of Applied Science in Medical Office Management program must complete a clinical orientation workshop and pass a criminal background check prior to placement at a clinical, practicum, or externship site.

Portfolio Development and Assessment Process

All online students enrolled in the Associate of Applied Science in Health Information Technology program, the Associate of Applied Science in Medical Assisting program, or the Associate of Applied Science in Medical Office Management program who are interested in pursuing credit for experiential learning must complete the portfolio development and assessment process by the end of the third term, or by the time they have accumulated 30 credits within their program. Therefore, students must enroll in EL 203: Portfolio Development in their second term.

PHLEBOTOMIST CERTIFICATE

1. Students enrolled in the Phlebotomist Certificate program must submit proof of having completed the first two Hepatitis B immunizations prior to enrolling in HS 291: Phlebotomy Lab and must submit proof of having completed the third Hepatitis B immunization prior to enrolling in HS 299: Phlebotomy Externship.
2. Students enrolled in the Phlebotomist Certificate program must achieve a minimum grade of "C" in HS 291: Phlebotomy Lab to be eligible to enroll in HS 299: Phlebotomy Externship.
3. Students enrolled in the Phlebotomist Certificate program must submit proof of CPR/first aid certification prior to enrolling in HS 299: Phlebotomy Externship.
4. Students enrolled in the Phlebotomist Certificate program must achieve a minimum grade of "C" in HS 299: Phlebotomy Externship.

ONLINE PROGRAMS WITH A REQUIRED CLINICAL, EXTERNSHIP, OR PRACTICUM EXPERIENCE

In the event that the University is unable to schedule a student into the required externship, practicum, or clinical experience, there may be a delay between the time the student ends classes and begins the externship, practicum, or clinical experience. In this case, the Dean of the School of Health Sciences may grant an administrative leave of absence.

At the discretion of the University, externship, practicum, or clinical sites may be secured outside of the student's immediate residential area. All costs associated with transportation to the externship, practicum, or clinical site are the responsibility of the student.

In the event that a student has not met preclinical placement requirements, a one-term clinical leave of absence may be granted. The School of Health Sciences Clinical Placement Team must approve the request for a clinical leave of absence.

Unless otherwise noted, the following changes to the School of Health Sciences' graduation requirements are effective May 15, 2013:

Graduation Requirements

In addition to the general undergraduate requirements for graduation, all School of 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 cumulative GPA of 2.0.
2. Comply with all applicable policies and requirements related to the clinical educational experiences.

ASSOCIATE OF SCIENCE IN HEALTH SCIENCE

Effective November 7, 2012: Students enrolled in the Associate of Science in Health Science must have a military transcript on file that shows successful completion of the occupation specialty listed as the career focus area of their degree plan.

The effective dates for changes to the section regarding certification, state board, and national board exams are noted below:

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, Kaplan University cannot guarantee students will be eligible to take these exams or become certified. A student's eligibility may depend on his or her work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

BACHELOR OF SCIENCE IN NUTRITION SCIENCE

Effective January 9, 2013: Kaplan University's Bachelor of Science in Nutrition Science program is not accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). While the Bachelor of Science in Nutrition Science program is designed to prepare students academically to pursue a variety of nutrition-oriented careers and advanced education, the program does not lead directly to certification as a registered dietitian. Graduates of the program may become registered dietitians by completing postbaccalaureate or master's level work in a program accredited by ACEND, completing preprofessional experience, and sitting for the Registration Examination for Dietitians.

Further, students interested in becoming Certified Clinical Nutritionists may need to take additional coursework and complete a 900-hour internship to become eligible to sit for the Certified Clinical Nutritionist Examination, administered by the Clinical Nutrition Certification Board (CNCB). For more information, visit www.cncb.org.

Students enrolled in this program must not assume that credits earned at Kaplan University will transfer to another institution. Also, Kaplan University does not guarantee acceptance to any programs offered by other institutions.

ASSOCIATE OF APPLIED SCIENCE IN HEALTH INFORMATION TECHNOLOGY

Effective October 3, 2012: The Associate of Applied Science in Health Information Technology, offered online and at the Hagerstown campus, is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Upon graduation, students are eligible to sit for the Registered Health Information Technician (RHIT) certification exam offered by the American Health Information Management Association (AHIMA). AHIMA exams are not required for all career paths—it is ultimately the responsibility of the student to determine state and federal licensure and accreditation requirements.

ASSOCIATE OF APPLIED SCIENCE IN MEDICAL ASSISTING

Effective November 7, 2012: The Associate of Applied Science in Medical Assisting program 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 onsite program offered at a campus in the state of Iowa, Maryland, or Nebraska, students may be eligible to take the Certified Medical Assistant examination given by the American Association of Medical Assistants. Online and onsite students may be eligible to take the Registered Medical Assistant examination given by the American Medical Technologists, the National Certified Medical Assistant (NCMA) exam given by the National Center for Competency Testing (NCCT), and the Certified Clinical Medical Assistant (CCMA) exam given by the National Healthcareer Association (NHA).

ASSOCIATE OF APPLIED SCIENCE IN MEDICAL TRANSCRIPTION

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. After completion of the program and meeting eligibility requirements set by the Association for Healthcare Documentation Integrity, students may be eligible to take the Registered 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 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 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 and the Certified Coding Associate (CCA) examination sponsored by the American Health Information Management Association (AHIMA).

MEDICAL ASSISTANT CERTIFICATE

After completing the program, students may be eligible to take the Certified Medical Assistant (CMA) exam sponsored by the American Association of Medical Assistants (AAMA).

MEDICAL BILLING/CODING CERTIFICATE

After completing the program, students may be eligible to take the Certified Coding Specialist (CCS) certification exam and/or the Certified Coding Specialist—Physician-Based (CCS-P) certification exam sponsored by the American Health Information Management Association (AHIMA).

PHLEBOTOMIST CERTIFICATE

After completing the program, students may be eligible to take the Phlebotomy Technician certification exam sponsored by the American Society for Clinical Pathology (ASCP).

The following program is effective May 28, 2013:

XXXVI. Bachelor of Science in Health Information Management

Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S DEGREE REQUIREMENTS	
Associate of Applied Science in Health Information Technology	
TOTAL PRIOR DEGREE CREDITS	90
CORE REQUIREMENTS	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	18
MAJOR REQUIREMENTS	
HI 300: Information Technology and Systems for Health Care	6
HI 305: Management of Health Information	6
HI 410: Advanced Reimbursement Methodology	6
HS 305: Research Methods for Health Sciences	6
HS 311: Epidemiology and Biostatistics I	6
HS 312: Epidemiology and Biostatistics II	6
HS 420: Advanced Health Informatics	6
HS 450: Strategic Planning and Organizational Development for Health Care	6
HI 499: Bachelor's Capstone in Health Information Management	6
TOTAL MAJOR REQUIREMENTS	54
OPEN ELECTIVE REQUIREMENTS	
Open Electives	18
TOTAL OPEN ELECTIVE REQUIREMENTS	18
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.

The following program changes are effective May 15, 2013; changes to the program description are effective October 3, 2012:

XXXVI. Associate of Applied Science in Health Information Technology

The objective of the Associate of Applied Science in Health Information Technology program is to help prepare graduates with the knowledge, technical skills, and work habits to pursue an entry-level position in the health information management field.

The curriculum is geared toward the ability to process, maintain, compile, and report health information data for patient care, reimbursement, facility planning, marketing, risk management, quality assessment, and research.

Through this program, students are taught medical coding and abstracting procedures. The curriculum also covers supervisory issues as well as medicolegal aspects of health information. Basic courses that address the use of computers in these areas are also part of the program.

Graduates of this program may abstract health records and compile reports on health care services; accurately assign code numbers to diagnoses and procedures for indexing health data and processing bills; answer legal, government, insurance, and other inquiries for patient health information; and organize, analyze, and evaluate health record content for completeness and accuracy. Graduates may also review and evaluate health records to assist with meeting accreditation guidelines, release patient information in accordance with applicable laws, and supervise human resources.

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 Kaplan 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, eligible for job advancement opportunities, or employed at all.

The Associate of Applied Science in Health Information Technology, offered online and at the Hagerstown campus, is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Upon graduation, students are eligible to sit for the Registered Health Information Technician (RHIT) certification exam offered by the American Health Information Management Association (AHIMA). AHIMA exams are not required for all career paths—it is ultimately the responsibility of the student to determine state and federal licensure and accreditation requirements.

The Associate of Applied Science in Health Information Technology program consists of a minimum of 92 quarter credit hours. Upon successful completion of the program, graduates will receive an associate of applied science degree.

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
TOTAL CORE REQUIREMENTS	15
MAJOR REQUIREMENTS	
HI 125: Health Care Delivery and Information Management	5
HI 135: Legal Aspects of Health Information	5
HI 150: Automation of Health Information	5
HI 165: Health Information Practicum	2
HI 215: Reimbursement Methodologies	3
HI 230: Quality Assurance and Statistics in Health Information	5
HI 255: Medical Coding II	5
HS 100: Introduction to Health Science	5
HS 111: Medical Terminology	5
HS 115: Software Applications for Health Care Professionals	3
HS 120: Anatomy and Physiology I	5
HS 130: Anatomy and Physiology II	5
HS 200: Diseases of the Human Body	5
HS 225: Medical Coding I	4
MR 160: Pharmacology and Laboratory Medicine	5
HI 295: Health Information Externship/Capstone	5
TOTAL MAJOR REQUIREMENTS	72
OPEN ELECTIVE REQUIREMENTS	
Open Elective	5
TOTAL OPEN ELECTIVE REQUIREMENTS	5
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.

The following changes to the program description are effective November 7, 2012:

Associate of Applied Science in Medical Assisting

IOWA, MARYLAND, AND NEBRASKA

The objective of the Associate of Applied Science in Medical Assisting program is to prepare students with the knowledge, technical skills, and work habits to pursue an entry-level position in the ambulatory medical field. The Associate of Applied Science in Medical Assisting program is designed to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. This program concentrates on helping students acquire knowledge and develop skills in performing laboratory, clinical, and medical office procedures in a physician's office or ambulatory care clinic. The associate's degree program is designed to provide a broad education that helps the student develop advanced technical and communication skills.

Graduates of a campus-based program offered in Iowa, Maryland, or Nebraska may be eligible to take the Certified Medical Assistant examination given by the American Association of Medical Assistants, the Registered Medical Assistant examination given by the American Medical Technologists, the National Certified Medical Assistant (NCMA) exam given by the National Center for Competency Testing (NCCT), and the Certified Clinical Medical Assistant (CCMA) exam given by the National Healthcareer Association (NHA). While the courses in the program may provide the knowledge necessary to sit for these exams, Kaplan University cannot guarantee a student's eligibility either to take these exams or become certified. A student's eligibility may depend on his or her work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure. Please refer to the Certification, State Board, and National Board Exams section of the Catalog for further guidance.

Duties for graduates of this program may include performing CLIA-waived tests, venipuncture, urinalysis, and electrocardiograms. They may also assist the physician in patient preparation and patient relations. 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 Kaplan 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, eligible for job advancement opportunities, or employed at all.

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

CLINICAL EXPERIENCES

The program blends online coursework with on-ground experience. All students must also complete an unpaid practicum or externship (160 hours) in a physician's office or clinic to complete the course of study. Students must complete and pass a criminal background check prior to placement at a site. Medical assisting students are also required to submit a health history and proof of immunizations.

The following changes to the program description are effective November 7, 2012:

Associate of Applied Science in Medical Assisting

ONLINE AND MAINE

The objective of the Associate of Applied Science in Medical Assisting program is to prepare students with the knowledge, technical skills, and work habits to pursue an entry-level position in the ambulatory medical field. The Associate of Applied Science in Medical Assisting program is designed to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. This program concentrates on helping students acquire knowledge and develop skills in performing laboratory, clinical, and medical office procedures in a physician's office or ambulatory care clinic. The associate's degree program is designed to provide a broad education that helps the student develop advanced technical and communication skills.

Graduates of the online program or a campus-based program offered in Maine may be eligible to take the Registered Medical Assistant examination given by the American Medical Technologists, the National Certified Medical Assistant (NCMA) exam given by the National Center for Competency Testing (NCCT), and the Certified Clinical Medical Assistant (CCMA) exam given by the National Healthcareer Association (NHA). While the courses in the program may provide the knowledge necessary to sit for these exams, Kaplan University cannot guarantee a student's eligibility either to take these exams or become certified. A student's eligibility may depend on his or her work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure. Please refer to the Certification, State Board, and National Board Exams section of the Catalog for further guidance.

Duties for graduates of this program may include performing CLIA-waived tests, venipuncture, urinalysis, and electrocardiograms. They may also assist the physician in patient preparation and patient relations. 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 Kaplan 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, eligible for job advancement opportunities, or employed at all.

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

CLINICAL EXPERIENCES

The program blends online coursework with on-ground experience. Students who enroll in the online program will need to complete unpaid clinical experiences at an approved clinical site for MA 280: Clinical Competencies III. All students must also complete an unpaid practicum or externship (160 hours) in a physician's office or clinic to complete the course of study. Students must complete and pass a criminal background check prior to placement at a site. Medical assisting students are also required to submit a health history and proof of immunizations.

The following program is effective November 7, 2012; changes to the program description are effective February 27, 2013:

XXXIV. Associate of Science in Health Science

The objective of the Associate of Science in Health Science is to further the educational and career goals of military students who have already received military training for medical and health science occupational specialties. The curriculum focuses on the important role of professionalism in health care, general education, and industry-related technical information and builds on students' prior military medical training to help them achieve an associate's degree. Enrollment in the Associate of Science in Health Science is limited to active-duty servicemembers of the U.S. military, members of the Reserve or National Guard, and veterans of the U.S. military.

The program provides a broad education and allows students to select coursework in health science subjects including anatomy and physiology, chemistry, nutrition, pathophysiology, clinical skills, health education, and health informatics. The program includes a capstone experience designed to prepare students for work in various health science fields within the military and could help students meet educational requirements for advancement in the military. Graduates may also pursue a number of entry-level careers within the broad field of allied health should they return to civilian life.

This program is designed to prepare graduates to pursue advancement in the military, 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 Kaplan 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, eligible for job advancement opportunities, or employed at all.

The Associate of Science in Health Science program consists of a minimum of 90 quarter credit hours. Students enrolled in the program who are active-duty servicemembers must satisfy at least 20 quarter credit hours at Kaplan University to be eligible for graduation. Students enrolled in the program who are veterans, members of the National Guard, or reservists not currently in active-duty status must satisfy 23 quarter credit hours at Kaplan University. HS 290: Associate's Capstone in Health Science must be completed at Kaplan University. Upon successful completion of the program, graduates will be awarded an associate of science degree.

CAREER FOCUS AREAS

Students will enroll in one of the following career focus areas: Army dental specialist, basic medical technician corpsman, behavioral health technician, biomedical equipment specialist, dental laboratory, dental laboratory advanced, health care specialist, independent duty medical technician, medical laboratory specialist, Navy dental assistant, nuclear medicine technologist, ophthalmic technician, pharmacy specialist, physical therapy assistant, preventative medicine, radiology specialist, Special Forces medical sergeant, or surgical technologist.

Program Outcomes

General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.

Discipline-Specific Outcomes

1. Integrate knowledge from behavioral and biological sciences as a basis for allied health practice.
2. Use current technology in a variety of health care roles.
3. Demonstrate competencies relevant to a career focus area within health sciences.
4. Execute administration skills and management processes within the interdisciplinary health care field.
5. Exhibit behavior consistent with the professional, ethical, and legal standards of allied health practice.

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
TOTAL CORE REQUIREMENTS	15
MAJOR REQUIREMENTS	
Major Electives	55
HS 290: Associate's Capstone in Health Science	5
TOTAL MAJOR REQUIREMENTS	60
OPEN ELECTIVE REQUIREMENTS	
Open Electives	15
TOTAL OPEN ELECTIVE REQUIREMENTS	15
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.

School of Information Technology

The effective date for changes to the School of Information Technology's admissions requirements is noted below:

Admissions Requirements

In addition to the general Kaplan University admissions requirements, the School of Information Technology has specific requirements for the following programs:

POSTBACCALAUREATE CERTIFICATES

Effective January 9, 2013: Prior to enrollment, applicants to a School of Information Technology postbaccalaureate certificate program 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, 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, the student will be blocked from 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.

The following program changes are effective May 15, 2013; changes to the program description are effective February 27, 2013:

XXXVI. 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 providing the technical knowledge, communication, critical thinking, and creative skills relevant to the modern workplace. The degree program is designed to help students develop a working knowledge of information technology (IT) concepts, tools, and methods as well as the leading-edge technologies needed to design information systems. In addition, students are taught to apply technical competencies to solve business 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.

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 Kaplan 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, eligible for job advancement opportunities, or employed 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 Information 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.

CAREER FOCUS AREAS

Kaplan University offers several options for personalizing a degree in IT by focusing electives on a particular career focus area. Career focus areas consist of a minimum of four courses and allow students to concentrate on their individual career interests.

TRACKS OF STUDY

There are two tracks available in the Bachelor of Science in Information Technology program: applied technology and information systems.

Students enrolled in the applied technology track will study the foundational concepts, tools, and methods of IT through a curriculum designed to support the needs of a business. Students could develop a broad foundation in the fundamental areas of IT as well as an in-depth understanding in an area of interest by choosing from one of four career focus areas: information systems management, network administration, project management, or web development. Students study core information technologies such as the Internet, networking, operating systems, project management, systems analysis and design, and web design.

Students enrolled in the information systems track will study how to design and implement information systems and technologies to solve technology and business problems. Leveraging a curriculum designed to maintain currency with technological advances and business needs, students enrolled in the information systems track could develop technology, business, and communication skills relevant to the IT professional. Students study core information systems skills and technologies such as application development, database management, information security, systems analysis and design, and systems architecture. There are four career focus areas available to students enrolled in the information systems track: application development, database management, information security and forensics, and mobile computing.

ADVANCED START DEGREE OPTION

Kaplan University offers the Advanced Start Bachelor of Science in Information Technology degree option for students who have earned a comparable associate's or bachelor's 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 2-year degree with the academic curriculum of a 4-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 2 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.

The 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.

Qualified associate's or bachelor's degrees are transferred into the advanced start degree option as a block of 90 quarter credit hours. Any remaining prior credits are evaluated individually for potential transfer toward appropriate 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.

Curriculum

Courses	Credits
APPLIED TECHNOLOGY TRACK	
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	33
MAJOR REQUIREMENTS	
IT 111: Programming Fundamentals for Beginners OR	
IT 193: Foundations of Programming Using Visual Basic	5
IT 117: Introduction to Website Development	5
IT 234: Database Foundations	5
IT 190: Foundations in Information Technology	5
IT 261: Desktop Administration	5
IT 273: Networking Concepts	5
MT 140: Introduction to Management	5
200-level: Mathematics Course	5

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IT 301:	Project Management I	6
IT 302:	Human Computer Interaction	6
IT 331:	Technology Infrastructure	6
IT 337:	Internet Business Fundamentals	6
IT 350:	Structured Query Language	6
IT 402:	IT Consulting Skills OR	
IT 489:	Information Technology Externship	6
IT 460:	Systems Analysis and Design	6
IT 499:	Bachelor's Capstone in Information Technology	6
TOTAL MAJOR REQUIREMENTS		88
OPEN ELECTIVE REQUIREMENTS		
Open Electives*		59
TOTAL OPEN ELECTIVE REQUIREMENTS		59
TOTAL PROGRAM REQUIREMENTS		180

Curriculum

Courses	Credits	
APPLIED TECHNOLOGY TRACK		
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS		
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS		
Comparable Associate's or Bachelor's Degree†		
TOTAL PRIOR DEGREE CREDITS		
90		
PREREQUISITE REQUIREMENTS		
100/200-level: IT Course‡		
100/200-level: IT Course‡		
100/200-level: IT Course‡		
CORE REQUIREMENTS		
300/400-level: Arts and Humanities Course		
300/400-level: Physical Science Course		
300/400-level: Social Science Course		
TOTAL CORE REQUIREMENTS		
18		
MAJOR REQUIREMENTS		
IT 301:	Project Management I	6
IT 302:	Human Computer Interaction	6
IT 331:	Technology Infrastructure	6
IT 337:	Internet Business Fundamentals	6
IT 350:	Structured Query Language	6
IT 402:	IT Consulting Skills OR	
IT 489:	Information Technology Externship	6
IT 460:	Systems Analysis and Design	6
IT 499:	Bachelor's Capstone in Information Technology	6
TOTAL MAJOR REQUIREMENTS		48
OPEN ELECTIVE REQUIREMENTS		
Open Electives*		24
TOTAL OPEN ELECTIVE REQUIREMENTS		24
TOTAL PROGRAM REQUIREMENTS		180

CAREER FOCUS AREAS

Information Systems Management

IT 301:	Project Management I	6
IT 402:	IT Consulting Skills	6
MT 300:	Management of Information Systems	6
MT 451:	Managing Technological Innovation	6

Network Administration

IT 273:	Networking Concepts	5
IT 278:	Network Administration	5
IT 283:	Networking With TCP/IP	5
IT 286:	Introduction to Network Security	5
IT 375:	Windows Enterprise Administration	6
IT 388:	Routing and Switching I	6
IT 471:	Routing and Switching II OR	
IT 482:	Network Design	6

Project Management

IT 301:	Project Management I	6
IT 401:	Project Management II	6
IT 453:	Business Intelligence	6
MT 400:	Business Process Management	6

Web Development

IT 214:	Foundations of Web Design OR	
IT 245:	Website Development [§]	5
IT 241:	Web Design Methods and Technology OR	
IT 250:	Enhancing Websites With PHP	5
IT 247:	Fundamentals of Web Graphics	5
IT 373:	Introduction to Multimedia Using Adobe Flash	6
IT 476:	Web Marketing and E-Commerce	6
IT 490:	Multimedia Scripting	6

Curriculum

Courses	Credits	
INFORMATION SYSTEMS TRACK		
BACHELOR'S DEGREE REQUIREMENTS		
CORE REQUIREMENTS		
100/200-level: Communication Course		
100/200-level: Mathematics Course		
200-level: Communication Course		
300/400-level: Arts and Humanities Course		
300/400-level: Physical Science Course		
300/400-level: Social Science Course		
TOTAL CORE REQUIREMENTS		
33		
MAJOR REQUIREMENTS		
IT 111:	Programming Fundamentals for Beginners OR	
IT 193:	Foundations of Programming Using Visual Basic	5
IT 234:	Database Foundations	5
IT 190:	Foundations in Information Technology	5
IT 273:	Networking Concepts	5
MM 207:	Statistics	5
MM 250:	Introductory Discrete Mathematics	5
MM 260:	Linear Algebra	5
MT 140:	Introduction to Management	5
Choose one of the following 100/200-level courses:		5
AC 113:	Accounting for Nonaccounting Majors	
BU 224:	Microeconomics	
MT 209:	Small Business Management	
MT 220:	Global Business	

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IT 301: Project Management I	6
IT 302: Human Computer Interaction	6
IT 331: Technology Infrastructure	6
IT 332: Principles of Information Systems Architecture	6
IT 350: Structured Query Language	6
IT 402: IT Consulting Skills OR	
IT 489: Information Technology Externship	6
IT 460: Systems Analysis and Design	6
IT 499: Bachelor's Capstone in Information Technology	6
TOTAL MAJOR REQUIREMENTS	93
OPEN ELECTIVE REQUIREMENTS	
Open Electives*#	54
TOTAL OPEN ELECTIVE REQUIREMENTS	54
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
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INFORMATION SYSTEMS TRACK

ADVANCED START BACHELOR'S DEGREE REQUIREMENTS

ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS

Comparable Associate's or Bachelor's Degree[†]

TOTAL PRIOR DEGREE CREDITS	90
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PREREQUISITE REQUIREMENTS

MM 150: Survey of Mathematics
MM 207: Statistics
MM 250: Introductory Discrete Mathematics
MM 260: Linear Algebra
100/200-level: IT Course [‡]
100/200-level: IT Course [‡]
100/200-level: IT Course [‡]

CORE REQUIREMENTS

300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	18

MAJOR REQUIREMENTS

IT 301: Project Management I	6
IT 302: Human Computer Interaction	6
IT 331: Technology Infrastructure	6
IT 332: Principles of Information Systems Architecture	6
IT 350: Structured Query Language	6
IT 402: IT Consulting Skills OR	
IT 489: Information Technology Externship	6
IT 460: Systems Analysis and Design	6
IT 499: Bachelor's Capstone in Information Technology	6
TOTAL MAJOR REQUIREMENTS	48

OPEN ELECTIVE REQUIREMENTS

Open Electives*#	24
TOTAL OPEN ELECTIVE REQUIREMENTS	24

TOTAL PROGRAM REQUIREMENTS 180

CAREER FOCUS AREAS

Application Development

IT 258: Foundations of Programming Using Java	5
IT 271: Visual Basic Fundamentals OR	
IT 293: Intermediate Visual Basic Programming**	5
IT 310: Data Structures and Algorithms	6
IT 350: Structured Query Language	6
IT 355: Web Programming Development	6
IT 461: Advanced Visual Basic Programming	6

Database Management

IT 163: Database Concepts Using Microsoft Access	5
IT 350: Structured Query Language	6
IT 354: Database Design	6
IT 358: Oracle Query Design	6
IT 452: Intermediate Query Design and Reporting	6
IT 456: SQL Server Database Administration OR	
IT 458: Oracle Database Administration	6

Information Security and Forensics

IT 273: Networking Concepts	5
IT 278: Network Administration	5
IT 286: Introduction to Network Security	5
CJ 317: Computer Forensics	6
IT 390: Intrusion Detection and Incidence Response	6
IT 411: Digital Forensics	6
IT 412: Information Systems Security	6

Mobile Computing

IT 258: Foundations of Programming Using Java	5
IT 259: Intermediate Java Programming	5
IT 284: Introduction to Mobile Systems	5
IT 305: Introduction to Wireless Application Development	6
IT 405: Advanced Wireless Application Development	6
IT 406: Mobile Database Systems	6
IT 407: Mobile Application Development for Apple Handheld Devices OR	
IT 409: Microsoft Windows Phone Application Development	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.

*Students who do not possess prior learning credit comparable to IT 133: Software Applications must either take the course as an elective or pass the IST assessment before their first term or upon completion of foundational coursework.

†Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.

‡Students enrolled in the advanced start degree option must complete the prerequisite 100/200-level career focus area courses.

§Students enrolled in the advanced start degree option will take IT 214: Foundations of Web Design.

#Students enrolled in the information systems track who do not possess prior learning credit comparable to MM 150: Survey of Mathematics must either take the course as an elective or pass the MM 150 challenge exam before their first term or upon completion of foundational coursework.

**Students enrolled in the advanced start degree option will take IT 271: Visual Basic Fundamentals.

The following program changes are effective May 15, 2013:

XXXVI. Associate of Applied Science in Information Technology

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
TOTAL CORE REQUIREMENTS	15
MAJOR REQUIREMENTS	
CS 114: Academic Strategies for the IT Professional OR CS 121: Pathways to Academic Success*	5
IT 111: Programming Fundamentals for Beginners OR IT 193: Foundations of Programming Using Visual Basic	5
IT 117: Introduction to Website Development	5
IT 163: Database Concepts Using Microsoft Access OR IT 238: Introduction to Relational Databases and SQL	5
IT 190: Foundations in Information Technology	5
IT 273: Networking Concepts	5
AB 140: Introduction to Management OR IT 296: Associate's-Level Information Technology Externship	5
IT 299: Associate's Capstone in Information Technology	5
TOTAL MAJOR REQUIREMENTS	40
OPEN ELECTIVE REQUIREMENTS	
Open Electives†	35
TOTAL OPEN ELECTIVE REQUIREMENTS	35
TOTAL PROGRAM REQUIREMENTS	90

CAREER FOCUS AREAS

Application Development

IT 193: Foundations of Programming Using Visual Basic	5
IT 254: Foundations of Programming Using C#	5
IT 258: Foundations of Programming Using Java	5
IT 293: Intermediate Visual Basic Programming	5

Help Desk Administration

AB 221: Customer Service	5
IT 261: Desktop Administration	5
IT 278: Network Administration	5

Network Administration

IT 278: Network Administration	5
IT 283: Networking with TCP/IP	5
IT 286: Introduction to Network Security	5

Web Development

IT 241: Web Design Methods and Technology OR IT 250: Enhancing Websites With PHP	5
IT 245: Website Development	5
IT 247: Fundamentals of Web Graphics	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.

†Students who do not possess prior learning credit comparable to IT 133: Software Applications must either take the course as an elective or pass the IST assessment before their first term or upon completion of foundational coursework.

School of Legal Studies

The effective date for changes to the School of Legal Studies' admissions requirements is noted below:

Admissions Requirements

In addition to the general Kaplan University admissions requirements, the School of Legal Studies has specific requirements for the following program:

PATHWAY TO PARALEGAL POSTBACCALAUREATE CERTIFICATE

Effective January 9, 2013: By the end of the first term, students enrolled 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. If transcripts are not submitted by the end of the first term, the student will be blocked from classes 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.

The effective date for changes to the School of Legal Studies' progression requirements is noted below:

Progression Requirements

In addition to the general undergraduate student progression requirements, the School of Legal Studies has specific requirements for the following programs:

ACCELERATED MASTER'S DEGREE OPTIONS

Eligible students enrolled in a School of Legal Studies bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Public Administration, Master of Science in Criminal Justice, Master of Science in Environmental Policy, Master of Science in Homeland Security and Emergency Management, or Master of Science in Legal Studies may choose to complete one of the below accelerated master's degree options.

In order to qualify for an accelerated master's degree option, undergraduate students must meet the following criteria:

1. Students must possess and maintain a minimum cumulative GPA of 3.0.
2. Students must obtain a grade of "B" or above in each of the master's-level courses.
3. Students must have completed a minimum of 135 quarter credit hours in their bachelor's degree program including any credits received for prior learning. Students enrolled in the advanced start degree option must have completed a minimum of 45 quarter credit hours at the University.

Please refer to the individual sections below for additional requirements.

Upon successful completion of the bachelor's degree program, students may apply for entry to the relevant Kaplan University master's degree program. If accepted, students will transfer in the graduate courses completed as part of their undergraduate program and matriculate into a shortened version of the master's degree program.

Students should consult with their Education Advisor to ensure that they are eligible for an accelerated master's degree option and should discuss any financial aid implications with their Financial Aid Officer.

Students who select an accelerated master's degree option may be required to take additional courses to fulfill the requisite 180 credits necessary to complete a Kaplan University bachelor's degree.

Accelerated Master of Public Administration Option

Eligible students enrolled in a School of Legal Studies bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Public Administration may take the following graduate-level courses in place of open electives:

- PP 500: Public Administration and Management
- PP 510: Leadership in the Public Sector
- PP 520: Finance and the Administration of Public Funds
- PP 530: Human Resource Management in the Public Sector

In addition to the general requirements, undergraduate students must meet the following criteria to qualify for the accelerated Master of Public Administration option:

1. Students must have at least 20 credits of open electives available in their degree plan.
2. It is highly recommended that students complete the following prerequisite courses at the University if they have not completed equivalent courses at an accredited college or university:
 - SS 236: People, Power, and Politics—
An Introduction to American Government
 - MM 207: Statistics
 - PP 201: Introduction to Policy Making

Accelerated Master of Science in Criminal Justice Option (Effective February 27, 2013)

Eligible students enrolled in a School of Legal Studies bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Science in Criminal Justice may take the below graduate-level courses in place of open electives. Students enrolled in the Master of Science in Criminal Justice program will choose to complete a comprehensive exam or applied research track of study.

Comprehensive Exam Track

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 501: Criminological Theory
- CJ 502: Research Methodology
- CJ 526: Academic and Professional Communications in Public Safety

Applied Research Track

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 501: Criminological Theory
- CJ 503: Organizational Behavior
- CJ 526: Academic and Professional Communications in Public Safety

Accelerated Master of Science in Environmental Policy Option

Eligible students enrolled in a School of Legal Studies bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Science in Environmental Policy may take the following graduate-level courses in place of open electives:

- EM 500: Environmental Foundations and Principles
- EM 520: Environmental Law and Policy
- EM 530: Environmental Risk Assessment II
- PP 510: Leadership in the Public Sector

Accelerated Master of Science in Homeland Security and Emergency Management Option

Eligible students enrolled in a School of Legal Studies bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Science in Homeland Security and Emergency Management may take the following graduate-level courses in place of open electives:

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 526: Academic and Professional Communications in Public Safety
- HM 500: Crisis and Emergency Management Fundamentals
- HM 501: Homeland Security Policies, Principles, Procedures, and Plans

Accelerated Master of Science in Legal Studies Option

Eligible students enrolled in a School of Legal Studies bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Science in Legal Studies may take the following graduate-level courses in place of open electives:

- LS 500: Legal Methods and Process
- LS 501: Ethics and the Professional
- LS 502: Legal Research, Analysis, and Writing
- LS 503: Jurisprudence and Legal History

Programs No Longer Accepting Enrollments

Effective **November 29, 2012**, Kaplan University will no longer accept enrollments for the Bachelor of Science in Political Science program.

The following changes to the program description are effective November 7, 2012:

Bachelor of Science in Environmental Policy and Management

The Bachelor of Science in Environmental Policy and Management program offers students an interdisciplinary opportunity to study environmental issues and policy from a perspective that explores the interrelationship between public and private sectors and society, economics, and the environment. The program focuses on the environment in conjunction with a set of core courses in science, economics, and policy. Students will delve into concepts of economics, ethics and values, environmental politics, business, law, culture, and property rights, in addition to studying the science of the environment and sustainability. Students will study how institutions in society, including government, business, and nonprofits, all participate in devising solutions to environmental issues.

This interdisciplinary program draws courses and faculty from disciplines across Kaplan University including business, arts and sciences, health sciences, and legal studies. The program has been designed to immerse students in the real problems and issues concerning the environment. In addition, students are presented with opportunities for critical thinking and problem solving as they apply concepts and methods to solve issues at the local, national, and global levels.

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 Kaplan 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, eligible for job advancement opportunities, or employed 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.

This program is subject to minimum enrollments. If minimum enrollments are not met, candidates will be asked to enroll in a subsequent term.

The Bachelor of Science in Environmental Policy and 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.

ACCELERATED MASTER'S DEGREE OPTIONS

High-potential students who are interested in fast-tracking their educational goal of earning both a bachelor's and master's degree should consider the accelerated Master of Public Administration, Master of Science in Criminal Justice, Master of Science in Environmental Policy, Master of Science in Homeland Security and Emergency Management, or Master of Science in Legal Studies option. Eligible students will work toward completion of the Bachelor of Science in Environmental Policy and Management program while simultaneously completing core courses in their graduate program of choice. Upon successful completion of the undergraduate program, students may apply for entry to the applicable master's degree program. Once accepted, students will transfer in the graduate-level courses completed as part of the undergraduate program and will complete the remaining courses to earn a master's degree.

ADVANCED START DEGREE OPTION

Kaplan University offers the Advanced Start Bachelor of Science in Environmental Policy and Management degree option for students who have earned a comparable associate's or bachelor's 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 2-year degree with the academic curriculum of a 4-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 2 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.

The 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.

Qualified associate's or bachelor's degrees are transferred into the advanced start degree option as a block of 90 quarter credit hours. Any remaining prior credits are evaluated individually for potential transfer toward appropriate 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 following program changes are effective November 7, 2012:

XXV. Pathway to Paralegal Postbaccalaureate Certificate

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
PA 101: The Paralegal Professional	5
PA 110: Civil Litigation	5
PA 201: Introduction to Legal Research*	5
PA 205: Introduction to Legal Analysis and Writing	5
PA 253: Legal Ethics	5
PA 305: Law Office Management	6
Choose one of the following:	5 or 6
PA 221: Wills, Trusts, and Estate Planning	
PA 250: Family Law	
PA 260: Criminal Law	
PA 261: Bankruptcy and Debtor-Creditor Law	
PA 300: Real Estate Law	
TOTAL PROGRAM REQUIREMENTS	36 OR 37

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 enrolled in the Pathway to Paralegal Postbaccalaureate Certificate are exempt from the prerequisite requirement.

School of Nursing

The effective dates for changes to the School of Nursing's admissions requirements are noted below; effective **November 7, 2012**, the Associate of Science in Nursing—Florida will no longer be accepting enrollments:

Admissions Requirements

In addition to the general Kaplan 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.

Effective January 9, 2013: Applicants to the Practical Nursing Diploma program, the Associate of Science in Nursing programs, or the Prelicensure Bachelor of Science in Nursing program who have held prior health care licensure or certification may be subject to additional review during the admissions process. Past disciplinary action may be grounds for denial of admission to the program.

The School of Nursing has specific requirements for the following programs:

PRELICENSURE BACHELOR OF SCIENCE IN NURSING

(Unless otherwise noted, the following changes are effective January 9, 2013)

Effective May 15, 2013: This program is only available to candidates who are residents of the state of Maine and enrolled at the Kaplan University, Augusta campus.

Candidates applying for admission must:

1. Be at least 18 years old at the program's start date.
2. Complete an informational interview with an admissions representative.
3. Submit evidence of high school graduation that reflects a minimum cumulative GPA (CGPA) of 2.75 (out of 4.0), a GED certificate that reflects a minimum percentile ranking of 70 percent, and/or official transcripts that reflect a minimum CGPA of 2.75 (out of 4.0) from any previously completed college/university coursework.
In addition, all unofficial transcripts must be received prior to admission to the program. Official transcripts will not be accepted if the unofficial version has not been previously reviewed by the School of Nursing prior to admission.
4. Achieve a passing score on the standardized admission examination that evaluates basic academic skills. Additional information about the exam is available through the School of Nursing.
5. Complete an admissions interview conducted by the Director of Nursing or designee.
6. Complete enrollment activities, including submission of the Student Expectations Acknowledgment Form and proof of a criminal background check at time of enrollment. In order to remain in the program, students must achieve a satisfactory result on the criminal background check.
7. Pay all applicable application fees.

BACHELOR OF SCIENCE IN NURSING—RN-TO-BSN

Students applying for admission must:

1. 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, or provide evidence of a nursing license comparable to a U.S. registered nurse license from the nation, province, or region where they are employed as a nurse. Proof of foreign licensure must be submitted at the time of enrollment. The University will verify the authenticity of all submitted foreign nursing licenses. Applicants who are recent graduates of an Associate of Science in Nursing program and have not yet passed the NCLEX-RN® exam may apply for admission through the prelicensure contingency enrollment procedures set forth below.
2. Possess an associate's degree, diploma, or certificate in nursing with a minimum of 50 quarter credit hours of eligible credit with a focus in nursing.
3. Have a cumulative GPA of 2.5 (out of 4.0) reflected on the transcript for the applicant's nursing degree or apply for admission through the alternative admissions procedures set forth below.

Alternative Admissions Options

Students with a GPA 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 the program by completing an Alternative Admissions Dean's Evaluation. The Dean of the School of Nursing or a designee will review the work history, transcripts, and resume of alternative admissions applicants and admit those for whom admission is deemed appropriate. Any applicant with a cumulative GPA below 2.5 who has not completed an Alternative Admissions Dean's Evaluation will not be admitted to the program.

Prelicensure Contingency Enrollment

Individuals who have graduated within the past 3 months from an Associate of Science in Nursing program, but have not yet taken or passed the NCLEX-RN exam, may apply for admission to the Bachelor of Science in Nursing program by completing a Contingency Enrollment Dean's Evaluation.

In addition to meeting the stated admissions requirements, the following documentation will be required at the time of application:

1. **Effective January 9, 2013:** An unofficial transcript indicating a completed associate's degree in nursing and a cumulative GPA of 3.0 or higher from a regionally accredited institution or an institution accredited by another agency recognized by the U.S. Department of Education. An official transcript must be submitted by the end of the first term. If this document is not submitted by the last day of the first term, the student will be withdrawn from the University and blocked from reentry until it is provided or the student changes his or her program of study to one that does not require proof of graduation.
2. A letter of recommendation submitted directly from the Director of Nursing/Dean or equivalent at the previous institution verifying the candidate's aptitude to undertake the NCLEX-RN exam and enroll in the Bachelor of Science in Nursing—RN-to-BSN program.

The Dean of the School of Nursing or a designee will determine if the candidate may be enrolled.

Students who are accepted under the terms of prelicensure contingency enrollment will be considered conditionally admitted and will also be required to:

1. **Effective January 9, 2013:** Complete a criminal background check by the end of the first term (see Criminal Background Check Policy).
2. Submit proof of a current, unencumbered license to practice as a registered nurse in at least one U.S. state by the end of the second term. This will indicate that the student has successfully passed the NCLEX-RN exam.

If the proof of RN licensure is not submitted by the end of the second term, the student will be blocked from classes until such documentation is provided. If, for any reason, the student does not furnish proof of RN licensure by the end of the second term, or if the documentation submitted is found to be false, the student will be subject to immediate dismissal from the University and the University will take all other appropriate actions. A student who furnishes valid proof of RN licensure after his or her dismissal may be fully accepted into the Bachelor of Science in Nursing—RN-to-BSN program, if all other requirements are met, and will only then be able to receive credit for all coursework completed. Students must re-enroll through the Office of Returning Students.

Requirements for Graduates of Foreign Nursing Programs

Effective January 9, 2013: Students who graduated from foreign nursing programs must submit an official course-by-course evaluation of their nursing program to a foreign credential evaluation service. The University will accept an unofficial copy of the foreign transcript evaluation submitted at the time of licensure in the U.S. or the equivalent educational verification that was required at the time of licensure in a foreign nation, province, or region. The official foreign credential evaluation must be received by the Prior Learning Assessment Center prior to the end of the first term.

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 the University.

Due to the variation in structure of foreign nursing programs, it is not always possible to identify equivalent nursing courses in U.S. certificate, diploma, or associate's degree programs. Students who, at the time of enrollment, are licensed as a registered nurse in at least one U.S. state or in the U.S. military, or who provide evidence of a nursing license comparable to a U.S. registered nurse license from a foreign nation, province, or region, and whose transcript evaluation reflects a minimum of 50 quarter credit hours of eligible credit with a focus in nursing may be approved for admission to the Bachelor of Science in Nursing—RN-to-BSN program on a case-by-case basis.

ASSOCIATE OF SCIENCE IN NURSING—IOWA AND NEBRASKA

Effective November 7, 2012: Associate of Science in Nursing—Iowa and Nebraska applicants who have passed the NCLEX-PN® and hold an active PN license must be in good standing with the Board of Nursing in the states in which they hold licensure. Graduates of the University's Practical Nursing Diploma program must be in good academic standing and have no Code of Conduct violations, as outlined in the Catalog.

Two weeks prior to the beginning of any course with a clinical component, students may be required to submit current American Heart Association CPR Certification (also called BLS) at the Healthcare Provider Level; online and the American Red Cross will not be accepted. Certification must be valid during a student's full tenure in the program.

Prior to enrollment, applicants to the Associate of Science in Nursing program must:

1. Be at least 18 years old at the program's start date.
2. Complete an informational interview with an admissions representative.

3. Achieve the minimum required scores on the entrance assessment tests, as required by the School of Nursing.
4. Complete enrollment activities including the Student Expectations Acknowledgment Form.
5. Pay all applicable application fees.

PRACTICAL NURSING DIPLOMA

Students applying for admission must:

1. Submit a health assessment/physical examination completed within 11 months prior to admission including applicable immunization records and drug screening results.
2. **Effective January 9, 2013:** Complete a National Criminal Background Check by the end of the first term. Prospective or new students will not be admitted to or permitted to continue in the Practical Nursing Diploma 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.
3. Be at least 18 years old at the program's start date.

The effective dates for changes to the School of Nursing's progression requirements are noted below:

Progression Requirements

Effective January 9, 2013: In addition to the general undergraduate student progression requirements, the School of Nursing stipulates the following for students enrolled in the Associate of Science in Nursing program, the Prelicensure Bachelor of Science in Nursing program, or the Bachelor of Science in Nursing—RN-to-BSN program:

1. Students must achieve a minimum grade of "C" in each of the required courses for the program and attain a minimum cumulative GPA of 2.5.
2. Students enrolled in a nursing program will be withdrawn from their program if unable to successfully complete a course on the second attempt.

The School of Nursing has specific requirements for the following programs:

PRELICENSURE BACHELOR OF SCIENCE IN NURSING

(Unless otherwise noted, the following changes are effective January 9, 2013)

Effective May 15, 2013: This program is only available to students who are residents of the state of Maine and enrolled at the Kaplan University, Augusta campus.

1. Prior to beginning any nursing major course, students must successfully complete the following science courses with a minimum grade of "B":
 - SC 121: Human Anatomy and Physiology I
 - SC 131: Human Anatomy and Physiology II
 - SC 246: Fundamentals of Microbiology

Students will have one opportunity to repeat a course. Students who fail to achieve a "B" on the second attempt will be dismissed from the program.

2. In order to remain enrolled in the program, students must submit proof of a negative result on drug/chemical substance testing by the deadline specified by the campus at which the student is enrolled. Students must provide a valid, verifiable, current prescription and evidence of appropriate medical supervision for medications that may affect their academic or clinical performance during the nursing program. If a student tests positive and does not have a prescription as described above, he or she will not be permitted to start the program or re-enroll at a later date.

3. Prior to the start of the sequence of clinical courses, students enrolled in the Prelicensure Bachelor of Science in Nursing program will be required to submit the following:
 - a. Proof of a physical exam no more than 1 year old. The exam must be signed by a medical doctor, physician assistant, doctor of osteopathy, or nurse practitioner.
 - b. Documentation of required health examinations, tests, and immunizations.
 - c. Current American Heart Association CPR certification (also called BLS) at the health care provider level; online and American Red Cross will not be accepted. Certification must be valid during the student's full tenure in the program.

Students may be required to pass a second criminal background check prior to beginning certain courses that require clinical experiences.

4. 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 to participate in clinical experiences by the deadline will result in dismissal from the University.
5. Students enrolled in the Prelicensure Bachelor of Science in Nursing program are required to complete their clinical practice experience at various locations throughout the state of Maine. Faculty will assign students to clinical practice site. Students are responsible for arranging and paying for their own transportation, housing, and availability to attend the clinical practice experience. Clinical practice locations may change at any time. Students are required to complete all clinical activities assigned. Failure to meet clinical attendance requirements will result in failure of the course.

BACHELOR OF SCIENCE IN NURSING—RN-TO-BSN

1. **Effective November 7, 2012:** The Bachelor of Science in Nursing—RN-to-BSN program has an articulation plan by which RN-to-Bachelor of Science in Nursing—RN-to-BSN degree-completion students can obtain higher education academic credit and reduce repetition of previous coursework. The articulation options are determined using the student's state of residency and original transcripts from the certificate, diploma, or degree-granting institution. Each student's transcripts shall be evaluated in their entirety for possible transfer of prior academic credits.
2. **Effective November 7, 2012:** Students enrolled in the Bachelor of Science in Nursing—RN-to-BSN program may choose to complete the RN-to-Master of Science in Nursing option. Students who choose this option have the opportunity to complete up to three graduate courses (listed below) in place of open elective requirements.
 - MN 501: Advanced Nursing Roles
 - MN 502: Theoretical Foundations of Advanced Nursing
 - MN 503: Advanced Statistics for the Health Sciences

Students who choose this option will be subject to the graduate-level grading scale while enrolled in the graduate-level courses. Upon subsequent enrollment in the Master of Science in Nursing, the final grades from these courses will be applied to the Master of Science in Nursing degree plan and will count in the evaluation for satisfactory academic progress.

3. **Effective January 9, 2013:** By the end of the first term, students will be required to submit official transcripts indicating a completed associate's degree, diploma, or certificate in nursing. This same transcript must also show a cumulative GPA of 2.5 or higher from all previous coursework. If official transcripts are not submitted by the end of the first term, the student will be blocked from classes and his or her 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.

4. **Effective November 7, 2012:** No less than 3 months prior to beginning the practicum course, students will be required to complete and submit a practicum application. Prior to registering for the practicum course, students must complete and submit all required documents to the School of Nursing. A list of required documents may be obtained from the School of Nursing. Students will not be permitted to register for a practicum course without having submitted the required documents.
5. Successful completion of the practicum project is required to receive a passing grade for the capstone course.

ASSOCIATE OF SCIENCE IN NURSING—FLORIDA

1. Students enrolled in the Associate of Science in Nursing program are required to complete their clinical practice experience in Palm Beach County, Broward County, or Miami Dade County in Florida. Faculty will assign the student to a clinical practice site. Students are responsible for arranging and paying for their own transportation, housing, and availability to attend the clinical practice experience. Clinical practice locations may change at any time. Students are required to complete all clinical activities assigned.
2. Prior to the end of the first term, students enrolled in the Associate of Science in Nursing program will be required to submit the following:
 - a. Proof of a physical exam no more than 1 year old. The exam must be signed by a medical doctor, physician assistant, or nurse practitioner.
 - b. Documentation of required health examinations, tests, and immunizations.
 - c. Proof of a negative result on drug/chemical substance testing.
 - d. Current American Heart Association CPR certification (also called BLS) at the health care provider level; online and American Red Cross will not be accepted. Certification must be valid during the student's full tenure in the program.

Students must maintain current vaccination records throughout the program and will be required to submit proof of continued vaccination before beginning a clinical experience.

3. **Effective January 9, 2013:** In order to remain enrolled in the program, students must submit proof of 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 his or her clinical placements. Proof is required by the end of the first term for conditionally admitted students or by the official start date for students who do not qualify for conditional admittance.
4. 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 to participate in clinical experiences by the deadline will result in dismissal from the University.

ASSOCIATE OF SCIENCE IN NURSING—IOWA AND NEBRASKA

1. Students enrolled in the Associate of Science in Nursing program are required to complete their clinical practice experience in Polk, Story, Dallas, or Warren Counties for the Des Moines, Iowa, campus; Linn, Johnson, or Benton Counties for the Cedar Rapids, Iowa, campus; and Black Hawk or Bremer Counties for the Cedar Falls, Iowa, campus. Students enrolled in the Associate of Science in Nursing program at the Lincoln, Nebraska campus are required to complete their clinical practice experience in Lancaster County.
2. Students in Lincoln, Nebraska, and Des Moines, Cedar Falls, and Cedar Rapids, Iowa, who enter the program with a current license to practice as a practical nurse (LPN) will not be required to complete NU 102: Nursing Fundamentals, but will be required to complete NU

103: Role Transitions for the LPN/VN-to-RN. These students should refer to the LPN-to-Associate of Science in Nursing—Iowa and Nebraska degree program as listed in the Catalog.

3. After enrollment, students must complete and/or submit the following before starting coursework in the Associate of Science in Nursing—Iowa and Nebraska program:
 - a. Evidence of high school graduation or a GED certificate
 - b. Official transcripts from all other colleges, universities, and/or vocational schools attended, if applicable
 - c. Admissions interview conducted by the Director of Nursing (DON) or a designee
4. **Effective January 9, 2013:** In order to remain enrolled in the program, proof of the following is required by the end of the first term:
 - a. Negative result on drug/chemical substance testing. Applicant must provide a valid, verifiable, current prescription for medications they are presently taking. If an applicant tests positive and does not have a prescription as described above, he or she will not be permitted to start the program or re-enroll at a later date.
 - b. Satisfactory national criminal background check.

PRACTICAL NURSING DIPLOMA

1. Students enrolled in the Practical Nursing Diploma program must achieve a minimum grade of “C” (75 percent) in all courses.
2. Students enrolled in the Practical Nursing Diploma program will have one opportunity to repeat a failed course; students unsuccessful in attaining the necessary grade of “C” (75 percent) to pass this repeated course will be withdrawn from the program.
3. Students enrolled in the Practical Nursing Diploma program may repeat no more than two failed courses in the program.

The effective dates for changes to the School of Nursing’s Criminal Background Check Policy are noted below:

Criminal Background Check Policy

Effective January 9, 2013: All prospective or new students enrolled in an associate’s or bachelor’s degree program in the School of Nursing must complete a criminal background check through Kaplan University’s designated provider. Students will be withdrawn at the end of the first term if they are unable to pass a background check and have not made arrangements to change their program of study to one for which a background check is not required.

Effective January 9, 2013: Students enrolled in the Bachelor of Science in Nursing—RN-to-BSN program must submit their information to the designated background check website:

1. By the end of the first term (the fee is paid directly to the vendor by the student), and
2. Prior to the practicum (the fee is paid directly to the vendor by the student)

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 the University to obtain this information.

In the event that a criminal background check reveals a conviction or other issue, the Office of the Dean of the School of Nursing or the Program Director will notify prospective or new students of one of the following:

1. Denial of admission to the program
2. Dismissal from the program
3. Admitted to or continuation of the program

Effective January 9, 2013: Prospective or new students will not be 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 would prevent 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 of the School of Nursing and the Program Director will maintain confidentiality of all information related to criminal background checks.

CRIMINAL BACKGROUND CHECK PROCEDURE

1. **Effective January 9, 2013:** Students admitted into the Associate of Science in Nursing program must complete the criminal background check prior to the end of the first term.
2. **Effective November 7, 2012:** Students admitted into the Bachelor of Science in Nursing—RN-to-BSN degree-completion program must complete a second criminal background check prior to beginning NU 499: Bachelor’s Capstone in Nursing.
3. The Office of the Dean of the School of Nursing or the Program Director will monitor criminal background checks and review the results for each prospective or new student as they are available.
4. **Effective January 9, 2013:** Students with offenses reported on their background check will be notified by the Office of the Dean of the School of Nursing or the Program Director. Students who pass the background check will not be notified.
5. If additional criminal background check information or authorizations are necessary, the prospective or new student will be notified by the Office of the Dean of the School of Nursing or the Program Director. The Clinical Coordinator will contact the Dean or the Program Director.

Unless otherwise noted, changes to the School of Nursing’s policies regarding practicum and clinical experiences are effective **November 7, 2012:**

Practicum and Clinical Experiences

In the nursing education programs, certain courses include a practicum or clinical experience that is to be completed without compensation. Students enrolled in the Bachelor of Science in Nursing—RN-to-BSN program are solely responsible for securing an appropriate facility and preceptor.

Effective January 9, 2013: Although students are supervised by professionals at their practicum or clinical site, they must continue to participate in the online course activities and complete all assignments. Onsite students enrolled in the Prelicensure Bachelor of Science in Nursing program, the Associate of Science in Nursing program, or the Practical Nursing Diploma program will be supervised by a faculty clinical instructor.

In order for students to become eligible for a practicum or clinical, the following academic requirements must be met prior to starting the practicum or a clinical:

1. Students may not have an incomplete grade ("I") for any major course.
2. Students must have a 2.0 GPA for any prior practicum or clinical experiences.

Past disciplinary action related to prior health care licensure that prevents a student from being accepted into a clinical or practicum setting may be grounds for dismissal from the program.

During practicum 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 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 specific requirements that must be met. Affiliation agreements must be completed prior to a student beginning any clinical or practicum activity at a facility.

If a student is absent from clinical training, both the site and the Clinical Instructor must be informed by the student. Students must comply with all attendance expectations while completing a practicum or clinical experience.

The effective date for changes to the School of Nursing's graduation requirements is noted below:

Graduation Requirements

In addition to the general undergraduate requirements for graduation, the School of Nursing stipulates the following:

BACHELOR OF SCIENCE IN NURSING—RN-TO-BSN

(Effective November 7, 2012)

Students must:

1. Achieve a minimum grade of "C" in each of the major and core requirements for the program.
2. Comply with all applicable policies and requirements related to the practicum experience.

ASSOCIATE OF SCIENCE IN NURSING

Students must:

1. Achieve a minimum grade of "C" in each of the major and core requirements for the program.
2. 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. Failure to complete the clinical portion of a course will result in failure of the entire course.
3. Comply with all applicable policies and requirements related to the clinical educational experiences.

PRACTICAL NURSING DIPLOMA

Students must:

1. Achieve a minimum grade of "C" (75 percent) in all courses.
2. Possess a minimum cumulative GPA of 2.0.

The effective date for changes to the School of Nursing's graduation requirements is noted below:

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, Kaplan University cannot guarantee students will be eligible to take these exams or become certified. A student's eligibility may depend on his or her work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

The School of Nursing's programs are 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 programs meet the specific licensing requirements of any individual state. The University suggests that students independently research the licensing requirements of any state in which they intend to seek licensure.

ASSOCIATE OF SCIENCE IN NURSING AND PRELICENSURE BACHELOR OF SCIENCE IN NURSING

Effective January 9, 2013: The Associate of Science in Nursing program and the Prelicensure Bachelor of Science in Nursing program are designed to prepare students to become academically and clinically qualified to provide outstanding patient care. Upon successful completion of either program of study, students may be academically prepared to apply to take the national licensure examination for registered nurses (NCLEX-RN®).

PRACTICAL NURSING DIPLOMA

The educational objective of the program is to provide students with a thorough understanding of nursing science and to help prepare students for success on the national licensure exam, NCLEX-PN®. Upon successfully passing the NCLEX-PN, the graduate is qualified to receive a state license and pursue employment as an entry-level licensed practical nurse (LPN).

Programs No Longer Accepting Enrollments

Effective **November 7, 2012**, the Associate of Science in Nursing—Florida program at Pembroke Pines has ceased enrolling new students. The University will continue to provide the Associate of Science in Nursing education program only to existing students. The information and policies in the Kaplan University Catalog and Addendum that are specific for current Associate of Science in Nursing—Florida students remain in effect.

The following program is effective January 9, 2013:

XXXIV. Prelicensure Bachelor of Science in Nursing

The Prelicensure Bachelor of Science in Nursing 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 Bachelor of Science in Nursing degree is considered essential for registered nurses seeking broader professional responsibilities and career opportunities. Baccalaureate-level nurses are typically generalists that provide direct and indirect patient care. The program emphasizes professional growth and continuous learning, and features a capstone course and a professional development plan that includes career planning.

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®). While the courses in the program may provide the knowledge necessary to sit for this exam, Kaplan University cannot guarantee a student's eligibility either to take this exam or become certified. A student's eligibility may depend on his or her work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure. Please refer to the Certification, State Board, and National Board Exams section of this Catalog for further guidance.

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 Kaplan 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, eligible for job advancement opportunities, or employed 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.

Enrollment in the program is limited. Contact an Admissions Advisor for details.

The Prelicensure Bachelor of Science in Nursing program consists of a minimum of 182 quarter credit hours. Upon successful completion of the program, graduates will receive a bachelor of science degree.

Program Outcomes

General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.
10. Professionalism and Career Development: Apply skills which support career and professional success.

Discipline-Specific Outcomes

1. Integrate theoretical and empirical knowledge from multiple fields of study, including the humanities, behavioral, mathematical, and biophysical sciences, and nursing, into a basis for formulating nursing practice decisions.
2. Apply the nursing process to the care of patients across the life span and in the continuum of health care environments to promote the achievement of positive patient outcomes.
3. Integrate knowledge from nursing and other disciplines to deliver competent, culturally sensitive, and developmentally appropriate care as part of an interdisciplinary team.
4. Analyze the impact of power, politics, policy, and financial and regulatory guidelines on health systems.
5. Evaluate research for use in nursing practice.
6. Demonstrate safe and appropriate use of health care and information technologies in the delivery of nursing care.
7. Demonstrate clinical reasoning that reflects ethical, political, legal, and economic values in professional practice.
8. Apply effective communication and collaboration skills within the professional role.
9. Use evidence-based practice and the nursing process to develop solutions related to health promotion, disease, and injury prevention across the life span.

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Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
CM 107: College Composition I	5
CM 220: College Composition II	5
CS 204: Professional Presence	3
MM 212: College Algebra	5
SC 246: Fundamentals of Microbiology	5
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following social science courses:	5
SS 211: The 1960s—Reshaping the American Dream	
SS 236: People, Power, and Politics— An Introduction to American Government	
SS 250: The Technological Revolution— A Social Scientific Approach	
TOTAL CORE REQUIREMENTS	33
NON-NURSING MAJOR REQUIREMENTS	
CM 206: Interpersonal Communications	5
HU 280: Bioethics	5
MM 207: Statistics	5
PS 124: Introduction to Psychology	5
SC 115: Principles of Nutrition	5
SC 121: Human Anatomy and Physiology I	5
SC 131: Human Anatomy and Physiology II	5
SC 435: Genetics	6
SS 144: Sociology	5
TOTAL NON-NURSING MAJOR REQUIREMENTS	46
NURSING MAJOR REQUIREMENTS	
NU 301: Fundamentals of Nursing Care	6
NU 301ME: Fundamentals of Nursing Care Clinical	4
NU 305: Clinical Pharmacology	5
NU 307: Physical Assessment	5
NU 309: Pathophysiology for Nursing	4
NU 310: Nursing Research	6
NU 311: Nursing Care of Adults I	5
NU 311ME: Nursing Care of Adults I Clinical	5
NU 321: Nursing Care of Childbearing Families	4
NU 321ME: Nursing Care of Childbearing Families Clinical	3
NU 327: Nursing Care of Children, Adolescents, and Families	4
NU 327ME: Nursing Care of Children, Adolescents, and Families Clinical	3
NU 330: Nursing Care of the Mental Health Patient and Family	4
NU 330ME: Nursing Care of the Mental Health Patient and Family Clinical	2
NU 341: Nursing Care of Adults II	5
NU 341ME: Nursing Care of Adults II Clinical	5
NU 411: Nursing Care of Adults III	4
NU 411ME: Nursing Care of Adults III Clinical	3
NU 418: Nursing Care of the Geriatric Patient	4
NU 418ME: Nursing Care of the Geriatric Patient Clinical	2
NU 422: Leadership, Management, Issues, and Trends in Nursing	5
NU 452: Community-Based Nursing Care	4
NU 452ME: Community-Based Nursing Care Clinical	2
NU 496: Bachelor's Capstone in Nursing for Entry-Level Practice	4
NU 496ME: Bachelor's Capstone in Nursing for Entry-Level Practice Practicum	5
TOTAL NURSING MAJOR REQUIREMENTS	103
TOTAL PROGRAM REQUIREMENTS	182

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.

The following program changes are effective November 7, 2012:

XXXIV. Bachelor of Science in Nursing—RN-to-BSN

The Bachelor of Science in Nursing—RN-to-BSN program is designed to provide registered nurses with the education 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 could pursue graduate nursing studies.

A Bachelor of Science in Nursing is considered essential for registered nurses seeking broader professional responsibilities and career opportunities. The University's degree program emphasizes professional growth and continuous learning. The program features a capstone course and a professional development plan that includes career planning.

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 Kaplan 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, eligible for job advancement opportunities, or employed 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—RN-to-BSN program consists of a minimum of 180 quarter credit hours including the requisite associate's degree, diploma, or certificate in nursing. Upon successful completion of the program, graduates will receive a bachelor of science degree.

TRACKS OF STUDY

The Bachelor of Science in Nursing—RN-to-BSN program features two tracks of study: the prior associate's degree track and the prior nursing diploma or certificate track. Students will enroll in the track relevant to their previously completed nursing program. Students who complete the prior nursing diploma or certificate track will be provided with an individualized plan of study that will allow them to complete required coursework intended to provide a solid foundation for the bachelor's degree curriculum. In addition, 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 number of credits required for the bachelor's degree.

PRACTICUM EXPERIENCE

This program blends online coursework with a practicum experience. Students participate in a supervised learning experience, which is the capstone course (NU 499). Students will be graded on both the didactic and practicum components of this course. Failure of either the didactic or practicum component will result in failure of the course. The input of the preceptor will be used to determine whether a student has passed the practicum component of the course. The capstone experience will need to be completed in the state of licensure. Prior to beginning the practicum experience, students will be required to complete a criminal background check, as required by applicable federal and/or state regulatory agencies. Please refer to the Criminal Background Check Policy listed in the School of Nursing—Undergraduate section of the Catalog.

RN-TO-MASTER OF SCIENCE IN NURSING OPTION

Those students interested in continuing on to pursue a Kaplan University Master of Science in Nursing may complete up to three graduate-level nursing courses in place of open electives. All graduate courses completed in the Bachelor of Science in Nursing—RN-to-BSN program satisfy course requirements in the University's Master of Science in Nursing program.

Program Outcomes

General Education Literacy Outcomes

1. Communications: Demonstrate college-level communication through a variety of media.
2. Mathematics: Apply quantitative reasoning to real-world situations.
3. Science: Analyze how scientific principles are applied in real-world contexts.
4. Social Science: Critically evaluate the social or psychological issues that impact human behavior.
5. Arts and Humanities: Recognize human potential through a study of human expressions.
6. Research and Information: Apply methods for finding, evaluating, and using resources.
7. Ethics: Identify, apply, and evaluate ethical reasoning.
8. Critical Thinking: Apply critical thinking to real-life situations.
9. Technology Literacy: Use information technology to solve real-world problems and communicate effectively.
10. Professionalism and Career Development: Apply skills which support career and professional success.

Discipline-Specific 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.

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Curriculum

Courses	Credits
PRIOR ASSOCIATE'S DEGREE TRACK	
BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S DEGREE REQUIREMENTS	
Associate's Degree in Nursing	
TOTAL PRIOR DEGREE CREDITS	90
CORE REQUIREMENTS	
CS 204: Professional Presence	3
HU 280: Bioethics	5
MM 207: Statistics	5
SC 246: Fundamentals of Microbiology	5
SC 435: Genetics	6
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following social science courses:	5
SS 211: The 1960s—Reshaping the American Dream	
SS 236: People, Power, and Politics—An Introduction to American Government	
SS 250: The Technological Revolution—A Social Scientific Approach	
TOTAL CORE REQUIREMENTS	34
MAJOR REQUIREMENTS	
NU 300: Professional Leadership Transitions	6
NU 310: Nursing Research	6
NU 333: Physical Assessment for the Professional Nurse	5
NU 416: Nursing Care for the Older Adult	6
NU 420: Leadership and Management in the Changing Health Care Environment	6
NU 450: Public Health Nursing—Population-Centered Health Care in the Community	6
NU 499: Bachelor's Capstone in Nursing	6
TOTAL MAJOR REQUIREMENTS	41
OPEN ELECTIVE REQUIREMENTS	
Open Electives*	15
TOTAL OPEN ELECTIVE REQUIREMENTS	15
TOTAL PROGRAM REQUIREMENTS†	180

Curriculum

Courses	Credits
PRIOR NURSING DIPLOMA OR CERTIFICATE TRACK	
BACHELOR'S DEGREE REQUIREMENTS	
DIPLOMA/CERTIFICATE REQUIREMENTS	
Diploma/Certificate in Nursing	
TOTAL PRIOR DEGREE CREDITS	50
PREREQUISITE REQUIREMENTS	
CM 107: College Composition I	
CM 220: College Composition II	
MM 212: College Algebra	
PS 124: Introduction to Psychology	
CORE REQUIREMENTS	
CS 204: Professional Presence	3
HU 280: Bioethics	5
MM 207: Statistics	5
SC 246: Fundamentals of Microbiology	5
SC 435: Genetics	6
Choose one of the following arts and humanities courses:	5
HU 200: Critical Evaluation in the Humanities	
HU 245: Ethics	
HU 250: Humanities and Culture	
Choose one of the following social science courses:	5
SS 211: The 1960s—Reshaping the American Dream	
SS 236: People, Power, and Politics—An Introduction to American Government	
SS 250: The Technological Revolution—A Social Scientific Approach	
TOTAL CORE REQUIREMENTS	34
MAJOR REQUIREMENTS	
NU 300: Professional Leadership Transitions	6
NU 310: Nursing Research	6
NU 333: Physical Assessment for the Professional Nurse	5
NU 416: Nursing Care for the Older Adult	6
NU 420: Leadership and Management in the Changing Health Care Environment	6
NU 450: Public Health Nursing—Population-Centered Health Care in the Community	6
NU 499: Bachelor's Capstone in Nursing	6
TOTAL MAJOR REQUIREMENTS	41
OPEN ELECTIVE REQUIREMENTS	
Open Electives*	55
TOTAL OPEN ELECTIVE REQUIREMENTS	55
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.

* Students who are interested in pursuing Kaplan University's Master of Science in Nursing may take up to three graduate-level nursing courses in addition to selected undergraduate electives.

† Students who have not met prerequisite requirements or state-specific general education requirements may need to complete more than the required 180 quarter credit hours to fulfill degree plan requirements.

The following changes to the program description are effective January 9, 2013:

Associate of Science in Nursing

FLORIDA (CURRENTLY NOT ACCEPTING ENROLLMENTS)

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®). While the courses in the program may provide the knowledge necessary to sit for this exam, Kaplan University cannot guarantee a student's eligibility either to take this exam or become certified. A student's eligibility may depend on his or her work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure. Please refer to the Certification, State Board, and National Board Exams section of this Catalog for further guidance.

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.

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, the University makes no representations or warranties as to whether the degree program meets the specific licensing requirements of any individual state. The University suggests that students independently research the licensing requirements of any state in which they intend to seek 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 Kaplan 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, eligible for job advancement opportunities, or employed at all.

Enrollment in the program is limited. Contact an Admissions Advisor for details.

The Associate of Science in Nursing program consists of a minimum of 110 quarter credit hours. Due to state-specific nursing education requirements, the student may need to take more than 110 credits to complete the prelicensure program. Upon successful completion of the program, graduates will receive an associate of science degree.

The Associate of Science in Nursing program at Pembroke Pines, FL, has been placed on probation by the Florida Board of Nursing.

Florida Board of Nursing
4062 Bald Cypress Way
Tallahassee, FL 32399-3257

For more information, please contact an Admissions Advisor.

CLINICAL EXPERIENCE

The program blends online coursework with on-ground, facility-based clinical practice experiences. Students are required to complete their clinical practice experience in Palm Beach County, Broward County, or Miami Dade County in Florida. Students will be required to successfully complete both components of the coursework to fulfill program requirements. By the end of the first term, students will be required to submit 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 his or her clinical placements. Please refer to the Criminal Background Check Policy listed in the School of Nursing—Undergraduate section of this Catalog.

The following changes to the program description are effective January 9, 2013:

Associate of Science in Nursing

IOWA AND NEBRASKA

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®). While the courses in the program may provide the knowledge necessary to sit for this exam, Kaplan University cannot guarantee a student's eligibility either to take this exam or become certified. A student's eligibility may depend on his or her work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure. Please refer to the Certification, State Board, and National Board Exams section of the Catalog for further guidance.

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.

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, the University makes no representations or warranties as to whether the degree program meets the specific licensing requirements of any individual state. The University suggests that students independently research the licensing requirements of any state in which they intend to seek 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 Kaplan 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, eligible for job advancement opportunities, or employed at all.

Enrollment in the program is limited. Contact an Admissions Advisor for details.

The Associate of Science in Nursing program consists of a minimum of 110 quarter credit hours. Upon successful completion of the program, graduates will be awarded an associate of science degree.

LPN-TO-ASSOCIATE OF SCIENCE IN NURSING

The Associate of Science in Nursing program admits students who have no prior health care experience as well as individuals who have completed a practical nursing program. Students who are graduates of a practical nursing program must meet the same academic requirements as those who have no prior health care experience.

Applicants who have passed the NCLEX-PN® and hold an active PN license must be in good standing with the Board of Nursing in the states in which they hold licensure. These students may follow the Licensed Practical Nurse (LPN)-to-Associate of Science in Nursing degree plan listed in the Catalog.

Students who follow this degree plan must achieve the same level of academic performance to complete the Associate of Science in Nursing program as those who follow the standard degree plan.

The LPN-to-Associate of Science in Nursing degree plan consists of a minimum of 94 quarter credit hours.

CLINICAL EXPERIENCE

The program blends online coursework with on-ground, facility-based clinical practice experiences. Students are required to complete their clinical practice experience in Polk, Story, Dallas, or Warren Counties for the Des Moines, Iowa, campus; Black Hawk or Bremer Counties for the Cedar Falls, Iowa, campus; Linn, Johnson, or Benton Counties for the Cedar Rapids, Iowa, campus; and Lancaster County for the Lincoln, Nebraska, campus. Students will be required to successfully complete both components of the coursework to fulfill program requirements. By the end of the first term, students will be required to submit 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 his or her clinical placements. Please refer to the Criminal Background Check Policy listed in the School of Nursing—Undergraduate section of the Catalog.

School of Public Safety

The effective date for changes to the School of Public Safety's notice to students is noted below:

Notice to Students

Any School of Public Safety student who has been convicted of a serious misdemeanor, a misdemeanor involving domestic violence, or a felony will likely experience limitations and/or restrictions on employment opportunities in a variety of public safety fields where background checks are required including, but not limited to, police officer, corrections officer, guard occupations, firefighter, emergency medical service personnel, homeland security personnel, and emergency management personnel.

Effective **January 9, 2013**, a background check will be conducted prior to enrollment for all undergraduate students entering the School of Public Safety. Students will be withdrawn at the end of the first term if they are unable to pass a background check and have not made arrangements to change their program of study to one for which a background check is not required.

The student is responsible for inquiring about current employment, certification, licensing, registration, and externship requirements prior to enrolling in a School of Public Safety program.

The effective dates for changes to the School of Public Safety's progression requirements are noted below:

Progression Requirements

In addition to the general undergraduate student progression requirements, the School of Public Safety has specific requirements for the following programs:

ACCELERATED MASTER'S DEGREE OPTIONS

Eligible students enrolled in a School of Public Safety bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Public Administration, Master of Science in Criminal Justice, Master of Science in Legal Studies, Master of Science in Homeland Security and Emergency Management, or Master of Science in Environmental Policy may choose to complete one of the below accelerated master's degree options.

In order to qualify for an accelerated master's degree option, undergraduate students must meet the following criteria:

1. Students must possess and maintain a minimum cumulative GPA of 3.0.
2. Students must obtain a grade of "B" or above in each of the master's-level courses.
3. Students must have completed a minimum of 135 quarter credit hours in their bachelor's degree program including any credits received for prior learning. Students enrolled in the advanced start degree option must have completed a minimum of 45 quarter credit hours at the University.

Please refer to the individual sections below for additional requirements.

Upon successful completion of the bachelor's degree program, students may apply for entry to the relevant Kaplan University master's degree program. If accepted, students will transfer in the graduate courses completed as part of their undergraduate program and matriculate into a shortened version of the master's degree program.

Students should consult with their Education Advisor to ensure that they are eligible for an accelerated master's degree option and should discuss any financial aid implications with their Financial Aid Officer.

Students who select an accelerated master's degree option may be required to take additional courses to fulfill the requisite 180 credits necessary to complete a Kaplan University bachelor's degree.

Accelerated Master of Public Administration Option

Eligible students enrolled in a School of Public Safety bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Public Administration may take the following graduate-level courses in place of open electives:

- PP 500: Public Administration and Management
- PP 510: Leadership in the Public Sector
- PP 520: Finance and the Administration of Public Funds
- PP 530: Human Resource Management in the Public Sector

Effective November 7, 2012: Eligible students enrolled in the Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option may take the following graduate-level courses in place of open electives:

- PP 500: Public Administration and Management
- PP 510: Leadership in the Public Sector

In addition to the general requirements, undergraduate students must meet the following criteria to qualify for the accelerated Master of Public Administration option:

1. **Effective November 7, 2012:** Students must have at least 20 credits of open electives available in their degree plan; students enrolled in the Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option must have at least 12 credits of open electives available.
2. It is highly recommended that students complete the following prerequisite courses at the University if they have not completed equivalent courses at an accredited college or university:
 - SS 236: People, Power, and Politics—An Introduction to American Government
 - MM 207: Statistics
 - PP 201: Introduction to Policy Making

Accelerated Master of Science in Criminal Justice Option (Effective February 27, 2013)

Eligible students enrolled in a School of Public Safety bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Science in Criminal Justice may take the below graduate-level courses in place of open electives. Students enrolled in the Master of Science in Criminal Justice program will choose to complete a comprehensive exam or applied research track of study.

Comprehensive Exam Track

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 501: Criminological Theory
- CJ 502: Research Methodology
- CJ 526: Academic and Professional Communications in Public Safety

Applied Research Track

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 501: Criminological Theory
- CJ 503: Organizational Behavior
- CJ 526: Academic and Professional Communications in Public Safety

Effective November 7, 2012: Eligible students enrolled in the Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option may take the following graduate-level courses in place of open electives:

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 526: Academic and Professional Communications in Public Safety

Accelerated Master of Science in Environmental Policy Option

Eligible students enrolled in a School of Public Safety bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Science in Environmental Policy may take the following graduate-level courses in place of open electives:

- EM 500: Environmental Foundations and Principles
- EM 520: Environmental Law and Policy
- EM 530: Environmental Risk Assessment II
- PP 510: Leadership in the Public Sector

Effective November 7, 2012: Eligible students enrolled in the Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option may take the following graduate-level courses in place of open electives:

- EM 500: Environmental Foundations and Principles
- PP 510: Leadership in the Public Sector

Accelerated Master of Science in Homeland Security and Emergency Management Option

Eligible students enrolled in a School of Public Safety bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Science in Homeland Security and Emergency Management may take the following graduate-level courses in place of open electives:

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 526: Academic and Professional Communications in Public Safety
- HM 500: Crisis and Emergency Management Fundamentals
- HM 501: Homeland Security Policies, Principles, Procedures, and Plans

Effective November 7, 2012: Eligible students enrolled in the Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option may take the following graduate-level courses in place of open electives:

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 526: Academic and Professional Communications in Public Safety

Accelerated Master of Science in Legal Studies Option

Eligible students enrolled in a School of Public Safety bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Science in Legal Studies may take the following graduate-level courses in place of open electives:

- LS 500: Legal Methods and Process
- LS 501: Ethics and the Professional
- LS 502: Legal Research, Analysis, and Writing
- LS 503: Jurisprudence and Legal History

Effective November 7, 2012: Eligible students enrolled in the Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option may take the following graduate-level courses in place of open electives:

- LS 500: Legal Methods and Process
- LS 501: Ethics and the Professional

ONSITE

Continuing campus students, admitted prior to April 15, 2009, will be required to complete a national criminal background check prior to participating in firearms training activities. Students will not be permitted to participate in any firearms training or simulation activities if information reveals a felony conviction or other issue that the School of Public Safety deems unacceptable.

The following program changes are effective May 15, 2013; changes to the program description are effective February 27, 2013:

XXV. 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 of Science in Criminal Justice program is ideal for students who seek a practice-based program designed to enhance a student's qualifications to pursue more challenging responsibilities in criminal justice agencies and corporations. Graduates of this program may seek employment opportunities in various criminal justice environments such as law enforcement, courts, adult and juvenile corrections, corporate security, public safety, loss prevention, private protective services or investigations, or community-based programs and services. 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 Kaplan 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, eligible for job advancement opportunities, or employed 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 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.

EMPHASIS AREAS

The bachelor's degree program offers the opportunity to personalize a degree with an emphasis area in law enforcement, corrections, forensic psychology, crime scene investigation, homeland security, or juvenile justice.

ACCELERATED MASTER'S DEGREE OPTIONS

High-potential students who are interested in fast-tracking their educational goal of earning both a bachelor's and master's degree should consider the accelerated Master of Public Administration, Master of Science in Criminal Justice, Master of Science in Environmental Policy, Master of Science in Homeland Security and Emergency Management, or Master of Science in Legal Studies option. Eligible students will work toward completion of the Bachelor of Science in Criminal Justice program while simultaneously completing core courses in their graduate program of choice. Upon successful completion of the undergraduate program, students may apply for entry to the applicable master's degree program. Once accepted, students will transfer in the graduate-level courses completed as part of the undergraduate program and will complete the remaining courses to earn a master's degree.

ADVANCED START DEGREE OPTION

Kaplan University offers the Advanced Start Bachelor of Science in Criminal Justice degree option for students who have earned a comparable associate's or bachelor's 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 2-year degree with the academic curriculum of a 4-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 2 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.

The 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.

Qualified associate's or bachelor's degrees are transferred into the advanced start degree option as a block of 90 quarter credit hours. Any remaining prior credits are evaluated individually for potential transfer toward appropriate 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.

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Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	33
MAJOR REQUIREMENTS	
CJ 100: Preparing for a Career in Public Safety OR CS 121: Pathways to Academic Success*	5
CJ 101: Introduction to the Criminal Justice System	5
CJ 102: Criminology I	5
CJ 210: Criminal Investigation	5
CJ 216: Computers, Technology, and Criminal Justice Information Systems	5
CJ 227: Criminal Procedure	5
CJ 230: Criminal Law for Criminal Justice	5
Choose one of the following 200-level criminal justice courses:	5
CJ 212: Crime Prevention	
CJ 233: Introduction to Forensic Psychology	
CJ 264: White-Collar Crime	
CJ 266: Deviance and Violence	
CJ 293: Investigating Terrorism	
Choose one of the following 300/400-level criminal justice courses:	6
CJ 343: Comparative Criminal Justice Systems	
CJ 345: Supervisory Practices in Criminal Justice	
CJ 350: Organized Crime	
CJ 444: Managing Criminal Justice Organizations	
CJ 340: Applied Criminal Justice Ethics	6
CJ 490: Research Methods in Criminal Justice	6
300/400-level: Major Electives	24
CJ 499: Bachelor's Capstone in Criminal Justice	6
TOTAL MAJOR REQUIREMENTS	88
OPEN ELECTIVE REQUIREMENTS	
Open Electives [†]	59
TOTAL OPEN ELECTIVE REQUIREMENTS	59
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
Comparable Associate's or Bachelor's Degree [‡]	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
CJ 101: Introduction to the Criminal Justice System	
CJ 210: Criminal Investigation	
CJ 227: Criminal Procedure	
Advanced start students must take the following emphasis area prerequisite course in place of an open elective [§] :	
Option III: Forensic Psychology	
CM 220: College Composition II	
Option VI: Juvenile Justice	
CM 220: College Composition II	
CORE REQUIREMENTS	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	18
MAJOR REQUIREMENTS	
Choose one of the following 300/400-level criminal justice courses:	6
CJ 343: Comparative Criminal Justice Systems	
CJ 345: Supervisory Practices in Criminal Justice	
CJ 350: Organized Crime	
CJ 444: Managing Criminal Justice Organizations	
CJ 340: Applied Criminal Justice Ethics	6
CJ 490: Research Methods in Criminal Justice	6
300/400-level: Major Electives	24
CJ 499: Bachelor's Capstone in Criminal Justice	6
TOTAL MAJOR REQUIREMENTS	48
OPEN ELECTIVE REQUIREMENTS	
Open Electives [†]	24
TOTAL OPEN ELECTIVE REQUIREMENTS	24
TOTAL PROGRAM REQUIREMENTS	180

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EMPHASIS AREAS

Option I: Law Enforcement

CJ 333:	Family and Domestic Violence	6
CJ 355:	Homeland Security	6
CJ 370:	Crime Scene Investigation II	6
CJ 411:	Drugs and Alcohol in the Criminal Justice System	6

Option II: Corrections

CJ 130:	Introduction to Corrections [#]	5
CJ 355:	Homeland Security	6
CJ 411:	Drugs and Alcohol in the Criminal Justice System	6
CJ 433:	Probation and Parole	6
300/400-level:	Criminal Justice Elective	6

Option III: Forensic Psychology

CJ 325:	Psychology for Law Enforcement	6
CJ 440:	Crisis Intervention	6
PS 440:	Abnormal Psychology	6
300/400-level:	Criminal Justice Elective	6

Option IV: Crime Scene Investigation

CJ 305:	Legal Foundations of Criminal Evidence	6
CJ 327:	Crime Scene Photography OR	
CJ 328:	Forensic Fingerprint Analysis	6
CJ 370:	Crime Scene Investigation II	6
CJ 385:	Forensic Chemistry and Trace Evidence Analysis OR	
CJ 386:	Forensic Biology and Impression Evidence	6

Option V: Juvenile Justice

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

Option VI: Homeland Security

CJ 355:	Homeland Security	6
CJ 407:	Crisis Negotiation	6
300/400-level:	Criminal Justice Electives	12

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 CJ 100: Preparing for a Career in Public Safety.

[†]Eligible students who choose to complete an accelerated master's degree option will take four graduate-level courses in addition to selected undergraduate electives.

[‡]Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.

[§]These courses may be waived if a student has comparable prior learning.

[#]Taken in place of an open elective; advanced start students are exempt from this prerequisite requirement.

The following program changes are effective November 7, 2012; changes to the program description are effective May 15, 2013:

XXXIV. Bachelor of Science in Fire and Emergency Management

The Bachelor of Science in Fire and Emergency Management program is designed for emergency services personnel and addresses the new challenges in technology, human resource management, and fiscal responsibility. The general public and government appointees are demanding higher levels of training and education for those who lead our nation's first response teams during catastrophic disasters, terrorist incidents, and typical emergencies. This bachelor's degree is designed to empower students to pursue leadership roles that include managing all aspects of modern fire, EMS, and emergency preparedness agencies. Additionally, this program targets those students who want to increase their administrative and management knowledge as well as occupational and life safety awareness.

Kaplan University is recognized by the U.S. Fire Administration as an official Fire and Emergency Services Higher Education (FESHE) institution. Since 1999, Fire and Emergency Services Higher Education (FESHE) leaders labored to produce, through consensus, a standardized undergraduate curriculum that is national in scope, content, and outcome. Fire-related and EMS management courses were developed for colleges and universities to use as a model when developing curriculum. All the courses share common titles, catalog descriptions, outlines, and content, which provide a national core of knowledge and competencies as suggested by FESHE. This degree program closely follows the FESHE model.

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 Kaplan 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, eligible for job advancement opportunities, or employed 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 Fire and Emergency 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.

ACCELERATED MASTER'S DEGREE OPTIONS

High-potential students who are interested in fast-tracking their educational goal of earning both a bachelor's and master's degree should consider the accelerated Master of Public Administration, Master of Science in Criminal Justice, Master of Science in Environmental Policy, Master of Science in Homeland Security and Emergency Management, or Master of Science in Legal Studies option. Eligible students will work toward completion of the Bachelor of Science in Fire and Emergency Management program while simultaneously completing core courses in their graduate program of choice. Upon successful completion of the undergraduate program, students may apply for entry to the applicable master's degree program. Once accepted, students will transfer in the graduate-level courses completed as part of the undergraduate program and will complete the remaining courses to earn a master's degree.

ADVANCED START DEGREE OPTION

Kaplan University offers the Advanced Start Bachelor of Science in Fire and Emergency Management degree option for students who have earned a comparable associate's or bachelor's 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 2-year degree with the academic curriculum of a 4-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 2 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.

The 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.

Qualified associate's or bachelor's degrees are transferred into the advanced start degree option as a block of 90 quarter credit hours. Any remaining prior credits are evaluated individually for potential transfer toward appropriate 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.

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Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	33
MAJOR REQUIREMENTS	
FS 100: Introduction to Fire and Emergency Services	5
FS 105: Fire Prevention Practices	5
FS 120: Introduction to Emergency Management	5
FS 202: Principles of Emergency Services	5
FS 205: Ethics for the Fire and Emergency Services	5
FS 208: Legal Aspects of Emergency Services	5
FS 220: Preparedness and Planning for Emergency Management	5
FS 225: Emergency Management Response	5
CJ 307: Crisis Management in Terrorist Attacks and Disasters*	6
FS 304: Community Risk Reduction for Fire and EMS	6
FS 320: Recovery Practices in Emergency Management	6
FS 401: Fire Prevention Organization and Management	6
FS 402: Political, Ethical, and Legal Foundations of EMS	6
FS 403: Leadership and Management	6
FS 414: Personnel Management for Fire and EMS	6
FS 420: Mitigation and Risk Assessment in Emergency Management	6
FS 425: Disaster Policy in Emergency Management	6
FS 499: Bachelor's Capstone in Fire and Emergency Management	6
TOTAL MAJOR REQUIREMENTS	100
OPEN ELECTIVE REQUIREMENTS	
Open Electives [†]	47
TOTAL OPEN ELECTIVE REQUIREMENTS	47
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
Comparable Associate's or Bachelor's Degree [‡]	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
FS 105: Fire Prevention Practices	
FS 120: Introduction to Emergency Management	
FS 220: Preparedness and Planning for Emergency Management	
CORE REQUIREMENTS	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	18
MAJOR REQUIREMENTS	
CJ 307: Crisis Management in Terrorist Attacks and Disasters*	6
FS 304: Community Risk Reduction for Fire and EMS	6
FS 320: Recovery Practices in Emergency Management	6
FS 401: Fire Prevention Organization and Management	6
FS 402: Political, Ethical, and Legal Foundations of EMS	6
FS 403: Leadership and Management	6
FS 414: Personnel Management for Fire and EMS	6
FS 420: Mitigation and Risk Assessment in Emergency Management	6
FS 425: Disaster Policy in Emergency Management	6
FS 499: Bachelor's Capstone in Fire and Emergency Management	6
TOTAL MAJOR REQUIREMENTS	60
OPEN ELECTIVE REQUIREMENTS	
Open Electives [§]	12
TOTAL OPEN ELECTIVE REQUIREMENTS	12
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.

*Students must take the prerequisite course, CJ 101: Introduction to the Criminal Justice System, in place of an open elective.

[†]Eligible students who choose to complete an accelerated master's degree option will take four graduate-level courses in addition to selected undergraduate electives.

[‡]Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.

[§]Eligible students who choose to complete an accelerated master's degree option will take two graduate-level courses in addition to selected undergraduate electives.

The following program changes are effective November 7, 2012; changes to the program description are effective May 15, 2013:

XXXIII. Bachelor of Science in Fire Science

Kaplan University is recognized by the U.S. Fire Administration as an official Fire and Emergency Services Higher Education (FESHE) institution. The Bachelor of Science in Fire Science closely follows the FESHE model and is designed to provide students with foundational skills in firefighter safety, building codes, fire prevention, code inspection, and firefighting strategy and tactics. In addition, the program explores technical, legal, and social aspects of arson, the application of technology to firefighting, and the psychological effects of fire dynamics. The program serves fire service professionals seeking enhanced skills and a broad spectrum of knowledge in the field of fire science. The curriculum includes analytical approaches to fire protection and investigation, disaster and fire defense planning, hazardous materials management, fire protection structure and system design, and the role of the fire service within the community.

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 Kaplan 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, eligible for job advancement opportunities, or employed 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 Fire 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.

ACCELERATED MASTER'S DEGREE OPTIONS

High-potential students who are interested in fast-tracking their educational goal of earning both a bachelor's and master's degree should consider the accelerated Master of Public Administration, Master of Science in Criminal Justice, Master of Science in Environmental Policy, Master of Science in Homeland Security and Emergency Management, or Master of Science in Legal Studies option. Eligible students will work toward completion of the Bachelor of Science in Fire Science program while simultaneously completing core courses in their graduate program of choice. Upon successful completion of the undergraduate program, students may apply for entry to the applicable master's degree program. Once accepted, students will transfer in the graduate-level courses completed as part of the undergraduate program and will complete the remaining courses to earn a master's degree.

ADVANCED START DEGREE OPTION

Kaplan University offers the Advanced Start Bachelor of Science in Fire Science degree option for students who have earned a comparable associate's or bachelor's 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 2-year degree with the academic curriculum of a 4-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 2 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.

The 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.

Qualified associate's or bachelor's degrees are transferred into the advanced start degree option as a block of 90 quarter credit hours. Any remaining prior credits are evaluated individually for potential transfer toward appropriate 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.

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Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	33
MAJOR REQUIREMENTS	
FS 100: Introduction to Fire and Emergency Services	5
FS 101: Fire Behavior and Combustion	5
FS 102: Building Construction for Fire Protection	5
FS 103: Fire Protection Hydraulics and Water Supply	5
FS 104: Fire Protection Systems	5
FS 105: Fire Prevention Practices	5
FS 201: Strategy and Tactics	5
FS 202: Principles of Emergency Services	5
FS 204: Occupational Safety and Health for Emergency Services	5
FS 207: Hazardous Materials Chemistry	5
FS 208: Legal Aspects of Emergency Services	5
FS 301: Fire Investigation and Analysis	6
FS 302: Advanced Principles of Firefighter Safety and Survival	6
FS 303: Fire Protection Structures and Systems	6
FS 304: Community Risk Reduction for Fire and EMS	6
FS 401: Fire Prevention Organization and Management	6
FS 402: Political, Ethical, and Legal Foundations of EMS	6
FS 403: Leadership and Management	6
FS 413: Research Analysis for Fire Emergency Services	6
FS 414: Personnel Management for Fire and EMS	6
FS 498: Bachelor's Capstone in Fire Science	6
TOTAL MAJOR REQUIREMENTS	115
OPEN ELECTIVE REQUIREMENTS	
Open Electives*	32
TOTAL OPEN ELECTIVE REQUIREMENTS	32
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
Comparable Associate's or Bachelor's Degree [†]	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
FS 101: Fire Behavior and Combustion	
FS 105: Fire Prevention Practices	
FS 201: Strategy and Tactics	
CORE REQUIREMENTS	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	18
MAJOR REQUIREMENTS	
FS 301: Fire Investigation and Analysis	6
FS 302: Advanced Principles of Firefighter Safety and Survival	6
FS 303: Fire Protection Structures and Systems	6
FS 304: Community Risk Reduction for Fire and EMS	6
FS 401: Fire Prevention Organization and Management	6
FS 402: Political, Ethical, and Legal Foundations of EMS	6
FS 403: Leadership and Management	6
FS 413: Research Analysis for Fire Emergency Services	6
FS 414: Personnel Management for Fire and EMS	6
FS 498: Bachelor's Capstone in Fire Science	6
TOTAL MAJOR REQUIREMENTS	60
OPEN ELECTIVE REQUIREMENTS	
Open Electives [‡]	12
TOTAL OPEN ELECTIVE REQUIREMENTS	12
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.

*Eligible students who choose to complete an accelerated master's degree option will take four graduate-level courses in addition to selected undergraduate electives.

[†]Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.

[‡]Eligible students who choose to complete an accelerated master's degree option will take two graduate-level courses in addition to selected undergraduate electives.

The following program changes are effective November 7, 2012; changes to the program description are effective May 15, 2013:

XXXIII. Associate of Applied Science in Fire Science

Kaplan University is recognized by the U.S. Fire Administration as an official Fire and Emergency Services Higher Education (FESHE) institution. The Associate of Applied Science in Fire Science closely follows the FESHE model and is designed to provide students with foundational skills in firefighter safety, building codes, fire prevention, code inspection, and firefighting strategy and tactics. In addition, the program explores technical, legal, and social aspects of arson, the application of technology to firefighting, and the psychological effects of fire dynamics. The program serves fire service professionals seeking enhanced skills and a broad spectrum of knowledge in the field of fire science. The curriculum includes analytical approaches to fire protection and investigation, disaster and fire defense planning, hazardous materials management, and the role of the fire service within the community.

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 Kaplan 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, eligible for job advancement opportunities, or employed at all.

The Associate of Applied Science in Fire Science 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.

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
TOTAL CORE REQUIREMENTS	15
MAJOR REQUIREMENTS	
FS 100: Introduction to Fire and Emergency Services	5
FS 101: Fire Behavior and Combustion	5
FS 102: Building Construction for Fire Protection	5
FS 103: Fire Protection Hydraulics and Water Supply	5
FS 104: Fire Protection Systems	5
FS 105: Fire Prevention Practices	5
FS 201: Strategy and Tactics	5
FS 202: Principles of Emergency Services	5
FS 204: Occupational Safety and Health for Emergency Services	5
FS 207: Hazardous Materials Chemistry	5
FS 208: Legal Aspects of Emergency Services	5
FS 299: Associate's Capstone in Fire Science	5
TOTAL MAJOR REQUIREMENTS	60
OPEN ELECTIVE REQUIREMENTS	
Open Electives	15
TOTAL OPEN ELECTIVE REQUIREMENTS	15
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.

The following program changes are effective May 15, 2013:

XXXVI. Corrections Certificate

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
CJ 101: Introduction to the Criminal Justice System	5
CJ 102: Criminology I	5
CJ 130: Introduction to Corrections	5
CJ 142: Criminal Origins and Correctional Alternatives	5
CJ 150: Juvenile Delinquency	5
CJ 242: Critical Issues 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.

The following program changes are effective May 15, 2013:

XXXVI. Management and Supervision Certificate in Criminal Justice

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
PREREQUISITE REQUIREMENTS	
CJ 101: Introduction to the Criminal Justice System	
CJ 102: Criminology I	
CM 220: College Composition II	
CORE REQUIREMENTS	
CJ 307: Crisis Management in Terrorist Attacks and Disasters	6
CJ 340: Applied Criminal Justice Ethics	6
CJ 345: Supervisory Practices in Criminal Justice	6
CJ 355: Homeland Security	6
CJ 444: Managing Criminal Justice Organizations	6
HR 420: Employment Law OR	
MT 302: Organizational Behavior	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.

The following program changes are effective May 15, 2013:

XXXVI. Private Security Certificate

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 227: Criminal Procedure	5
CJ 264: White-Collar Crime	5
CJ 305: Legal Foundations of Criminal Evidence	6
CJ 444: Managing Criminal Justice Organizations	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.

*Students enrolled in the Private Security Certificate are exempt from the prerequisite requirement.

Discontinued Programs

Effective **November 7, 2012**, the following program will be discontinued:

- Bachelor of Science in Information Technology, Health Informatics
Career Focus Area

Effective **February 27, 2013**, the following programs will be discontinued:

- Associate of Applied Science in Computer Forensics
- Associate of Applied Science in Educational Paraprofessional
- Associate of Applied Science in Graphic Design
- Bachelor of Science in Criminal Justice, Computer Crime Emphasis Area
- Bachelor of Science in Criminal Justice Administration and Management
- Bachelor of Science in Information Technology, New Media/Internet
Marketing Career Focus Area
- Bachelor of Science in International and Comparative Criminal Justice
- Bachelor of Science in Public Administration and Policy

Undergraduate Course Descriptions

DISCONTINUED COURSES

CE 210: PROFESSIONALISM AND ETHICAL CONDUCT IN CHILD CARE[‡]

CJ 106: FOUNDATIONS OF INTERNATIONAL AND COMPARATIVE CRIMINAL JUSTICE[‡]

CJ 107: INTRODUCTION TO INTERNATIONAL POLICING[‡]

CJ 213: COMMUNITY POLICING[‡]

CJ 215: EXPLORATION OF COMPUTER CRIME[‡]

CJ 219: PEACEKEEPING OPERATIONS[‡]

CJ 225: FRAUD INVESTIGATION[‡]

CJ 228: RISK MANAGEMENT[§]

CJ 240: LEGAL ISSUES IN CORRECTIONS[§]

CJ 244: CLIENT RELATIONS IN CORRECTIONS[§]

CJ 295: WORLD CONFLICT[‡]

CJ 315: INTERNET VULNERABILITIES AND THE LEGAL IMPLICATIONS OF MONITORING CRIMINAL ACTIVITY IN CYBERSPACE[‡]

CJ 330: CRIME ANALYSIS METHODOLOGY AND PRACTICE[‡]

CJ 341: ETHICS OF FRAUD INVESTIGATION[‡]

CJ 360: GLOBAL CULTURE AND CRIMINAL JUSTICE[‡]

CJ 361: TRENDS IN INTERNATIONAL POLICING[‡]

CJ 362: CURRENT GENDER ISSUES IN INTERNATIONAL CRIMINAL JUSTICE[‡]

CJ 412: ROLE OF CRIMINAL JUSTICE IN PEACEKEEPING OPERATIONS[‡]

CJ 416: PROTECTING DIGITAL ASSETS[‡]

CJ 421: ORGANIZATIONAL BEHAVIOR IN CRIMINAL JUSTICE ORGANIZATIONS[§]

CJ 422: HUMAN RESOURCE DEVELOPMENT FOR THE CRIMINAL JUSTICE PROFESSIONAL[§]

CJ 423: EMPLOYMENT AND POLICY LAW FOR SUPERVISORS AND MANAGERS[§]

CJ 424: APPLICATION OF MANAGEMENT THEORY TO CRIMINAL JUSTICE ORGANIZATIONS[‡]

CJ 425: CRIME MAPPING[‡]

CJ 430: PSYCHOLOGICAL PROFILING[‡]

CJ 441: FINANCIAL INVESTIGATION AND FORENSIC ACCOUNTING[‡]

CJ 442: LEGAL ELEMENTS OF FRAUD[‡]

CJ 443: SECURITY MANAGEMENT AND ADMINISTRATION[§]

CJ 489: BACHELOR'S CAPSTONE IN CRIMINAL JUSTICE ADMINISTRATION AND MANAGEMENT[‡]

CJ 498: BACHELOR'S CAPSTONE FOR INTERNATIONAL AND COMPARATIVE CRIMINAL JUSTICE[‡]

CM 312: COMMUNICATION AND ORGANIZATIONAL CHANGE[‡]

CM 318: ADVOCACY AND OPPOSITION IN THE MODERN WORKPLACE[‡]

CM 420: INTERPERSONAL COMMUNICATION IN ORGANIZATIONS[‡]

CM 430: THEORIES AND APPLICATION IN ORGANIZATIONAL SETTINGS[‡]

CS 115: COLLEGE SUCCESS STRATEGIES FOR INTERDISCIPLINARY STUDIES*

CS 116: COLLEGE SUCCESS STRATEGIES FOR THE COMMUNICATION PROFESSIONAL*

CS 120: COLLEGE SUCCESS STRATEGIES FOR THE PSYCHOLOGY PROFESSIONAL*

CS 123: COLLEGE SUCCESS STRATEGIES FOR PROFESSIONAL AND LIBERAL STUDIES PROFESSIONALS*

CS 124: COLLEGE SUCCESS STRATEGIES FOR THE HUMAN SERVICES PROFESSIONAL*

CS 410: ADVANCED CAREER DEVELOPMENT STRATEGIES*

IT 128: HEALTH INFORMATICS I*

IT 228: HEALTH INFORMATICS II*

IT 408: MOBILE APPLICATIONS FOR BLACKBERRY DEVICES[§]

IT 428: APPLICATION DEVELOPMENT FOR HEALTH CARE*

IT 437: INTERNET MARKETING[‡]

MT 425: MANAGERIAL FINANCE AND ACCOUNTING[‡]

NU 101: NURSING FUNDAMENTALS*

NU 105: PHARMACOLOGY*

NU 110: MEDICAL-SURGICAL NURSING I*

NU 120: CARE OF SPECIAL POPULATIONS—OBSTETRICS*

NU 130: MEDICAL-SURGICAL NURSING II*

NU 200: LPN PROFESSIONAL ROLE TRANSITION[§]

NU 202: ROLE TRANSITIONS[§]

NU 220: CARE OF SPECIAL POPULATIONS, FAMILY II—PEDIATRICS*

NU 240: CARE OF SPECIAL POPULATIONS—MENTAL HEALTH NURSING II*

NU 260: MEDICAL-SURGICAL NURSING III*

NU 270: TRANSITIONS COURSE—ISSUES AND TRENDS*

*Effective November 7, 2012 | † Effective January 9, 2013 | ‡ Effective February 27, 2013 | § Effective May 15, 2013

NU 299: ASSOCIATE'S DEGREE INTEGRATED CARE STRATEGIES CAPSTONE*

NU 350: ISSUES AND INFORMATICS[§]

PS 355: DEVELOPMENTAL PSYCHOLOGY[†]

REVISED COURSE TITLES/NUMBERS

AB 117: GLOBAL HOSPITALITY will replace **TH 117: GLOBAL HOSPITALITY[‡]**

AB 206: HOTEL MANAGEMENT AND OPERATIONS will replace **TH 206: HOTEL MANAGEMENT AND OPERATIONS[‡]**

AB 213: FOOD AND BEVERAGE MANAGEMENT will replace **TH 213: FOOD AND BEVERAGE MANAGEMENT[‡]**

AB 230: FOUNDATIONS OF CONFERENCE AND EVENT PLANNING will replace **TH 230: FOUNDATIONS OF CONFERENCE AND EVENT PLANNING[‡]**

AB 270: ADVANCED MEETING PLANNING will replace **TH 270: ADVANCED MEETING PLANNING[‡]**

FS 100: INTRODUCTION TO FIRE AND EMERGENCY SERVICES will replace **FS 100: INTRODUCTION TO FIRE SERVICE***

HI 125: HEALTH CARE DELIVERY AND INFORMATION MANAGEMENT will replace **HI 125: HIT I—HEALTH CARE DELIVERY AND INFORMATION MANAGEMENT[§]**

HI 135: LEGAL ASPECTS OF HEALTH INFORMATION will replace **HI 135: HIT II—LEGAL ASPECTS OF HEALTH INFORMATION AND HEALTH CARE STATISTICS[§]**

HI 230: QUALITY ASSURANCE AND STATISTICS IN HEALTH INFORMATION will replace **HI 230: LEADERSHIP AND QUALITY ASSESSMENT IN HEALTH INFORMATION[§]**

HS 135: PSYCHOLOGY FOR THE MEDICAL PROFESSIONAL will replace **PS 120: PSYCHOLOGY FOR THE MEDICAL PROFESSIONAL[‡]**

IT 238: INTRODUCTION TO RELATIONAL DATABASES AND SQL will replace **IT 238: INTRODUCTION TO DATABASES[‡]**

IT 238: INTRODUCTION TO DATABASES will replace **IT 238: DATA MODELING FOR HEALTH INFORMATICS***

MM 255: BUSINESS MATH AND STATISTICAL MEASURES will replace **MM 255: BUSINESS MATH[§]**

MT 359: ADVERTISING, PROMOTION, PR—INTEGRATED MARKETING COMMUNICATION STRATEGIES will replace **MT 359: ADVERTISING IN THE TWENTY-FIRST CENTURY[‡]**

NU 440: FAITH COMMUNITY NURSING will replace **NU 440: PARISH NURSING***

PS 360: APPLIED BEHAVIOR ANALYSIS I will replace **PS 360: APPLIED BEHAVIORAL ANALYSIS I[§]**

PS 365: APPLIED BEHAVIOR ANALYSIS II will replace **PS 365: APPLIED BEHAVIORAL ANALYSIS II[§]**

COURSE PREREQUISITE CHANGES

AB 102: PRINCIPLES OF RETAILING[‡]
Prerequisite: CM 107

AB 202: BUILDING CUSTOMER SALES AND LOYALTY[‡]
Prerequisite: CM 107

AB 204: MACROECONOMICS[‡]
Prerequisite: AB 224

AB 209: SMALL BUSINESS MANAGEMENT[‡]
Prerequisite: AB 140

AB 217: FINANCE[‡]
Prerequisites: AB 113 or AB 114, and MM 255

AB 219: MARKETING[‡]
Prerequisites: AB 140; AB 224 or AB 220; and CM 220

AB 220: GLOBAL BUSINESS[‡]
Prerequisite: AB 140

AB 221: CUSTOMER SERVICE[‡]
Prerequisite: CM 107

AB 239: MANAGERIAL ACCOUNTING[‡]
Prerequisites: AB 116 and MM 255

AB 256: FEDERAL TAX[‡]
Prerequisites: AB 116 and MM 255

AB 270: ADVANCED MEETING PLANNING[‡]
Prerequisite: AB 230

AB 298: ASSOCIATE'S CAPSTONE IN ACCOUNTING[‡]
Prerequisite: Capstone course must be taken in final term or have approval of the Dean

AB 299: ASSOCIATE'S CAPSTONE IN MANAGEMENT[‡]
Prerequisite: Capstone course must be taken in final term or have approval of the Dean

AC 239: MANAGERIAL ACCOUNTING[‡]
Prerequisites: AC 116 and MM 255

AC 256: FEDERAL TAX[‡]
Prerequisites: AC 116 and MM 255

AC 302: INTERMEDIATE ACCOUNTING III[‡]
Prerequisite: AC 301

AC 330: MANAGERIAL ACCOUNTING FOR BUSINESS PROFESSIONALS[‡]
Prerequisite: AC 113 or AC 114, and MM 255

AC 410: AUDITING[‡]
Prerequisite: AC 301

AC 420: COST ACCOUNTING[‡]
Prerequisite: AC 239

AC 450: ADVANCED ACCOUNTING[‡]
Prerequisite: AC 302

BU 204: MACROECONOMICS[‡]
Prerequisite: BU 224

EP 210: MATH METHODS*
Prerequisite: MM 150

FS 105: FIRE PREVENTION PRACTICES*
Prerequisite: FS 100 or FS 120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

FS 202: PRINCIPLES OF EMERGENCY SERVICES*
Prerequisite: FS 100 or FS 120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

FS 205: ETHICS FOR THE FIRE AND EMERGENCY SERVICES*

Prerequisite: FS 120

FS 208: LEGAL ASPECTS OF EMERGENCY SERVICES*

Prerequisite: FS 100 or FS 120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

FS 304: COMMUNITY RISK REDUCTION FOR FIRE AND EMS*

Prerequisite: FS 100 or FS 120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

FS 401: FIRE PREVENTION ORGANIZATION AND MANAGEMENT*

Prerequisite: FS 100 or FS 120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

FS 402: POLITICAL, ETHICAL, AND LEGAL FOUNDATIONS OF EMS*

Prerequisite: FS 100 or FS 120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

FS 403: LEADERSHIP AND MANAGEMENT*

Prerequisite: FS 100 or FS 120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

FS 414: PERSONNEL MANAGEMENT FOR FIRE AND EMS*

Prerequisite: FS 100 or FS 120 for students enrolled in the Bachelor of Science in Fire and Emergency Management

HR 400: EMPLOYMENT AND STAFFING†

Prerequisite: MT 203 or enrollment in the Human Resources Postbaccalaureate Certificate

HR 410: EMPLOYEE TRAINING AND DEVELOPMENT†

Prerequisite: MT 203 or enrollment in the Human Resources Postbaccalaureate Certificate

HR 420: EMPLOYMENT LAW†

Prerequisite: MT 203 or enrollment in the Human Resources Postbaccalaureate Certificate

HR 435: COMPENSATION†

Prerequisite: MT 203 or enrollment in the Human Resources Postbaccalaureate Certificate

HR 485: STRATEGIC HUMAN RESOURCE MANAGEMENT†

Prerequisite: MT 203 or enrollment in the Human Resources Postbaccalaureate Certificate

IT 214: FOUNDATIONS OF WEB DESIGN§

Prerequisite: IT 117 recommended

IT 354: DATABASE DESIGN§

Prerequisite: IT 234

IT 409: MICROSOFT WINDOWS PHONE APPLICATION DEVELOPMENT§

Prerequisites: IT 274 and IT 406

MT 209: SMALL BUSINESS MANAGEMENT†

Prerequisite: MT 140

MT 217: FINANCE†

Prerequisites: AC 113 or AC 114, and MM 255 or equivalent

MT 219: MARKETING†

Prerequisites: BU 224, CM 220, and MT 140

MT 220: GLOBAL BUSINESS†

Prerequisites: MT 140

MT 300: MANAGEMENT OF INFORMATION SYSTEMS†

Prerequisite: MT 140 or enrollment in the National Security Administration Postbaccalaureate Certificate or the Advanced Start Bachelor of Science in Information Technology degree option

MT 302: ORGANIZATIONAL BEHAVIOR†

Prerequisite: MT 140

MT 330: INTERNATIONAL MARKETING†

Prerequisite: MT 219

MT 340: CONFLICT MANAGEMENT AND TEAM DYNAMICS†

Prerequisite: MT 302

MT 355: MARKETING RESEARCH†

Prerequisite: MT 219

MT 359: ADVERTISING, PROMOTION, PR—INTEGRATED MARKETING COMMUNICATION STRATEGIES†

Prerequisite: MT 219 or equivalent if enrolled in the Advanced Start Bachelor of Science in Business Administration degree option

MT 400: BUSINESS PROCESS MANAGEMENT†

Prerequisite: MM 255 or equivalent 200-level math course

MT 410: RISK ANALYSIS AND STRATEGY†

Prerequisite: MT 217

MT 411: RISK MANAGEMENT†

Prerequisite: MT 410 or equivalent

MT 435: OPERATIONS MANAGEMENT†

Prerequisite: MM 255 or equivalent 200-level math course

MT 445: MANAGERIAL ECONOMICS†

Prerequisite: BU 204 or equivalent if enrolled in the Advanced Start Bachelor of Science in Business Administration degree option

MT 450: MARKETING MANAGEMENT†

Prerequisite: MT 219 or equivalent if enrolled in the Advanced Start Bachelor of Science in Business Administration degree option

MT 451: MANAGING TECHNOLOGICAL INNOVATION†

Prerequisite: MT 219 or equivalent if enrolled in the Advanced Start Bachelor of Science in Business Administration degree option

MT 453: PROFESSIONAL SELLING†

Prerequisite: MT 219

MT 455: SALESFORCE MANAGEMENT†

Prerequisites: MT 219 and MT 453

MT 459: CONSUMER BEHAVIOR†

Prerequisite: MT 219

MT 460: MANAGEMENT POLICY AND STRATEGY†

Prerequisite: MT 355, MT 450, or enrollment in the National Security Administration Postbaccalaureate Certificate

MT 475: OUTCOMES ASSESSMENT AND QUALITY MANAGEMENT†

Prerequisite: MT 302

MT 480: CORPORATE FINANCE†

Prerequisite: MT 217

MT 481: FINANCIAL MARKETS†

Prerequisite: BU 204 or MT 220, and MT 217

MT 483: INVESTMENTS†

Prerequisite: MT 217

NU 111: MEDICAL-SURGICAL NURSING I†

Prerequisites: NU 102 or NU 202, HS 200 or NU 104, and NU 107

NU 122: MATERNAL INFANT NURSING†

Prerequisite or corequisite: NU 111 or NU 113

NU 310: NURSING RESEARCH*

Prerequisites: MM 207 and HU 280 or equivalent
Prerequisite or Corequisite: NU 307 or NU 333

PA 201: INTRODUCTION TO LEGAL RESEARCH*

Prerequisites: CM 220 and PA 205

*Effective November 7, 2012 | † Effective January 9, 2013 | ‡ Effective February 27, 2013 | § Effective May 15, 2013

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:

ASSOCIATE'S BUSINESS	AB
ACCOUNTING	AC
ALLIED HEALTH	AH
ARTS AND SCIENCES	AS
GENERAL BUSINESS	BU
CHILDHOOD EDUCATION	CE
COMPUTER FORENSICS	CF
CRIMINAL JUSTICE	CJ
COMMUNICATION AND COMPOSITION	CM
PROFESSIONAL STUDIES	CS
DENTAL ASSISTING	DA
EXERCISE AND FITNESS	EF
EXPERIENTIAL LEARNING	EL
ENVIRONMENTAL POLICY AND MANAGEMENT	EM
EDUCATIONAL PARAPROFESSIONAL	EP
FIRE SCIENCE	FS
GRAPHIC DESIGN	GD
HEALTH CARE ADMINISTRATION	HA
HEALTH INFORMATION TECHNOLOGY	HI
HUMAN SERVICES	HN
HUMAN RESOURCES	HR
HEALTH SCIENCE	HS
HUMANITIES	HU
HEALTH AND WELLNESS	HW
INTERDISCIPLINARY STUDIES	IS
INFORMATION SYSTEMS AND TECHNOLOGY	IT
FOUNDATIONS	KU
LIBERAL STUDIES	LI

LEGAL STUDIES	LS
MEDICAL ASSISTING	MA
MATHEMATICS	MM
MEDICAL OFFICE MANAGEMENT	MO
MEDICAL RECORDS MANAGEMENT	MR
MANAGEMENT	MT
PRACTICAL NURSING	NR
NUTRITION SCIENCE	NS
NURSING	NU
PARALEGAL STUDIES	PA
POLITICAL SCIENCE	PO
PUBLIC ADMINISTRATION AND POLICY	PP
PROFESSIONAL STUDIES	PR
PSYCHOLOGY	PS
PUBLIC HEALTH	PU
SCIENCE	SC
SOCIAL SCIENCE	SS
HOSPITALITY AND EVENT MANAGEMENT	TH

Course Numbering:
 100–199 First-year courses
 200–299 Second-year courses
 300–399 Third-year courses
 400–499 Fourth-year courses

AB 213: FOOD AND BEVERAGE MANAGEMENT[§]

This course is designed to provide students with a basic understanding of food and beverage operations from a management perspective. Key topics include restaurant operations, production planning, food safety, and industry best practices. Food service managers must become creative in their efforts to best serve their guests, as competition increases, technology improves, and changes become fast paced. This course is designed to help future industry managers become knowledgeable about restaurant management, regulatory compliance, food production, and quality service.
5 Quarter Credit Hours
Prerequisite: None

AB 217: FINANCE[†]

This course covers basic financial concepts, principles, and techniques used in making corporate financial planning decisions. It provides students with the tools necessary for analyzing the time value of money, financial analysis and planning, the capital budgeting process and

decisions, and long-term financing, and introduces international capital markets.
5 Quarter Credit Hours
Prerequisites: AB 113 or AB 114, and MM 255

AB 223: CONVENTION SALES AND SERVICES[‡]

This course introduces future hospitality managers to convention and tradeshow management. This overview of the functions of operations, sales, and services allows students to apply industry best practices to solve real-world issues. Students receive an inside look at how the sales, marketing, and service effort is organized and how to manage the group meetings business in hotels and convention centers.
5 Quarter Credit Hours
Prerequisite: None

AC 301: INTERMEDIATE ACCOUNTING II*

This course covers the accounting theory and practices associated with inventory valuations; the acquisition, cost allocation, and disposal of property, plant, and equipment; intangible assets; current liabilities, contingencies, and long-term liabilities; and investments.
6 Quarter Credit Hours
Prerequisite: AC 300

CS 204: PROFESSIONAL PRESENCE*

This course introduces students to multidisciplinary techniques and concepts pertinent to lifelong career development and professionalism. Students explore career planning as a strategy and professionalism as a method in order to pursue employment interests and career goals. Concepts include various professional communication skills appropriate for the global workplace, interpersonal relationship management, professional behavior, financial decision making, marketability, and using proper technologies to manage professional identities.
3 Quarter Credit Hours
Prerequisite: None

AS 495: SCHOOL OF ARTS AND SCIENCES INTERNSHIP[§]

This course will provide students in the School of Arts and Sciences bachelor of science programs with practical experience in a professional field. It provides an opportunity to combine academic theory with new, career-related experience. 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 out-of-class hours. Tasks must be delineated in the Learning Contract, which demonstrates an advanced application of academic theory in the workplace.
6 Quarter Credit Hours
Prerequisite: Application approval and permission from the Department Chair

*Effective November 7, 2012 | † Effective January 9, 2013 | ‡ Effective February 27, 2013 | § Effective May 15, 2013

CS 490: BACHELOR'S LEVEL EXTERNSHIP[‡]

This course is designed to give baccalaureate-level students practical job experience in their chosen career field. The externship provides students the opportunity for practical application of theory and skills learned through their program of study. Under the direction of a professional mentor, students will expand and strengthen career-related skills and gain a better understanding of the expertise needed to be successful in the field.

Onsite Only

6 Quarter Credit Hours

Prerequisite: Last term or permission from the Academic Dean

FS 100: INTRODUCTION TO FIRE AND EMERGENCY SERVICES*

This course introduces students to careers in fire and emergency services and the Kaplan University fire and emergency management programs. The field of study, skill sets, and professionalism will be discussed. Students will learn about the historical background of the modern fire service while learning research skills for the future. This course is designed to acclimate the fire science and emergency management student to Kaplan University while providing a solid foundation for success in the fire and emergency services profession.

5 Quarter Credit Hours

Prerequisite: None

FS 120: INTRODUCTION TO EMERGENCY MANAGEMENT*

This course covers the four phases of emergency management: mitigation, preparedness, response, and recovery. Topics include organizing for emergency management, coordinating for community resources, and the roles of government agencies at all levels. Upon completion, students should be able to demonstrate an understanding of comprehensive and integrated emergency management.

5 Quarter Credit Hours

Prerequisite: CM 107

FS 220: PREPAREDNESS AND PLANNING FOR EMERGENCY MANAGEMENT*

This course analyzes the rationale for and methods related to all-hazards emergency preparedness and planning. Topics include preparedness strategies, planning concepts and processes, public awareness programs, and training and exercise programs.

5 Quarter Credit Hours

Prerequisite: FS 120

FS 225: EMERGENCY MANAGEMENT RESPONSE*

This course provides an overview of the response phase of emergency management including government policies related to disaster response. The content will include the purpose of the National Response Plan.

5 Quarter Credit Hours

Prerequisite: FS 120

FS 320: RECOVERY PRACTICES IN EMERGENCY MANAGEMENT*

This course describes how people, groups, organizations, communities, and governments manage disasters in the immediate aftermath and recover from their effects, including social, physical, business, and infrastructure problems as well as intra- and interorganizational planning.

6 Quarter Credit Hours

Prerequisite: FS 120

FS 420: MITIGATION AND RISK ASSESSMENT IN EMERGENCY MANAGEMENT*

This course describes the methods and techniques used to lessen the potential impact of disasters and improve readiness to respond. Included are the principles related to mitigation as they pertain to sustainability and building resilient communities. Students will design a risk assessment plan.

6 Quarter Credit Hours

Prerequisite: FS 120

FS 425: DISASTER POLICY IN EMERGENCY MANAGEMENT*

This course focuses on the administrative roles of local, state, and federal governments in times of disaster and the importance of intergovernmental relations. The policymaking process and the historical evolution of disaster policy are reviewed.

6 Quarter Credit Hours

Prerequisite: FS 120

HI 135: LEGAL ASPECTS OF HEALTH INFORMATION[§]

This course introduces students to legal issues encountered by health information professionals including the topics of confidentiality and how to protect it, adhering to state and federal laws, responding to subpoenas and court orders, and provides an overview of the U.S. Court System.

5 Quarter Credit Hours

Prerequisite: HI 125

HI 215: REIMBURSEMENT METHODOLOGIES[§]

This course will show students the reimbursement side of health care and the importance of correct coding and billing practices to both the facility and the patient. Students will gain insight into the various types of health insurance plans, and also study compliance as it relates to reimbursement.

3 Quarter Credit Hours

Prerequisite: None

HI 230: QUALITY ASSURANCE AND STATISTICS IN HEALTH INFORMATION[§]

In this course, students study performance improvement and quality assessment concepts as they relate to health information. Team concepts, risk management, utilization management, accreditation and licensure, data quality issues, and patient outcomes are important topics in this course. Students will compute health care and vital statistics from health care data and display data graphically.

5 Quarter Credit Hours

Prerequisites: HI 135 and HI 165

HI 295: HEALTH INFORMATION EXTERNSHIP/CAPSTONE[§]

Successful completion of this course will require 90 hours of clinical and administrative experience at an approved health care setting. Through this externship and capstone experience, students will gain clinical experience in departmental organization, assembly, analysis, filing and retrieval, release of information, health care systems, the coding process, quality improvement, risk management, and teamwork in health care. In addition, students will gain experience with basic management functions. Students will be evaluated on the performance of expected competencies at the end of the course. The course requires the submission of the completed Externship/Capstone Experience Project.

5 Quarter Credit Hours

Prerequisites: Last term and completion of all prior courses in the program

HI 305: MANAGEMENT OF HEALTH INFORMATION[§]

This course examines the role of the health information manager in strategic information technology system planning and administration, with an analysis of the role of project and quality management. Legal and ethical policies and procedures that ensure privacy and confidentiality will be evaluated. Regulatory requirements and accreditation issues will also be analyzed within the context of health care delivery systems. The course will prepare the student to be a leader in the planning, implementation, and evaluation of information systems in health care.

6 Quarter Credit Hours

Prerequisite: None

HI 410: ADVANCED REIMBURSEMENT METHODOLOGY[§]

In this course, you will explore the reimbursement concepts practiced in health care including compliance strategies and reporting, chargemaster and case mix analysis, and compliance and reimbursement auditing. The payment systems used in commercial, managed care, and federal insurance plans, such as DRGs, RBRVS, and RUGs, will also be reviewed. Application of payment methods and calculations will be detailed and practiced.

6 Quarter Credit Hours

Prerequisite: Enrollment in the Bachelor of Science in Health Information Management

HS 250: CARDIAC RHYTHM ANALYSIS AND TELEMTRY[‡]

This course provides an in-depth overview of telemetry and why it is important to monitor a heart's electrophysiology. The course covers basic cardiac terminology, anatomy related to the heart, electrophysiology, an introduction of monitoring principles, and an analysis of common and potentially lethal dysrhythmias, including sinus, atrial, junctional, and ventricular arrhythmias, heart blocks, pacemakers, and special considerations. Additionally, students will become familiar with regulatory and compliance standards to

include patient safety, emergency response, documentation, and patient interaction skills. This course prepares students to sit for the Certified Rhythm Analysis Technician Examination offered by Cardiovascular Credentialing International.

5 Quarter Credit Hours

Prerequisite: None

HS 290: ASSOCIATE'S CAPSTONE IN HEALTH SCIENCE*

Designed to be a culminating educational experience, the Associate of Science in Health Science capstone course integrates coursework, knowledge, skills, and experiential learning to enable the student to demonstrate mastery of learning across the curriculum. Students will complete a summary portfolio addressing requirements in selected career focus areas. Submissions will include, but will not be limited to, assessments demonstrating knowledge and skills, documentation of achievement of specific competencies/military medical specialties, and reflections on learning.

5 Quarter Credit Hours

Prerequisites: Final term and completion of all Associate of Science in Health Science program courses

HS 292: BILLING AND CODING PRACTICUM†

This course is designed to build on the concepts and skills of program courses, specifically medical billing and coding. Students will gain additional hours of practical experience in medical billing, coding, and administrative functions in a classroom lab setting or as an externship at an affiliated site.

Hagerstown and Omaha campuses only

3 Quarter Credit Hours

Prerequisite: Last term or permission from the Program Coordinator

HS 298: EXTERNSHIP EXTENSION COURSE‡

This course will provide the student with a mentored learning experience in the content area and site selected by the student and approved by the Clinical Coordinator. This course may be taken after a health sciences externship course for the specific purpose of externship hour completion.

0 Quarter Credit Hours

Prerequisite: HI 295, MA 290, or MO 290

HS 311: EPIDEMIOLOGY AND BIostatISTICS I§

This course familiarizes students with principles of epidemiology and its role in prevention and control of communicable diseases prevalent in a determined geographical area. Students further explore the biostatistical methods used in data gathering and analysis and discuss the importance of research studies as related to effective public health strategies. Concepts will include research protocol data management, descriptive statistics, and vital statistics.

6 Quarter Credit Hours

Prerequisite: None

HS 312: EPIDEMIOLOGY AND BIostatISTICS II§

Students will collect and analyze data in order to solve health and clinical problems. In this course, students will study inferential statistics and advanced epidemiological constructs. Students will study epidemiology and biostatistics as it applies to peer-reviewed, health-based publications.

6 Quarter Credit Hours

Prerequisite: HS 311

HS 440: FINANCE FOR HEALTH CARE‡

This course provides students with a description of the current financial environment in which health care organizations operate. It also supplies students, as future health care decision-makers, with an understanding of key health care finance concepts, basic managerial and accounting principles, the budget process, and tools used for financial analysis. Students will be provided focused information on financing, funding, and reimbursement of health services including for-profit, nonprofit, and managed care organizations, as well as governmental programs such as Medicare and Medicaid. Discussions on the application of financial information give students useful information to make financial decisions to better the cost-effectiveness of an organization.

6 Quarter Credit Hours

Prerequisite: None

HS 450: STRATEGIC PLANNING AND ORGANIZATIONAL DEVELOPMENT FOR HEALTH CARE‡

This course addresses strategic planning and management to meet the challenges of U.S. domestic and global competition, within the context of organization development and management. Areas of concentration are organizational theory, leadership, regulatory compliance, conflict management, ethical issues related to power, teamwork, consumerism, innovation, quality improvement, health information systems strategy, and entrepreneurialism, and management of strategic alliances.

6 Quarter Credit Hours

Prerequisite: None

HU 200: CRITICAL EVALUATION IN THE HUMANITIES*

In this course, students will explore the impact of creative expression on cultures from the beginning of the twentieth century to the present. By studying examples from the arts and humanities, students investigate how humans have the potential to shape history. Students develop skills to evaluate and analyze forms of creative expression, and discover how to apply these skills to their career goals, community, and daily experience.

5 Quarter Credit Hours

Prerequisite: Any college composition course

IT 214: FOUNDATIONS OF WEB DESIGN†

This is a fast-paced course in web design. Students learn the basic concepts of web page design. The concepts begin with the planning stages of site mapping and storyboards. Elements such as tables,

forms, rollover buttons, hyperlinks, text formatting and management, navigation systems, and inserting multimedia will be explored. By creating an individual online portfolio or biography and implementing the current versions of Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS), students develop skills for today and tomorrow.

5 Quarter Credit Hours

Prerequisite: Enrollment in the Advanced Start Bachelor of Science in Information Technology degree option, Associate of Applied Science in Graphic Design, or Bachelor of Science in Business Administration

IT 234: DATABASE FOUNDATIONS§

This course prepares students to learn database programming. Students will be exposed to the fundamental concepts of database management systems and the capabilities of the SQL programming language. This course will provide students with the business context in which data is used and how it is transformed into information. Students will identify the information needs and general usage of data within the modern business context and link the use of relational database management systems to the data needs of the organization.

5 Quarter Credit Hours

Prerequisite: None

IT 238: INTRODUCTION TO DATABASES*

This course covers the basics of relational data structures and provides a preliminary introduction as to how databases are designed. The fundamentals of implementing a database through the SQL programming language are practiced. Students expand their programming skills by gaining substantial experience in how to extract data from the database in order to satisfy common business needs for reporting and for use in applications.

5 Quarter Credit Hours

Prerequisite: None

IT 350: STRUCTURED QUERY LANGUAGE§

This course covers fundamental concepts of the SQL programming language. Students expand their SQL query writing skills through focused practice with an increasingly complex problem and solution set. Students will be exposed to working with multiple tables and aggregating data for reporting. In addition, students will see how to maintain data through the use of SQL Insert, Update, and Delete statements. Students will be directed to investigate and practice the skills necessary to ensure quality results and performant queries. Microsoft SQL Server will be the programming environment used.

6 Quarter Credit Hours

Prerequisite: None

IT 354: DATABASE DESIGN†

This course covers the advanced concepts of database design and database modeling. Students expand their database design skills by looking at user requirements and, by following a specific methodology, end up with a logical model that is independent of any specific implementation.

Emphasis is placed on developing the skills needed to create efficient database designs that will ensure data integrity, meet user expectations, and allow for performant applications.

6 Quarter Credit Hours

Prerequisite: IT 163 or IT 238

IT 358: ORACLE QUERY DESIGN*

This course covers intermediate to advanced concepts of database query design and reporting tools using Oracle. Students are taught additional database objects and additional methods for storing, retrieving, and manipulating data. Utilizing different front-end clients to access the SQL engine, students will learn how to create and manage different Oracle SQL functions and PL/SQL programming.

6 Quarter Credit Hours

Prerequisite: IT 238 or IT 350

IT 409: MICROSOFT WINDOWS PHONE APPLICATION DEVELOPMENT‡

This course introduces students to mobile application development for the Microsoft Windows Phone platform. Students learn how to develop mobile applications using the C# programming language. Many topics will be covered including platform architecture, application programming interfaces (APIs), user interface (touch) concepts, accelerometer, multimedia, location, security, and deploying apps to the Microsoft app store.

6 Quarter Credit Hours

Prerequisite: IT 274

LS 493: BACHELOR OF SCIENCE IN LEGAL STUDIES INTERNSHIP*

This course will provide students with practical experience in a professional field. This course is an opportunity to combine academic theory with new, career-related experience in legal studies, political science, environmental policy, or a closely related field. 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.

6 Quarter Credit Hours

Prerequisite: Last term or permission from the Dean

MM 255: BUSINESS MATH AND STATISTICAL MEASURES§

In this course, the student will apply math skills and knowledge to solve financial problems and conduct statistical analyses. Through expert step-by-step guidance using sample problems and solutions related to banking, credit, basic finance, investments, and statistics, the student will also gain an understanding of financial instruments and terminology used in business.

5 Quarter Credit Hours

Prerequisite: MM 150 or higher

MR 160: PHARMACOLOGY AND LABORATORY MEDICINE*

This course focuses on the broad field of pharmacology. Students study drug classes with an emphasis on the most commonly prescribed drugs including their indication, mechanism of action, and doses. Methods and routes of administration are explored. The course also covers diagnostic tests and laboratory procedures for common diseases. The identification of normal laboratory values and how to select and interpret an appropriate reference source are also included.

5 Quarter Credit Hours

Prerequisites: 100/200-level mathematics course and HS 200

MT 217: FINANCE‡

This course covers basic financial concepts, principles, and techniques used in making corporate financial planning decisions. It provides students with the tools necessary for analyzing the time value of money, financial analysis and planning, the capital budgeting process and decisions, and long-term financing, and introduces international capital markets.

5 Quarter Credit Hours

Prerequisites: AC 113 or AC 114, and MM 255 or equivalent

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. The course emphasizes the use of information systems to solve business problems and gain a competitive advantage. Students learn the planning, procedures, and controls used to secure and mitigate risks to information systems.

6 Quarter Credit Hours

Prerequisite: MT 140 or enrollment in the National Security Administration Postbaccalaureate Certificate or the Advanced Start Bachelor of Science in Information Technology degree option

MT 361: FOUNDATIONS OF REAL ESTATE PRACTICE‡

This course will address the foundational concepts necessary to prepare the business student for real estate specialization. Such topics as the real estate market environment, the sales process, product market analysis, legal and ethical considerations, industry customer service, and real estate appraisal and documentation will be examined. This course assists in preparing students for the national real estate or broker license exam.

6 Quarter Credit Hours

Prerequisite: None

MT 421: FINANCIAL PLANNING*

This course will review and evaluate various financial planning techniques and strategies as well as cover core definitions and concepts used in financial planning. Students will learn how to identify client needs and life situations and apply financial planning techniques and strategies to solve client issues with financial planning solutions. Students will learn about the various areas of financial planning including: investment planning, insurance planning, retirement planning, tax implications, estate planning, and managing client's goals or objectives. This program will provide content that will assist students interested in pursuing professional licensure in the financial planning field in the future.

6 Quarter Credit Hours

Prerequisite: MT 483

MT 426: PRINCIPLES OF RISK MANAGEMENT AND INSURANCE‡

This course is a study of managing risk of individuals and companies. Risk management is a process that identifies loss exposure faced by individuals and organizations; students will understand how to select the most appropriate techniques for treating such exposures through the study of risk management principles and insurance, analyzing risk in society, and an introduction to insurance and risk, risk management, financial operations of insurers, government regulations of insurance, insurance contracts, life insurance contractual provisions, buying life insurance, and social insurance.

6 Quarter Credit Hours

Prerequisite: MT 453

MT 427: FUNDAMENTALS OF PROPERTY AND LIABILITY INSURANCE‡

This course examines the financial aspects of property and liability insurance through the study of liability risk, homeowners insurance, auto insurance, other property and liability insurance coverage, commercial property insurance, commercial liability insurance, crime insurance and surety bonds, and individual health insurance coverage. Students are expected to learn the various aspects of commercial property coverage and to understand risk management techniques by evaluating basic property insurance, consequential loss coverage, and fidelity and surety insurance.

6 Quarter Credit Hours

Prerequisite: MT 426

MT 428: FUNDAMENTALS OF LIFE AND HEALTH INSURANCE‡

This course integrates both life and health insurance planning concepts and applications. Students will learn how to apply life insurance planning to determine various approaches and recommendations. Additionally, students will be able to identify multiple uses for life insurance planning for both individuals and businesses and will be able to integrate planning techniques to provide death benefits in the event of premature

death, wealth accumulation to pass on to the next generation, retirement planning to supplement income needs for retirement, buy/sell agreements for business owners, and estate planning to pay taxes or to gift death benefits to charity. Health insurance provides payment of benefits for the loss of income and/or the medical expenses arising from illness or injury. The rules and regulations surrounding health insurance in our society are constantly changing; students will gain an understanding of the current health system in our society and the rules that will affect the changes of our health care system in the future.

6 Quarter Credit Hours
Prerequisite: MT 427

MT 431: REAL ESTATE FINANCE AND ETHICS*

Students receive an overview of the financial and ethical considerations involved in real estate transactions. The financial markets and institutions currently supporting the industry are explored. Credit instruments and loan documentation will be reviewed along with the government's control of the financial markets. Identification of the correct financing vehicle for specific real estate transactions will be practiced to assist in preparing students for the national real estate exam or broker license exam.

6 Quarter Credit Hours
Prerequisite: MT 361

MT 432: REAL ESTATE LAW*

Through review of the various legal responsibilities of the real estate practitioner, contracts, and ethics, students will explore the legal foundations of real estate and brokerage ownership. Broker and sales agent liabilities, warranties, and appropriate documentation required for compliance in the field of real estate sales are stressed to assist in preparing students for the national real estate or broker license exam.

6 Quarter Credit Hours
Prerequisite: MT 361

NU 301: FUNDAMENTALS OF NURSING CARE†

This course introduces the student to the art and science of nursing. The student will learn to combine the cognitive, psychomotor, legal, and ethical skills necessary to provide safe, effective, and evidence-based care. Topics include patient safety, cultural competency, bathing and grooming, personal care, assisting with mobility, assisting with elimination, and professional communication skills. Emphasis is placed on the beginning application of therapeutic communication techniques. Introductory application to documenting patient care, the clinical reasoning process, and health promotion will also be presented. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.

6 Quarter Credit Hours
Prerequisites: NU 309, SC 115, SC 131, SC 246, and SC 435
Corequisite: State-specific clinical course

NU 301ME: FUNDAMENTALS OF NURSING CARE CLINICAL†

This course will allow students to apply theory and concepts presented in the Fundamentals of Nursing Care course. Students will demonstrate basic nursing skills and the assessment techniques used to identify and communicate normal findings and common deviations from normal in laboratory, simulation, and clinical settings. Students will begin to plan basic nursing care for clients across the life span by identifying pathophysiological processes and nursing problems, and the appropriate interventions to address patients' current health status. The student will demonstrate introductory documentation skills and use therapeutic communication techniques with patients and the members of the interdisciplinary team. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 40 hours of laboratory and 60 hours of clinical experience.

4 Quarter Credit Hours
Prerequisite: NU 309
Corequisite: NU 301

NU 304: CULTURAL HEALTH AND WELLNESS STRATEGIES*

This course builds on previously acquired skills and learning from nursing and the biological and social sciences. Students will discuss the use of effective communication strategies when caring for patients of diverse cultures. Students will use these strategies to conduct a health history of multicultural individuals and families across the life span. Students will also prepare a holistic health promotion strategy. The use of "virtual families" as patients in this course provides students with realistic situations in which they 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 310

NU 305: CLINICAL PHARMACOLOGY†

In this course, students are taught basic principles of pharmacotherapy in relation to the treatment of health problems throughout the life span. Students learn the steps for all routes of medication administration. Course topics include pharmacodynamics, pharmacokinetics, and basic pharmacology of commonly used medications. Emphasis will be placed on the knowledge and interventions needed to maximize therapeutic effects and prevent or minimize adverse effects of medications.

5 Quarter Credit Hours
Prerequisite: NU 301 and clinical, and NU 307

NU 307: PHYSICAL ASSESSMENT†

In this course, students will learn approaches to the holistic assessment of health, focusing primarily on physical assessment. Interviewing techniques required in the collection of a health history will be presented. Assessment techniques including inspection, palpation, percussion, and

auscultation will be applied to each body system. Students will differentiate normal from abnormal assessment findings based on age, gender, and ethnicity. Students will properly document subjective and objective assessment findings.

5 Quarter Credit Hours
Prerequisite: None
Corequisite: NU 301

NU 309: PATHOPHYSIOLOGY FOR NURSING†

This course explores the pathophysiology of common disease states emphasizing nursing application. The student will address scientific principles essential to understanding alterations in body systems and will develop professional nursing clinical decision making for health promotion, risk reduction, and disease management across the life span. The course examines implications for nursing practice on common alterations in body systems and addresses etiology, clinical presentation, and appropriate treatment of the disease process.

4 Quarter Credit Hours
Prerequisites: SC 131 and SC 246

NU 310: NURSING RESEARCH*

This course applies the steps of the research process in order to critique a research article and to provide the knowledge for students to become proficient at producing research. Students will also construct a viable research question. They will gain the necessary skills to identify and critique the research articles from research literature and develop a plan for application to clinical practice. Students are given the opportunity to understand ethical principles by becoming a participant in a scenario that might occur when conducting research. The highlight of the course is placed on producing and evaluating nursing research.

6 Quarter Credit Hours
Prerequisites: MM 207 and HU 280 or equivalent
Corequisite: NU 307 or NU 333

NU 311: NURSING CARE OF ADULTS I†

This course prepares students to implement the nursing process in the care of adult health issues. Physiological, pathophysiological, and psychosocial concepts, care planning, and health promotion of the adult acute care patient will be addressed. The use of evidence-based practice and critical thinking will be emphasized. Nursing care from a holistic approach will be discussed. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.

5 Quarter Credit Hours
Prerequisites: NU 301 and clinical, and NU 307
Corequisite: State-specific clinical course

NU 311ME: NURSING CARE OF ADULTS I CLINICAL†

This course will allow students to apply theory and concepts presented in Nursing Care of Adults I. Skills, simulations, and clinical experiences will

focus on the acute care of adult patients. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 40 hours of laboratory and 90 hours of clinical experience.

5 Quarter Credit Hours

Prerequisite: NU 301 and clinical

Corequisite: NU 311

NU 321: NURSING CARE OF CHILDBEARING FAMILIES†

This course will prepare the student to provide care to women, newborns, and families during the prenatal, labor and delivery, postpartum, and neonatal periods. Topics will include general fertility issues, pregnancy, childbirth, postpartum care, and common problems in infancy. In addition, the course will consider common mental health issues affecting families during the transition to parenthood. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.

4 Quarter Credit Hours

Prerequisites: NU 305; NU 311 and clinical

Corequisite: State-specific clinical course

NU 321ME: NURSING CARE OF CHILDBEARING FAMILIES CLINICAL†

This course will allow students to apply theory and concepts presented in the Nursing Care of Childbearing Families course. Students will apply the nursing process to childbearing families in prenatal, labor and delivery, postpartum, and neonatal periods. Skills, simulations, and clinical experiences will focus on care of childbearing families. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 20 hours of laboratory and 60 hours of clinical experience.

3 Quarter Credit Hours

Prerequisites: NU311 and clinical

Corequisite: NU 321

NU 327: NURSING CARE OF CHILDREN, ADOLESCENTS, AND FAMILIES†

This course examines the health needs of children and families. The health care needs of children and families will be emphasized in order to promote optimum health and development for children at any stage of health or illness. This course will address the genetic and environmental factors impacting the growth and development of children and adolescents. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in

concurrent failure of the didactic course.

4 Quarter Credit Hours

Prerequisites: NU 310; NU 321 and clinical

Corequisite: State-specific clinical course

NU 327ME: NURSING CARE OF CHILDREN, ADOLESCENTS, AND FAMILIES CLINICAL†

This course will allow students to apply theory and concepts presented in the Nursing Care of Children, Adolescents, and Families course. Students will apply the nursing process to children, adolescents, and families. Skills, simulations, and clinical experiences will focus on the care of children and adolescents. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 20 hours of laboratory and 60 hours of clinical experience.

3 Quarter Credit Hours

Prerequisites: NU 321 and clinical

Corequisite: NU 327

NU 330: NURSING CARE OF THE MENTAL HEALTH PATIENT AND FAMILY†

This course presents major theoretical concepts in mental health that relate to the assessment of needs and the planning of care for persons with mental health problems. Communication skills will be developed and interpersonal relationship concepts will be explored. 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. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.

4 Quarter Credit Hours

Prerequisites: NU 310; NU 321 and clinical

Corequisite: State-specific clinical course

NU 330 ME: NURSING CARE OF THE MENTAL HEALTH PATIENT AND FAMILY CLINICAL†

This course will allow students to apply theory and concepts presented in the Nursing Care of the Mental Health Patient and Family course. Students will apply the nursing process to mental health patients and their families. Skills, simulations, and clinical experiences will focus on the care of the mental health patient in acute and community-based settings. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 60 hours of clinical experience.

2 Quarter Credit Hours

Prerequisites: NU 321 and clinical

Corequisite: NU 330

NU 341: NURSING CARE OF ADULTS II†

This course builds upon previous knowledge and critical thinking skills. This course will prepare students to care for adult clients experiencing medical-surgical, rehabilitative, or restorative conditions. The course will focus on the application of critical thinking, risk reduction, communication, and assessment skills. Practice management skills, clinical awareness, and the use of health care technologies in the care of adult patients based on concepts presented in Nursing Care of Adults I will be explored. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.

5 Quarter Credit Hours

Prerequisites: NU 327 and clinical, and NU 330 and clinical

Corequisite: State-specific clinical course

NU 341ME: NURSING CARE OF ADULTS II CLINICAL†

This course will allow students to apply theory and concepts presented in the Nursing Care of Adults II course. Students will apply the nursing process to adult clients. Skills, simulations, and clinical experiences will focus on the care of the adult client in acute and community-based settings. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. Clinical placements will take place across a variety of settings. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 40 hours of laboratory and 90 hours of clinical experience.

5 Quarter Credit Hours

Prerequisites: NU 327 and clinical, and NU 330 and clinical

Corequisite: NU 341

NU 411: NURSING CARE OF ADULTS III†

This course builds upon previous knowledge and critical thinking skills. This course will prepare students to care for adult clients experiencing complex multisystem medical-surgical, rehabilitative, or restorative conditions. The course will focus on application of management, leadership, critical thinking, risk-reduction, communication, and assessment skills. Practice management skills, leadership roles, and the use of health care technologies in the care of adult patients based on concepts presented in Nursing Care of Adults I and II will be emphasized. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.

4 Quarter Credit Hours

Prerequisites: NU 341 and clinical, and NU 418 and clinical

Corequisite: State-specific clinical course

*Effective November 7, 2012 | † Effective January 9, 2013 | ‡ Effective February 27, 2013 | § Effective May 15, 2013

NU 411ME: NURSING CARE OF ADULTS III CLINICAL[†]

This course will allow students to apply theory and concepts presented in the Nursing Care of Adults III course. Students will apply the nursing process to adult clients in complex health situations. Skills, simulations, and clinical experiences will focus on the care of the adult client in acute settings.

Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. Clinical placements will take place across a variety of settings. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course.

This course contains 90 hours of clinical experience.

3 Quarter Credit Hours

Prerequisites: NU 341 and clinical, and NU 418 and clinical

Corequisite: NU 411

NU 417: ALTERNATIVE AND COMPLEMENTARY THERAPIES*

Consumers of all ages may seek complementary and alternative forms of health care. The role of the nurse in the integration of alternative and complementary healing practices in the conventional health care system will be analyzed. Students will explore current developments and trends in alternative and complementary health care treatments. Holistic nursing concepts of caring for self and others will be studied, and students will investigate principles of health promotion and illness prevention in various cultures.

6 Quarter Credit Hours

Prerequisite: NU 310

NU 418: NURSING CARE OF THE GERIATRIC PATIENT[†]

This course builds on previous knowledge and skills from the sciences, humanities, and nursing. Students will adapt nursing interventions to elderly patients with several chronic, comorbid health conditions. Students will learn to assess the impact of physical, mental, functional, and social situations on the quality of life of elderly persons. Common medical conditions and issues are explored, including risks to the elderly. Interventions to promote quality outcomes and to prevent negative geriatric syndromes will be addressed. Interdisciplinary models of care are discussed as a means to provide seamless geriatric care. This course must be taken concurrently with the related clinical course. Failure of clinical course will result in concurrent failure of the didactic course.

4 Quarter Credit Hours

Prerequisites: NU327 and clinical, and NU330 and clinical

Corequisite: State-specific clinical course

NU 418ME: NURSING CARE OF THE GERIATRIC PATIENT CLINICAL[†]

This course will allow students to apply theory and concepts presented in the Nursing Care of the Geriatric Patient course. Students will apply the

nursing process to the care of geriatric clients and their families. Skills, simulations, and clinical experiences will focus on the care of geriatric clients. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 60 hours of clinical experience.

2 Quarter Credit Hours

Prerequisites: NU327 and clinical, and NU330 and clinical

Corequisite: NU 418

NU 422: LEADERSHIP, MANAGEMENT, ISSUES, AND TRENDS IN NURSING[†]

As members of the nursing profession, providers of patient care and managers of care, nurses are challenged to serve as effective change agents, managers, and leaders 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 including planning, staffing, directing, and controlling various resources in diverse health care systems. This course will address contemporary trends and issues in the field of nursing. Topics will include; health care finance, health care policy and regulation, technology and its impact on patients and health care alike, and nursing's role in quality and safety initiatives. The course emphasizes a systems theory approach to the management of organizations. 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.

5 Quarter Credit Hours

Prerequisites: NU411 and clinical, and NU452 and clinical

NU 430: NURSING CARE AT THE END OF LIFE*

This course builds on previous knowledge and skills from the sciences, humanities, and nursing. Students learn the philosophy and concepts of palliative and hospice care, differentiating these from care given in the acute care setting. The role of the nurse as a vital member of the interdisciplinary team providing care to the patient as part of a family at the end of life is examined. The cultural, ethical, and spiritual influences that impact care to the dying patient and the family are explored. Students apply the concepts of symptom management, therapeutic communication, advocacy, and grief in the provision of care to the dying and their families.

6 Quarter Credit Hours

Prerequisite: NU 310

NU 440: FAITH COMMUNITY 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 faith community nurse role. The course will include historical perspectives of faith community nursing; the work of the nurse as a member of the ministerial team; and the integration of faith, health, and the community in the practice of faith community nurses. Legal and ethical considerations of faith community nursing will be addressed, as well as nursing interventions for common issues cared for by faith community nurses. 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. Students will be required to engage in self-reflection and perform self-awareness assessments throughout the course.

6 Quarter Credit Hours

Prerequisite: NU 310

NU 450: PUBLIC HEALTH NURSING—POPULATION-CENTERED HEALTH CARE IN THE COMMUNITY*

This course integrates and applies the major concepts of previous nursing courses by investigating the differences between the delivery of nursing care to individuals and nursing care directed toward communities and populations. Topics include the public health principles of epidemiology, genomic theory, chronic disease, drug and alcohol abuse, and communicable diseases. The ways in which nursing informatics plays a role regarding the types of records kept in community and public health agencies will also be explored. In addition, students will study the career options open to the public health nurse such as home health, hospice, occupational health nurse, forensics, disaster management, case management, school nursing, and community nurse leader.

6 Quarter Credit Hours

Prerequisite: NU 420

NU 452: COMMUNITY-BASED NURSING CARE[†]

This course integrates and applies the major concepts of previous nursing courses by investigating the differences between the delivery of nursing care to individuals and nursing care directed toward communities and populations. Topics include the public health principles of epidemiology, genomic theory, chronic disease, substance abuse, and communicable diseases. The ways in which informatics and information technology plays a role in community and public health agencies will also be explored. In addition, students will study the career options open to the nurse such as home health, hospice, occupational health, forensics, disaster management, case management, school nursing, and community nurse leader. This course must be taken concurrently with the related clinical course. Failure of the clinical course will result in concurrent failure of the didactic course.

4 Quarter Credit Hours

Prerequisites: NU341 and clinical, and NU418 and clinical

Corequisite: State-specific clinical course

NU 452ME: COMMUNITY-BASED NURSING CARE CLINICAL[†]

This course will allow students to apply theory and concepts presented in the Community-Based Nursing Care course. Students will apply the nursing process in the care of communities. Skills, simulations, and clinical experiences will focus on the application of assessment, analysis, implementation, and evaluation within a community setting. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical decision-making skills will be emphasized. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 60 hours of clinical experience.

2 Quarter Credit Hours

Prerequisite: NU 341 and clinical, and NU 418 and clinical

Corequisite: NU 452

NU 496: BACHELOR'S CAPSTONE IN NURSING FOR ENTRY-LEVEL PRACTICE[†]

In this course, the student will demonstrate learning throughout the nursing program. Specific emphasis will be placed on analysis of the program outcomes and the degree to which each was achieved. Content including professionalism, organizational leadership, evidence-based practice, technology, and clinical practice will be evaluated in terms of nursing application. Throughout the term, students must consider their practice in terms of preparation for the NCLEX-RN[®] examination. This course must be taken concurrently with the related clinical course. Failure of clinical course will result in concurrent failure of the didactic course.

4 Quarter Credit Hours

Prerequisite: , NU 411 and clinical, and NU 452 and clinical

Prerequisite or corequisite: NU 422

Corequisite: State-specific practicum course

NU 496ME: BACHELOR'S CAPSTONE IN NURSING FOR ENTRY-LEVEL PRACTICE PRACTICUM[†]

The capstone requires students to integrate 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. Students will apply the nursing process in the practice of nursing. Skills, simulations, and clinical experiences will focus on the application of assessment, analysis, implementation, and evaluation of the nursing profession within the complexity of the health care environment. Implementation of nursing interventions, use of patient care technologies, interprofessional communication, and clinical

decision-making skills will be emphasized. This course must be taken concurrently with the related didactic course. Failure of the didactic course will result in concurrent failure of the clinical course. This course contains 20 hours of laboratory and 120 hours of clinical experience.

5 Quarter Credit Hours

Prerequisites: NU 411 and clinical, and NU 452 and clinical

Prerequisite or corequisite: NU 422

Corequisite: NU 496

PA 310: TORT LAW[§]

As a paralegal, you must be familiar with tort law, as you will undoubtedly encounter tort issues at some time, no matter in what area of law you work. This course includes topics such as negligence, defamation, malpractice, strict liability, product liability, intentional torts, misrepresentation, and defenses to torts. You will explore torts in the areas of accidents, medical malpractice lawsuits, and wrongful death claims.

6 Quarter Credit Hours

Prerequisite: PA 165

PA 493: PARALEGAL INTERNSHIP[†]

This course will provide students in the School of Legal Studies' Bachelor of Science in Paralegal Studies with practical experience in a professional field. During the 10-week term, 150 hours of service are required. This course is an opportunity to combine academic theory with new, career-related experience in paralegal studies. Tasks must be delineated in the Learning Contract, which demonstrates an advanced application of academic theory in the workplace.

6 Quarter Credit Hours

Prerequisites: Permission from the Dean, a GPA of 3.75, and completion of at least 25 undergraduate quarter credit hours

PS 365: APPLIED BEHAVIOR ANALYSIS II[§]

This course builds on Applied Behavior Analysis I to further examine the dynamics of behavioral principles. In this course, students will explore advanced Applied Behavior Analysis (ABA) theories and apply them to case studies. Students will be able to explain how behavior-environment relationships play instrumental roles in behavior deficits or excesses. This course also will provide students with information on obtaining certification and licensing in the ABA field. Although certain programs at Kaplan University are designed to prepare students to take various certification or licensing exams, the University cannot guarantee the student will be eligible to sit for or pass those exams.

6 Quarter Credit Hours

Prerequisite: PS 360

SC 200: DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD*

This course is designed to introduce students to some of the most important concepts in science including inheritance, energy, randomness, and measurement. In addition, the course will give students a chance to explore the human aspects of science: how people put science into practice, how societies think about scientific findings, and why science depends on ethical practices. Knowledge gained in the course will help inform further study in many disciplines and will help students better understand how science affects their personal and professional lives.

5 Quarter Credit Hours

Prerequisite: None

SS 211: THE 1960S—RESHAPING THE AMERICAN DREAM*

This course will take an in-depth look at the 1960s as a significant era in American history. Adopting multiple perspectives, we will explore the societal impact of such issues as the assassination of John F. Kennedy, the Vietnam War, the Countercultural, Civil Rights, and Feminist Movements, the advent of the birth control pill, and many others. Through exploring the music, political climate, and advancements in technology and medicine of this historical era, we will discover how our individual lives and society as a whole were forever changed.

5 Quarter Credit Hours

Prerequisite: Any college composition course

*Effective November 7, 2012 | † Effective January 9, 2013 | § Effective February 27, 2013 | § Effective May 15, 2013

Graduate Programs

Policies Governing Graduate Study

The following policy change is effective August 3, 2011:

Repeated Courses

Graduate students who enroll in an academic program on or after August 3, 2011, may repeat no more than two failed courses in their program of study.

School of Arts and Sciences

The effective dates for changes to the School of Arts and Sciences' admissions requirements are noted below:

Admissions Requirements

In addition to the general Kaplan University admissions requirements, the School of Arts and Sciences has specific requirements for the following programs:

MASTER OF PUBLIC ADMINISTRATION

Prior to enrollment in the Master of Public Administration program, it is highly recommended that students complete the following prerequisite courses at the University or an accredited college or university:

- American Government
- Statistics
- Public Policy

Accelerated Master of Public Administration Option

Graduates of a Kaplan University School of Public Safety bachelor's degree program, a School of Legal Studies bachelor's degree program, or the Bachelor of Science in Public Administration and Policy who are granted admission to the Master of Public Administration program and meet the requirements for the accelerated option will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- PP 500: Public Administration and Management
- PP 510: Leadership in the Public Sector
- PP 520: Finance and the Administration of Public Funds
- PP 530: Human Resource Management in the Public Sector

Effective November 7, 2012: Graduates of the Kaplan University Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option who meet the requirements for the accelerated option will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- PP 500: Public Administration and Management
- PP 510: Leadership in the Public Sector

MASTER OF SCIENCE IN PSYCHOLOGY

Students applying for admission must submit the following:

1. An essay that details career goals and associated reasons for enrolling in the program.
2. **Effective January 9, 2013:** 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. The unofficial and official transcripts must indicate a cumulative GPA of 2.5 or above from all previous coursework.

If an official transcript is not submitted by the end of the first term, the student will be blocked from 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.

Accelerated Bachelor of Science in Psychology-to-Master of Science in Psychology Option

Graduates of the University's Bachelor of Science in Psychology program who are granted admission to the Master of Science in Psychology program and meet the requirements for the accelerated Bachelor of Science in Psychology-to-Master of Science in Psychology option will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- PS 501: Foundations of Professional Psychology
- PS 502: Ethics and Standards of Professional Psychology
- PS 504: Advanced Research Methods
- PS 506: Life Span Development

GRADUATE CERTIFICATE IN ADDICTIONS

Effective January 9, 2013: Prior to enrollment, students applying for admission to the Graduate Certificate in Addictions program 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, 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, the student will be blocked from 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.

POSTGRADUATE CERTIFICATE IN APPLIED BEHAVIOR ANALYSIS

Effective January 9, 2013: Prior to enrollment, students applying for admission to the Postgraduate Certificate in Applied Behavior Analysis program must submit an unofficial transcript indicating receipt of a master'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 an official transcript is not submitted by the end of the first term, the student will be blocked from 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.

The effective dates for changes to the section regarding certification, state board, and national board exams are effective May 15, 2013:

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, Kaplan University cannot guarantee students will be eligible to take these exams or become certified. A student's eligibility may depend on his or her work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

The professional practice of psychology is regulated by each state, and the degree requirements in Kaplan University's Master of Science in Psychology program, Graduate Certificate in Addictions program, and Postgraduate Certificate in Applied Behavior Analysis program do not guarantee or prepare graduates for state licensure.

MASTER OF SCIENCE IN PSYCHOLOGY AND POSTGRADUATE CERTIFICATE IN APPLIED BEHAVIOR ANALYSIS

The Behavior Analyst Certification Board®, Inc., (BACB®) has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst® Examination:

- PS 512: Research Design in Applied Behavior Analysis
- PS 517: Advanced Principles of Applied Behavior Analysis
- PS 522: Behavioral Measures and Interpretation of Data
- PS 527: Implementing Behavioral Change
- PS 532: Clinical Applications of Applied Behavior Analysis

To become certified, students will need to obtain the necessary number of hours of field experience under an appropriate supervisor, as required by the BACB, meet additional degree and practicum requirements, and must also pass the comprehensive exam.

The BACB can be contacted at:

Behavior Analyst Certification Board
2888 Remington Green Lane, Suite C
Tallahassee, FL 32308
Tel: 850.765.0905

The following program changes are effective November 7, 2012:

XXXIV. Master of Public Administration

The Master of Public Administration program is designed to help practicing and aspiring administrators develop the skills and techniques to provide leadership in a wide variety of public service fields. The program focuses on teaching students to evaluate, implement, and manage policy and to make ethical and effective decisions in the interest of creating public value.

The course curriculum focuses on a core area of study designed to provide students with the underpinnings of public administration and management and analytical methods to assess administrative policy implementation and effectiveness. The curriculum covers public administration and management, ethics and leadership, budgeting and the administration of public funds, strategic planning, and human resource 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 Kaplan 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, eligible for job advancement opportunities, or employed at all.

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

The Master of Public Administration program consists of a minimum of 55 quarter credit hours. Upon successful completion of the program, graduates will be awarded the Master of Public Administration.

INTENSIVE STUDY AREAS

The program offers students the option of focusing on an intensive study area or pursuing a general Master of Public Administration. Students may choose to complete one of the following intensive study areas to further develop their knowledge in a particular area of emphasis: criminal justice, fire science and emergency services, governmental management, health care management, or further concentration in public policy and administration. Students can also select courses from across the intensive study areas to create a unique program specific to their individual interests or career aspirations.

TRACKS OF STUDY

The Master of Public Administration program offers two capstone options as the program's culminating experience: an applied research project or a comprehensive exam. Students enrolled in the applied research track develop a better understanding of applied research methods and their application to public administration and policy by completing two applied research courses: PP 504: Research and Writing in Public Administration and PP 698: Applied Research. At the conclusion of the comprehensive exam track, students must successfully complete a written examination covering the core curriculum courses.

Curriculum

Courses	Credits
APPLIED RESEARCH TRACK	
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
PP 500: Public Administration and Management	5
PP 504: Research and Writing in Public Administration	5
PP 510: Leadership in the Public Sector	5
PP 520: Finance and the Administration of Public Funds	5
PP 530: Human Resource Management in the Public Sector	5
PP 698: Applied Research	5
TOTAL CORE REQUIREMENTS	30
ELECTIVE REQUIREMENTS	
Intensive Study Area Courses	25
TOTAL ELECTIVE REQUIREMENTS	25
TOTAL PROGRAM REQUIREMENTS	55

COMPREHENSIVE EXAM TRACK

PROGRAM REQUIREMENTS

CORE REQUIREMENTS

PP 500: Public Administration and Management	5
PP 504: Research and Writing in Public Administration	5
PP 510: Leadership in the Public Sector	5
PP 520: Finance and the Administration of Public Funds	5
PP 530: Human Resource Management in the Public Sector	5
PP 602: Comprehensive Exam Capstone	5

TOTAL CORE REQUIREMENTS 30

ELECTIVE REQUIREMENTS

Intensive Study Area Courses	25
TOTAL ELECTIVE REQUIREMENTS	25

TOTAL PROGRAM REQUIREMENTS 55

INTENSIVE STUDY AREAS

General Master of Public Administration

PP 600: Administrative Law	5
PP 610: Balancing the Budget—Budgetary Process	5
PP 640: Political and Economic Forces	5
PP 650: Public Policy Analysis	5
500/600-level: Legal Studies Elective	5

Criminal Justice

CJ 500: Critical Legal Issues in Criminal Justice OR	
CJ 505: Critical Issues in Criminal Justice	5
CJ 503: Organizational Behavior	5
CJ 511: Employment and Policy Law	5
CJ 515: Theoretical Applications of Justice Management	5
500/600-level: Legal Studies Elective	5

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Fire Science and Emergency Services

FS 500: Principles and Practices of Fire and Emergency Services	5
HM 502: Risk, Vulnerability, and Capability Assessment Methods	5
HM 503: Planning and Operations in Crisis and Emergency Management	5
HM 510: Mitigation and Preparedness Issues for Emergency Management OR	
HM 540: Crisis Intervention	5
PP 612: Program Evaluation OR	
PP 650: Public Policy Analysis	5

Governmental Management

LS 605: Organization and Function of State Government	5
LS 606: Legislative Process	5
LS 607: Gubernatorial and Administrative Process	5
PP 650: Public Policy Analysis	5
500/600-level: Legal Studies Elective	5

Health Care Management

LS 620: Health Care Organizations and Finance	5
LS 621: Federalism and the Health Care Delivery System	5
LS 622: Professionals and Health Care Institutions	5
PP 620: Public Policy and Health Administration	5
500/600-level: Legal Studies Elective	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.

The following program changes are effective May 15, 2013:

XXXVI. Master of Science in Psychology

The Master of Science in Psychology program provides students a unique opportunity to balance the rich tradition of the past with exciting contemporary applications of psychology. The curriculum focuses on the processes that underlie the individual human experience and behavior, and core knowledge, theories, and research in the discipline.

The professional practice of psychology is regulated by each state, and the degree requirements in this Master of Science in Psychology program do not prepare graduates for state 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 Kaplan 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, eligible for job advancement opportunities, or employed 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 Psychology program consists of a minimum of 60 or 65 quarter credit hours, depending on the student's track of study. Upon successful completion of the program, graduates will be awarded a master of science degree.

SPECIALIZATIONS

Students will select one of three areas of specialization: general psychology, addictions, or applied behavior analysis. Students complete both master's-level core courses and specialization courses, which provide a comprehensive education in psychological theory and practice, and work on developing critical thinking and problem-solving skills to assist them in meeting their personal and professional goals in their chosen specialization area.

The general psychology specialization is designed to expose students to a generalist approach to the broad field of psychology. This specialization addresses current broad paradigms such as behavioral approaches, neuropsychological perspectives and technologies, issues in psychopathology, and current and historical information in the area of cognitive psychology. In addition, the successful student will gain knowledge in the use of qualitative analysis, thereby building on his or her knowledge base regarding the basic "tools" involved in the scientific approach to understanding psychology.

The addictions specialization provides students the opportunity to study the principles of addictions counseling, group counseling, psychopharmacology, and co-occurring disorders. Theories are taught with an emphasis on application so that students understand how to use their knowledge to help clients toward recovery.

The applied behavior analysis specialization provides an opportunity to gain knowledge of special populations such as the developmentally disabled, the autistic, and individuals with traumatic brain injuries. Courses in this area emphasize an understanding and application of the behavioral concepts and theories, as well as the development of both assessment and intervention skills.

TRACKS OF STUDY

In any of the specializations, students may elect to complete a thesis as the program's culminating experience or choose the comprehensive exam option. The thesis track contains two thesis development courses and extends the program by at least one term. A thesis is not required; however, students should consult with an Education Advisor to determine how the thesis option fits with their career goals.

Curriculum

Courses	Credits
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THESIS TRACK

PROGRAM REQUIREMENTS

CORE REQUIREMENTS

MM 570: Applied Statistics for Psychology	5
PS 501: Foundations of Professional Psychology	5
PS 502: Ethics and Standards of Professional Psychology OR PS 507: Ethics for Behavior Analysts*	5
PS 504: Advanced Research Methods	5
PS 505: Testing, Measurement, and Assessment	5
PS 506: Life Span Development	5
PS 601: Master's Research and Thesis I	5
PS 602: Master's Research and Thesis II	5

TOTAL CORE REQUIREMENTS	40
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ELECTIVE REQUIREMENTS

Specialization Courses	25
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TOTAL ELECTIVE REQUIREMENTS	25
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TOTAL PROGRAM REQUIREMENTS	65
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COMPREHENSIVE EXAM TRACK

PROGRAM REQUIREMENTS

CORE REQUIREMENTS

MM 570: Applied Statistics for Psychology	5
PS 501: Foundations of Professional Psychology	5
PS 502: Ethics and Standards of Professional Psychology OR PS 507: Ethics for Behavior Analysts*	5
PS 504: Advanced Research Methods	5
PS 505: Testing, Measurement, and Assessment	5
PS 506: Life Span Development	5
PS 600: Comprehensive Exam	5

TOTAL CORE REQUIREMENTS	35
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ELECTIVE REQUIREMENTS

Specialization Courses	25
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TOTAL ELECTIVE REQUIREMENTS	25
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TOTAL PROGRAM REQUIREMENTS	60
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SPECIALIZATIONS

Addictions

PS 511:	Chemical and Psychological Dependency Counseling	5
PS 516:	Psychopharmacology	5
PS 521:	Group Counseling	5
PS 526:	Advanced Addiction Counseling	5
PS 531:	Co-Occurring Disorders and Treatments	5

Applied Behavior Analysis

PS 512:	Research Design in Applied Behavior Analysis	5
PS 517:	Advanced Principles of Applied Behavior Analysis	5
PS 522:	Behavioral Measures and Interpretation of Data	5
PS 527:	Implementing Behavioral Change	5
PS 532:	Clinical Applications of Applied Behavior Analysis	5

General Psychology

PS 510:	Qualitative Analysis	5
PS 515:	Learning and Behavior	5
PS 520:	Neuropsychology	5
PS 525:	Foundations of Psychopathology	5
PS 530:	Cognitive Psychology	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.

*Students enrolled in the Applied Behavior Analysis specialization must take PS 507: Ethics for Behavior Analysts.

The following program changes are effective May 15, 2013:

XXXVI. Postgraduate Certificate in Applied Behavior Analysis

The Postgraduate Certificate in Applied Behavior Analysis program emphasizes the understanding of behavioral concepts and theories as well as their application to special populations. The certificate program is designed for individuals who are interested in expanding their knowledge of applied behavior analysis in order to meet the necessary coursework requirements for eligibility to take the Board Certified Behavior Analyst® Examination. Please note: applicants will have to meet additional requirements to qualify, including degree, field experience, and practicum requirements. Please refer to the website for the Behavior Analyst Certification Board®, Inc., (www.bacb.com/) for full eligibility requirements.

While the courses in the program may provide the knowledge necessary to sit for this exam, Kaplan University cannot guarantee a student's eligibility either to take this exam or become certified. A student's eligibility may depend on his or her work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure. Please refer to the Certification, State Board, and National Board Exams section of this Catalog for further guidance.

Qualified credits earned in fulfillment of this certificate program 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 Kaplan 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, eligible for job advancement opportunities, or employed at all.

The Postgraduate Certificate in Applied Behavior Analysis program consists of a minimum of 30 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
PS 507: Ethics for Behavior Analysts	5
PS 512: Research Design in Applied Behavior Analysis	5
PS 517: Advanced Principles of Applied Behavior Analysis	5
PS 522: Behavioral Measures and Interpretation of Data	5
PS 527: Implementing Behavioral Change	5
PS 532: Clinical Applications of Applied Behavior Analysis	5
TOTAL PROGRAM REQUIREMENTS	30

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 Business Graduate Division

The effective date for changes to the School of Business's admissions requirements is noted below:

Admissions Requirements

In addition to the general Kaplan University admissions requirements, the School of Business requires a current, professional resume that details employment history including responsibilities and dates of employment.

The School of Business also has specific requirements for the following programs:

ACCELERATED MBA OPTION

Graduates of the University's Bachelor of Science in Business Administration program who are granted admission to the Master of Business Administration (MBA) program and meet the requirements for the accelerated MBA option will have the following courses waived:

- GB 518: Financial Accounting Principles and Analysis
- GB 520: Strategic Human Resource Management
- GB 530: Marketing Management
- GB 540: Economics for Global Decision Makers
- GB 550: Financial Management

MASTER OF SCIENCE IN ACCOUNTING

Effective January 9, 2013: Prior to enrollment, students applying for admission to the Master of Science in Accounting program must submit an unofficial transcript indicating receipt of a bachelor's degree in business, management, accounting, or finance 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 an official transcript is not submitted by the end of the first term, the student will be blocked from 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.

Applicants who possess a bachelor's degree unrelated to business, management, accounting, or finance will be evaluated for admission on a case-by-case basis and may be admitted with approval from the Dean of the School of Business. Students granted admission to the program may be required to complete additional foundational coursework, which may include AC 114: Accounting I and AC 116: Accounting II, pending the Dean's review of the situation.

International applicants are required to submit, prior to enrollment, an official college transcript evaluated for equivalency to a United States college diploma by an authorized school official, appropriate outside agency, or approved foreign credential evaluator. An applicant who possesses a bachelor's degree unrelated to business, management, accounting, or finance must submit an additional course-by-course equivalency evaluation to determine whether he or she has already completed coursework equivalent to AC 114 and/or AC 116. Any costs incurred as a result of this service will be the responsibility of the applicant.

GRADUATE CERTIFICATE IN ACCOUNTING

Effective January 9, 2013: Prior to enrollment, students applying for admission to the Graduate Certificate in Accounting program must submit an unofficial transcript indicating receipt of a bachelor's degree in accounting 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 an official transcript is not submitted by the end of the first term, the student will be blocked from 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.

The effective date for changes to the School of Business's progression requirements is noted below:

Progression Requirements

In addition to the general graduate student progression requirements, the School of Business stipulates the following:

1. Students enrolled in a School of Business program must successfully complete at least 75 percent of the graduate credit hours required for a degree with a grade of "A" or "B."
2. Students enrolled in the Master of Business Administration program may not use transfer credit to replace GB 500: Business Perspectives or GB 601: MBA Capstone. Students enrolled in the Master of Science in Management program may not use transfer credit to replace GM 502: Leadership Theory and Practice I or GM 599: Applied Research Project. These courses must be completed at Kaplan University.
3. With the exception of students enrolled in the Graduate Certificate in Entrepreneurship for Growth Ventures program or the Graduate Certificate in Entrepreneurship for New Ventures program, students in the School of Business can enroll in no more than one course per term for their first three terms. After completing their third term, students may enroll in two courses per term if their cumulative GPA is 3.5 or higher. Exceptions to this policy require the approval of the Dean of the School of Business or a designee.
4. **Effective February 27, 2013:** Newly enrolled students in the Master of Business Administration program may request to test out of GB 512: Business Communications and GB 513: Business Analytics by passing a Challenge Exam with a predetermined score. Newly enrolled students in the Master of Science in Accounting program, the Master of Science in Finance program, or the Master of Science in Management program may request to test out of GB 512.

Challenge Exams are tests designed to assess competencies in the learning outcomes of specific Kaplan University courses. Students who pass a Challenge Exam in a course will receive credit for the course, thereby shortening their program by one course for each Challenge Exam passed. A fee will be charged for taking a Challenge Exam.

Students have only one attempt to enroll in and take a Challenge Exam. Students cannot take a Challenge Exam if they have already begun the Kaplan University course equivalent or have received a failing grade in the Kaplan University course equivalent. Students interested in taking a Challenge Exam must contact their Education Advisor at least 1 week prior to the start of their first term.

5. 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 School of Business. The decision to approve a core course substitution request rests with the Dean 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.
6. Students enrolled in a School of Business certificate program will have all course-level prerequisites waived.

The following program changes are effective May 15, 2013:

XXX. Master of Business Administration

The objective of the Master of Business Administration program is to help students pursue leadership positions in competitive business environments. The curriculum is designed to address this through a portfolio of practical, resume-building projects that may satisfy students' intellectual curiosity as well as build the knowledge, skills, and abilities to make sound business and management decisions. Beyond these practical skills, the program is also designed to foster thought leadership, innovation, and corporate social responsibility in a global context.

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 Kaplan 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, eligible for job advancement opportunities, or employed 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 Business Administration program consists of a minimum of 60 quarter credit hours. Upon successful completion of the program, graduates will be awarded the Master of Business Administration.

SPECIALIZATIONS

In addition to the core program requirements, students may add a specialization to their degree plan, for which they are required to take a minimum of four courses from one of six specializations. Specializations are not required for completion of the general program. Specializations include finance, health care management, human resources, information technology, marketing, and project management.

SPECIALIZATIONS

Finance

GF 500:	Financial Institutions and Markets	4
GF 510:	Risk Analysis and Management	4
GF 520:	Corporate Finance	4
GF 530:	Financial Statement Analysis	4

Health Care Management*

HA 540:	Health Care Operations and Quality Assessment	4
HA 545:	Health Policy	4
HA 575:	Health Care Marketing	4
PU 660:	International Epidemiology and Global Health	4

Human Resources

GB 541:	Employment Law	4
GB 542:	Training and Development	4
GB 545:	Strategic Reward Systems	4
GB 546:	Recruitment and Selection	4

Information Technology

IT 500:	Critical Concepts and Competencies for the IT Professional	4
IT 501:	Principles of Information Technology	4
IT 510:	System Analysis and Design	4
IT 560:	Managing Technology in a Business Environment	4

Marketing

GB 531:	Advertising	4
GB 532:	Marketing Research	4
GB 533:	Salesforce Management	4
GB 534:	Consumer Behavior	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

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.

*Courses in this specialization are offered through the School of Health Sciences and require students to change to the 10-week calendar track upon completion of all courses in the MBA program.

Curriculum

Courses	Credits
PROGRAM REQUIREMENTS	
GB 500: Business Perspectives	4
GB 512: Business Communications	4
GB 513: Business Analytics	4
GB 518: Financial Accounting Principles and Analysis	4
GB 519: Measurement and Decision Making	4
GB 520: Strategic Human Resource Management	4
GB 530: Marketing Management	4
GB 540: Economics for Global Decision Makers	4
GB 550: Financial Management	4
GB 560: Designing, Improving, and Implementing Processes	4
GB 570: Managing the Value Chain	4
GB 580: Strategic Management	4
GB 590: Ethics in Business and Society	4
GB 600: Leadership Strategies for a Changing World	4
GB 601: MBA Capstone	4
TOTAL PROGRAM REQUIREMENTS	60

The following program changes are effective February 27, 2013:

XXV. Master of Science in Management

Curriculum

Courses	Credits
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
GB 512: Business Communications	4
GB 520: Strategic Human Resource Management	4
GM 500: Management Theories and Practices I	4
GM 501: Management Theories and Practices II	4
GM 502: Leadership Theory and Practice I	4
GM 503: Leadership Theory and Practice II	4
GM 504: Organizational Excellence and Change	4
GM 505: Action Research and Consulting Skills	4
GM 506: Strategic Financial Analysis	4
GM 599: Applied Research Project	4
TOTAL CORE REQUIREMENTS	40
ELECTIVE REQUIREMENTS	
Specialization Courses	16
TOTAL ELECTIVE REQUIREMENTS	16
TOTAL PROGRAM REQUIREMENTS	56

SPECIALIZATIONS

Health Care Management*

HA 540: Health Care Operations and Quality Assessment	4
HA 545: Health Policy	4
HA 575: Health Care Marketing	4
PU 660: International Epidemiology and Global Health	4

Human Resources

GB 541: Employment Law	4
GB 542: Training and Development	4
GB 545: Strategic Reward Systems	4
GB 546: Recruitment and Selection	4

Information Technology

IT 500: Critical Concepts and Competencies for the IT Professional	4
IT 501: Principles of Information Technology	4
IT 510: System Analysis and Design	4
IT 560: Managing Technology in a Business Environment	4

Leadership

GB 600: Leadership Strategies for a Changing World	4
GM 543: Organization Diagnosis and Design	4
GM 585: Mentoring and Coaching	4
GM 586: Transformational Leadership	4

Organizational Design and Development

GB 542: Training and Development	4
GB 600: Leadership Strategies for a Changing World	4
GM 541: Foundations of Organization Development	4
GM 543: Organization Diagnosis and Design	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

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.

*Courses in this specialization are offered through the School of Health Sciences and require students to change to the 10-week calendar track upon completion of all courses in the Master of Science in Management program.

School of Graduate Education

Programs Subject to Minimum Enrollments

Effective **January 30, 2013**, enrollment in the following programs is subject to minimum enrollments and approval of the Dean of the School of Graduate Education. Students interested in enrolling should consult with their Admissions Advisor for details.

- Graduate Certificate in Instructional Design for Organizations
- Graduate Certificate in K–12 Educational Leadership
- Graduate Certificate in Literacy and Language Teaching
- Graduate Certificate in Mathematics Teaching
- Graduate Certificate in Online College Teaching
- Graduate Certificate in Teaching With Technology

The effective dates for changes to the School Graduate Education's admissions requirements are noted below:

Admissions Requirements

In addition to the general Kaplan University admissions requirements, the School of Graduate Education has specific requirements for the following programs:

MASTER OF ARTS IN TEACHING

Iowa Certification Track

1. Candidates must meet content area requirements specified by the Iowa Board of Educational Examiners including the completion of the minimum amount of semester hours in the chosen content area. Prior to enrollment, candidates are required to obtain a transcript analysis showing that the minimum content hours in the teaching endorsement area have been met. Kaplan University's Iowa Supervising Director will assist candidates in choosing an approved evaluator. Candidates will pay the transcript analysis fee directly to the evaluator or pay through the University, depending on the chosen evaluator. Admission to the program will be approved by the Dean of the School of Graduate Education.
2. Candidates must provide proof of passing a background check.
3. **Effective November 29, 2012:** Prior to enrollment, Master of Arts in Teaching—Iowa Certification Track candidates must submit official passing scores on required Praxis I and Praxis II tests via the Educational Testing Service (ETS). Kaplan University's ETS recipient code for Praxis test results is 5340. Score reports should be sent directly to the University by ETS.

Praxis I

Minimum acceptable Praxis I scores are as follows:

- Reading: 173
- Mathematics: 172
- Writing: 172

Candidates who have passed the Graduate Record Examination (GRE) with a score of 1000 or higher within the past 5 years may be exempt from submitting passing Praxis I scores. The Dean will review each qualified candidate's scores on a case-by-case basis.

Praxis II

Iowa requires Master of Arts in Teaching—Iowa Certification Track candidates to pass two Praxis II exams: a content exam (Subject Assessment) specific to the candidate's approved endorsement area, and one of two pedagogy exams for grades 5–12 licensure areas (Principles of Learning and Teaching).

Subject Assessments Exam: The Praxis II: Subject Assessment exam for the candidate's area of endorsement must be passed and scores submitted to Kaplan University prior to admission to the Master of Arts in Teaching—Iowa Certification Track program.

Principles of Learning and Teaching (PLT) Exam:

- Master of Arts in Teaching—Iowa Certification Track candidates who plan to use the student teaching pathway must pass the appropriate PLT exam and submit scores to Kaplan University prior to being recommended for licensure.
- Master of Arts in Teaching—Iowa Certification Track intern teachers must pass the appropriate PLT exam and submit scores to Kaplan University prior to beginning the internship year. Interns who do not pass the exam will continue in the program and follow the student teaching route.

Details on minimum scores and required exams can be found at the Educational Testing Service's website: www.ets.org/praxis/ia/requirements/. Kaplan University's ETS recipient code for both exams is 5340.

Master of Arts in Teaching Classroom Pathways Bundle (Effective May 15, 2013)

The Master of Arts in Teaching Classroom Pathways Bundle is an enrollment package that combines Kaplan University's Master of Arts in Teaching, noncertification track, with the American Board for Certification of Teacher Excellence (American Board) Plus+ Program. American Board's Plus+ Program is a state-approved route to teacher certification in several states. The Dean will provide a current list of states. Prior to enrolling, students must confirm they are eligible for a state alternative certification program. Students are also encouraged to confirm costs, deadlines, and continuing requirements with American Board.

MASTER OF SCIENCE IN EDUCATIONAL PSYCHOLOGY

Prior to enrollment, candidates must have completed a college-level or Advanced Placement statistics course with a grade of "C" or better for undergraduate courses or a "B" or better for graduate courses. Candidates who have not completed the required course may elect to take MM 207: Statistics at Kaplan University prior to beginning coursework in the Master of Science in Educational Psychology program.

MASTER OF SCIENCE IN HIGHER EDUCATION

1. Prior to beginning the program, candidates who enroll in the assessment and evaluation emphasis area must have completed a college-level or Advanced Placement algebra, calculus, or statistics course with a grade of "C" or better for undergraduate courses or a "B" or better for graduate courses. Candidates who have not completed the required course may elect to take either MM 207: Statistics, MM 212: College Algebra, or GB 513: Business Analytics at Kaplan University prior to beginning coursework in the Master of Science in Higher Education program.
2. Candidates who are granted admission to the Master of Science in Higher Education program must enroll in the nonthesis track of study. Candidates who are interested in completing a thesis as the program's culminating experience should contact their Education Advisor for information regarding entry to the thesis track of study.

3. Upon enrollment in the program, candidates must declare their choice of specialization. Candidates who select the college teaching and learning or online college teaching specialization have the option of completing a concentration in accounting, environmental policy, health care administration, information technology, legal studies, management, marketing, or psychology. Candidates who choose to complete a concentration are not eligible for the thesis option.

During the course of the program, candidates may change specializations and/or concentrations; however, previously completed courses may not transfer to the new course of study.

The effective dates for changes to the School Graduate Education's progression requirements are noted below:

Progression Requirements

In addition to the general graduate student progression requirements, the School of Graduate Education has specific requirements for the following programs:

MASTER OF ARTS IN TEACHING

1. The grade of "C" is the minimum acceptable score for courses in the Master of Arts in Teaching program. Candidates who earn 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 Kaplan University after the second attempt.
2. Any candidate whose cumulative GPA has fallen below 3.0 will be placed on immediate probation.
3. **Effective February 27, 2013:** Candidates enrolled the Master of Arts in Teaching program can enroll in no more than one course per term without written permission from the Dean of the School of Graduate Education.

Iowa Certification Track

1. Candidates enrolled in the Iowa certification track are required to complete a student teaching experience or a year-long internship at a local school district. The following requirements apply:

Interns

(Effective November 7, 2012)

Candidates who are hired by an Iowa school district and meet the Iowa Board of Educational Examiner requirements may choose to complete a year-long internship in the Iowa school system. Interns must complete the sequence of internship courses listed below while progressing through the internship year. The exact course sequence will be approved by the Dean and Iowa Supervising Director prior to the on-ground experience.

- ED 596: Student Teaching/Internship I
- ED 596A: Student Teaching/Internship I (noncredit course)
- ED 596B: Student Teaching/Internship I (noncredit course)
- ED 597: Student Teaching/Internship II
- ED 597A: Student Teaching/Internship II (noncredit course)
- ED 597B: Student Teaching/Internship II (noncredit course)

The above courses will be graded on a pass/fail basis. Candidates will not be charged tuition for the noncredit courses, but will be required to pay the normal technology fee.

Student Teachers

(Effective November 7, 2012)

Candidates who choose to complete a student teaching experience will enroll in the sequence of courses listed below while progressing through the student teaching experience. The exact course sequence will be approved by the Dean and Iowa Supervising Director prior to the on-ground experience.

- ED 596: Student Teaching/Internship I
- ED 596A: Student Teaching/Internship I (noncredit course)
- ED 597: Student Teaching/Internship II

If, after completing ED 597, candidates are unable to meet the minimum number of student teaching hours required by the state of Iowa, candidates must contact the Iowa Supervising Director to gain an extension. An extension is granted by candidates enrolling in ED 597A: Student Teaching/Internship II, a noncredit course. Enrollment in this course will only be granted at the discretion of the Iowa Supervising Director of the program.

ED 596, ED 596A, ED 597, and ED 597A will be graded on a pass/fail basis. Candidates will not be charged tuition for the noncredit courses, but will be required to pay the normal technology fee.

2. Candidates enrolled in the Iowa certification track who have secured an approved year-long internship at a local school district may be asked to enroll in only one course per term (ED 596, ED 596A, ED 597, or ED 597A) during their internship year to comply with the best practices of the Iowa Board of Educational Examiners.
3. Prior to student teaching, candidates enrolled in the Iowa certification track complete a minimum of 100 hours of fieldwork. The University prefers candidates spend at least 8 hours per week in the field. Therefore, candidates must have flexible work schedules to ensure the minimum number of required hours is met.
4. Candidates enrolled in the Iowa certification track must provide proof of immunization, if required, prior to the start of student teaching.

Noncertification Track

1. Applicants to the noncertification track who have completed the requirements of a Florida state-approved Educator Preparation Institutes (EPIs) program may have the following courses waived:
 - ED 503: Educational Psychology
 - ED 533: Perspectives on Diversity
 - ED 581: Secondary Classroom Management

For verification purposes, applicants must submit a completed CT 133 form (Verification of an Approved Educator Preparation Institute Teacher Preparation Program) signed by the EPIs coordinator prior to enrollment.

2. Applicants to the noncertification track who have completed the requirements of a state-approved alternative teacher certification program may apply to have the following courses waived:
 - ED 503: Educational Psychology
 - ED 533: Perspectives on Diversity
 - ED 581: Secondary Classroom Management

To apply for the course waiver, applicants must submit verification of completion of a state-approved alternative certification program signed by a dean or certification officer prior to enrollment.

MASTER OF SCIENCE IN EDUCATION

1. The grade of “C” is the minimum acceptable score for courses in the Master of Science in Education program. Candidates who earn 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 Kaplan University after the second attempt.
2. Any candidate whose cumulative GPA has fallen below 3.0 will be placed on immediate probation.
3. **Effective February 27, 2013:** Candidates enrolled in the Master of Science in Education program can enroll in no more than one course per term without written permission from the Dean of the School of Graduate Education.
4. **Effective February 27, 2013:** Applicants who received National Board Certified Teacher (NBCT) status through the National Board for Professional Teaching Standards (NBPTS) prior to enrollment may receive transfer credit for the following courses:
 - ED 502: Transforming Teaching Practice
 - ED 532: Curriculum Design
 - ED 562: Student Assessment

In order to receive credit, candidates must submit, by the end of the first term, an official transcript from the American Council on Education (ACE) for review and verification by the Prior Learning Assessment Center. The ACE transcript displaying two courses, NBCT-0001 and NBCT-0002, with credit recommendations of 3 and 6 semester hours, respectively, can be obtained by visiting www.acenet.edu/transcripts. Transcripts received by the Prior Learning Assessment Center after the end of the first term may be denied eligibility for an official transfer credit evaluation.

MASTER OF SCIENCE IN EDUCATION IN INSTRUCTIONAL TECHNOLOGY

Effective February 27, 2013: Candidates enrolled in the Master of Science in Education in Instructional Technology program can enroll in no more than one course per term without written permission from the Dean of the School of Graduate Education.

MASTER OF SCIENCE IN HIGHER EDUCATION

1. **Effective February 27, 2013:** Candidates enrolled in the Master of Science in Higher Education program can enroll in no more than one course per term without written permission from the Dean of the School of Graduate Education.
2. Candidates enrolled in the college teaching and learning specialization or the online college teaching specialization will have all prerequisites for the concentration courses waived.
3. During the week prior to the conclusion of the fourth course in the program, candidates interested in pursuing the thesis track must submit a 1,000-word thesis plan that includes a rationale for completing the thesis track as well as a structured overview of the thesis. This proposal will then be subject to approval by the Chair and the Associate Dean of the program. In addition, candidates must have a minimum GPA of 3.6 for all courses completed in the program prior to this point.

Candidates who meet these requirements will be permitted to enter the thesis track of study; those who do not will continue on the nonthesis track.

As part of HE 601: Master's Thesis Proposal, candidates enrolled in the thesis track will be required to develop and submit, in writing, a formal, higher education research proposal to the HE 601 instructor for approval. Following approval of the proposal and completion of the course, candidates will move on to HE 602: Master's Thesis Defense. Candidates in HE 602 will complete and submit their full theses to a three-member committee made up of a committee chair and two

additional faculty members. While the chair must be a member of the graduate education faculty, the other two committee members may include a faculty member from another program within Kaplan University who is appointed by the Dean of the School of Graduate Education and, upon approval by the Dean, a practitioner in the area of the student's specialization from an outside, regionally accredited institution of higher learning. Candidates enrolled in the thesis track will orally present their results to the committee during a scheduled thesis defense seminar. The final thesis shall be prepared according to the University's guidelines.

4. After completing the first four terms of the program, and prior to enrolling in the first specialization course, candidates enrolled in the student affairs specialization must provide proof of passing a background check through Kaplan University's designated provider. See the School of Graduate Education Criminal Background Check Policy below for additional information.

Candidates who choose the student affairs specialization are required to complete 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). Prior to beginning each internship experience, students must seek out and obtain an approved practicum position, and complete and submit the Practicum Agreement to the Internship Coordinator.

GRADUATE CERTIFICATES IN LITERACY AND LANGUAGE TEACHING, MATHEMATICS TEACHING, AND TEACHING WITH TECHNOLOGY (Effective February 27, 2013)

Applicants who received National Board Certified Teacher (NBCT) status through the National Board for Professional Teaching Standards (NBPTS) prior to enrollment may receive transfer credit for ED 562: Student Assessment.

In order to receive credit, candidates must submit, by the end of the first term, an official transcript from the American Council on Education (ACE) for review and verification by the Prior Learning Assessment Center. The ACE transcript displaying two courses, NBCT-0001 and NBCT-0002, with credit recommendations of 3 and 6 semester hours, respectively, can be obtained by visiting www.acenet.edu/transcripts. Transcripts received by the Prior Learning Assessment Center after the end of the first term may be denied eligibility for an official transfer credit evaluation.

INTERNATIONAL APPLICANTS

Candidates who have completed their university education abroad must have earned an equivalent, recognized baccalaureate degree. International transcripts submitted by candidates to the School of Graduate Education must be evaluated 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 must be received by Kaplan University prior to candidates enrolling in a program.

The following program changes are effective November 7, 2012; changes to the program description are effective February 27, 2013:

XXXII. Master of Science in Education

The Master of Science in Education program and its curriculum have been designed to provide practicing K–12 teachers with the knowledge and practical experience that meet nationally recognized standards for such a degree. All coursework contains job-embedded assignments and, therefore, requires candidates to teach a consistent group of learners. 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.

Individual state and 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. The University encourages candidates to independently research the requirements in any state or school system in which they intend to seek certification or a pay increase.

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 Kaplan University will assist candidates with job placement, finding a job is the individual responsibility of the candidate. The University does not guarantee that any candidate will be placed in any particular job, eligible for job advancement opportunities, or employed at all.

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

The Master of Science in Education program consists of a minimum of 46 or 54 quarter credit hours, depending on the candidate's choice of emphasis area. Upon successful completion of the program, graduates will be awarded a master of science degree.

EMPHASIS AREAS

Candidates will choose to focus their studies in one of ten emphasis areas: educational leadership; teaching literacy and language—grades K–6; teaching literacy and language; teaching mathematics—grades K–5; teaching mathematics—grades 6–8; teaching mathematics—middle and secondary; teaching science—grades K–6; teaching science—middle and secondary; teaching students with special needs; and teaching with technology.

Curriculum

Courses	Credits
STANDARD EMPHASIS AREA TRACK	
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
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
TOTAL CORE REQUIREMENTS	34
ELECTIVE REQUIREMENTS	
Emphasis Area Courses	12
TOTAL ELECTIVE REQUIREMENTS	12
TOTAL PROGRAM REQUIREMENTS	46
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	
LT 504: Reading Diagnosis and Remediation	4
LT 516: Reading and Writing Across the Curriculum	4
LT 520: Approaches to Literacy	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 (Elementary Grades)	4
MH 502: Developing Mathematical Proficiency—Geometry and Measurement (Elementary Grades)	4
MH 503: Developing Mathematical Proficiency—Algebra (Elementary Grades)	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

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Option VII: Teaching Mathematics—Middle and Secondary†		
MH 521:	Principles, Pedagogy, and Standards for Mathematics	4
MH 530:	Number and Operations	4
MH 531:	Developing Mathematical Proficiency—Algebra	4
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—Middle and Secondary†		
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

Curriculum

Courses	Credits	
EDUCATIONAL LEADERSHIP EMPHASIS AREA TRACK		
PROGRAM REQUIREMENTS		
CORE REQUIREMENTS		
ED 502:	Transforming Teaching Practice	4
ED 503:	Educational Psychology	4
ED 512:	Action Research I	5
ED 522:	Classroom Management	5
ED 532:	Curriculum Design	5
ED 533:	Perspectives on Diversity	4
ED 552:	Educational Leadership	5
ED 562:	Student Assessment	5
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TOTAL CORE REQUIREMENTS	37	
ELECTIVE REQUIREMENTS		
Emphasis Area Courses	17	
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TOTAL ELECTIVE REQUIREMENTS	17	
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TOTAL PROGRAM REQUIREMENTS	54	

EMPHASIS AREA

Educational Leadership

ER 502:	The Principalship	5
ER 504:	Management of Resources	4
ER 506:	Legal Issues in Education	4
ER 508:	Supervision and Instructional Leadership	4

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.

*Currently not accepting enrollments.

†Subject to minimum enrollments and approval of the Dean of the School of Graduate Education. Students interested in enrolling should consult their Admissions Advisor for details.

The following program changes are effective November 7, 2012:

XXX. Master of Science in Educational Psychology

Curriculum

Courses	Credits
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
ED 503: Educational Psychology	4
ED 533: Perspectives on Diversity	4
HE 559: Quantitative Methods and Instruments for Assessment	5
IX 540: Research Methods for Education and Instructional Technology	5
PS 506: Life Span Development	5
PS 515: Learning and Behavior	5
PS 520: Neuropsychology	5
PS 530: Cognitive Psychology	5
TOTAL CORE REQUIREMENTS	38
ELECTIVE REQUIREMENTS	
Specialization Courses	14
TOTAL ELECTIVE REQUIREMENTS	14
TOTAL PROGRAM REQUIREMENTS	52
SPECIALIZATION	
General Education Psychology	
ED 553: History and Philosophy of Education	4
ED 555: Learning Theories	5
PS 505: Testing, Measurement, and Assessment	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.

Students enrolled in the Master of Science in Educational Psychology must change to the 6-week calendar track upon completion of all 10-week track psychology coursework.

The following program changes are effective February 27, 2013:

XXXIII. Master of Science in Higher Education

Curriculum

Courses	Credits
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GENERAL NONTHESIS TRACK

PROGRAM REQUIREMENTS

CORE REQUIREMENTS

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
IX 540: Research Methods for Education and Instructional Technology	5

TOTAL CORE REQUIREMENTS 30

ELECTIVE REQUIREMENTS

Specialization Courses 20 or 31

TOTAL ELECTIVE REQUIREMENTS 20 OR 31

TOTAL PROGRAM REQUIREMENTS 50 OR 61*

THESIS TRACK[†]

PROGRAM REQUIREMENTS

CORE REQUIREMENTS

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
IX 540: Research Methods for Education and Instructional Technology	5
HE 601: Master's Thesis Proposal	5
HE 602: Master's Thesis Defense	5

TOTAL CORE REQUIREMENTS 40

ELECTIVE REQUIREMENTS

Specialization Courses 10 or 31

TOTAL ELECTIVE REQUIREMENTS 10 OR 31

TOTAL PROGRAM REQUIREMENTS 50 OR 71[‡]

MASTER OF SCIENCE IN HIGHER EDUCATION SPECIALIZATIONS

Assessment and Evaluation[§]

HE 515: Educational Program Assessment	5
HE 557: Introduction to Assessment and Evaluation in Higher Education	5
HE 559: Quantitative Methods and Instruments for Assessment	5

Choose one of the following: 5

HE 525: Student Learning Assessment Methods	5
HE 527: Assessing Student Learning Online	5
HE 543: Assessment of Online Learning Programs	5

College Administration and Leadership[§]

HE 511: Departmental and Divisional Leadership	5
HE 513: Institutional Research and Strategic Planning	5
HE 515: Educational Program Assessment	5
HE 543: Assessment of Online Learning Programs	5

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

Online College Teaching[§]

HE 521: Teaching Adult Learners	5
HE 527: Assessing Student Learning Online	5
HE 545: Teaching and Learning Online	5
HE 547: Effective Online Instruction—Design and Practice	5

Student Affairs

HE 551: Student Affairs Foundation and Philosophy	5
HE 553: Current Issues in Student Affairs in Higher Education	5
HE 555: Student Affairs Administration in Ground and Virtual Environments	5
HE 590: Student Affairs Internship I-A	4
HE 591: Student Affairs Internship I-B	4
HE 592: Student Affairs Internship II-A	4
HE 593: Student Affairs Internship II-B	4

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.

*Nonthesis-track students choosing the assessment and evaluation specialization, college administration and leadership specialization, college teaching and learning specialization, or online college teaching specialization will complete 20 quarter credits of specialization courses. Nonthesis-track students choosing the student affairs specialization will complete 31 quarter credits of specialization courses.

[†]Currently not accepting enrollments.

[‡]Thesis-track students choosing the assessment and evaluation specialization, college administration and leadership specialization, college teaching and learning specialization, or online college teaching specialization will complete 10 quarter credits of specialization courses. Thesis-track students choosing the student affairs specialization will complete 31 quarter credits of specialization courses.

[§]Thesis-track students will choose two of the four specialization courses.

Curriculum

Courses	Credits
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ACCOUNTING CONCENTRATION TRACK

PROGRAM REQUIREMENTS

CORE REQUIREMENTS

HE 510: Foundations of Higher Education	5
HE 530: Higher Education Organization and Governance	5
HE 550: Higher Education Finance	5
IX 540: Research Methods for Education and Instructional Technology	5

TOTAL CORE REQUIREMENTS 20

ELECTIVE REQUIREMENTS

Choose one of the following specializations: 20

College Teaching and Learning
Online College Teaching

Designated Graduate-Level Accounting Courses 28

TOTAL ELECTIVE REQUIREMENTS 48

TOTAL PROGRAM REQUIREMENTS 68

ENVIRONMENTAL POLICY CONCENTRATION TRACK

PROGRAM REQUIREMENTS

CORE REQUIREMENTS

HE 510: Foundations of Higher Education	5
HE 530: Higher Education Organization and Governance	5
HE 550: Higher Education Finance	5
IX 540: Research Methods for Education and Instructional Technology	5

TOTAL CORE REQUIREMENTS 20

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ELECTIVE REQUIREMENTS	
Choose one of the following specializations:	20
College Teaching and Learning	
Online College Teaching	
Designated Graduate-Level Environmental Policy Courses	28
TOTAL ELECTIVE REQUIREMENTS	48
TOTAL PROGRAM REQUIREMENTS	68

HEALTH CARE ADMINISTRATION CONCENTRATION TRACK

PROGRAM REQUIREMENTS

CORE REQUIREMENTS	
HE 510: Foundations of Higher Education	5
HE 530: Higher Education Organization and Governance	5
HE 550: Higher Education Finance	5
IX 540: Research Methods for Education and Instructional Technology	5
TOTAL CORE REQUIREMENTS	20
ELECTIVE REQUIREMENTS	
Choose one of the following specializations:	20
College Teaching and Learning	
Online College Teaching	
Designated Graduate-Level Health Care Administration Courses	28
TOTAL ELECTIVE REQUIREMENTS	48
TOTAL PROGRAM REQUIREMENTS	68

INFORMATION TECHNOLOGY CONCENTRATION TRACK

PROGRAM REQUIREMENTS

CORE REQUIREMENTS	
HE 510: Foundations of Higher Education	5
HE 530: Higher Education Organization and Governance	5
HE 550: Higher Education Finance	5
IX 540: Research Methods for Education and Instructional Technology	5
TOTAL CORE REQUIREMENTS	20
ELECTIVE REQUIREMENTS	
Choose one of the following specializations:	20
College Teaching and Learning	
Online College Teaching	
Designated Graduate-Level Information Technology Courses	28
TOTAL ELECTIVE REQUIREMENTS	48
TOTAL PROGRAM REQUIREMENTS	68

LEGAL STUDIES CONCENTRATION TRACK

PROGRAM REQUIREMENTS

CORE REQUIREMENTS	
HE 510: Foundations of Higher Education	5
HE 530: Higher Education Organization and Governance	5
HE 550: Higher Education Finance	5
IX 540: Research Methods for Education and Instructional Technology	5
TOTAL CORE REQUIREMENTS	20
ELECTIVE REQUIREMENTS	
Choose one of the following specializations:	20
College Teaching and Learning	
Online College Teaching	
Designated Graduate-Level Legal Studies Courses	30
TOTAL ELECTIVE REQUIREMENTS	50
TOTAL PROGRAM REQUIREMENTS	70

MANAGEMENT CONCENTRATION TRACK

PROGRAM REQUIREMENTS

CORE REQUIREMENTS	
HE 510: Foundations of Higher Education	5
HE 530: Higher Education Organization and Governance	5
HE 550: Higher Education Finance	5
IX 540: Research Methods for Education and Instructional Technology	5
TOTAL CORE REQUIREMENTS	20
ELECTIVE REQUIREMENTS	
Choose one of the following specializations:	20
College Teaching and Learning	
Online College Teaching	
Designated Graduate-Level Management Courses	28
TOTAL ELECTIVE REQUIREMENTS	48
TOTAL PROGRAM REQUIREMENTS	68

MARKETING CONCENTRATION TRACK

PROGRAM REQUIREMENTS

CORE REQUIREMENTS	
HE 510: Foundations of Higher Education	5
HE 530: Higher Education Organization and Governance	5
HE 550: Higher Education Finance	5
IX 540: Research Methods for Education and Instructional Technology	5
TOTAL CORE REQUIREMENTS	20
ELECTIVE REQUIREMENTS	
Choose one of the following specializations:	20
College Teaching and Learning	
Online College Teaching	
Designated Graduate-Level Marketing Courses	28
TOTAL ELECTIVE REQUIREMENTS	48
TOTAL PROGRAM REQUIREMENTS	68

PSYCHOLOGY CONCENTRATION TRACK

PROGRAM REQUIREMENTS

CORE REQUIREMENTS	
HE 510: Foundations of Higher Education	5
HE 530: Higher Education Organization and Governance	5
HE 550: Higher Education Finance	5
IX 540: Research Methods for Education and Instructional Technology	5
TOTAL CORE REQUIREMENTS	20
ELECTIVE REQUIREMENTS	
Choose one of the following specializations:	20
College Teaching and Learning	
Online College Teaching	
Designated Graduate-Level Psychology Courses	30
TOTAL ELECTIVE REQUIREMENTS	50
TOTAL PROGRAM REQUIREMENTS	70

The following program changes are effective January 9, 2013:

XXXII. Graduate Certificate in Instructional Design for Organizations

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
IX 520: Needs Assessment and Evaluation in Education and Training	5
IX 535: Developing Instructional Materials	5
IX 536: Design and Development Tools	5
IX 564: Design of Learning Environments	6
TOTAL PROGRAM REQUIREMENTS	21

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.

Effective January 30, 2013, enrollment in this program is subject to minimum enrollments and approval of the Dean of the School of Graduate Education. Students interested in enrolling should consult with their Admissions Advisor for details.

The following program changes are effective January 9, 2013; changes to the program description are effective February 27, 2013:

XXXII. Graduate Certificate in K–12 Educational Leadership

The School of Graduate Education's certificate programs are designed for practicing K–12 teachers who are interested in developing additional competencies in a specific field of education. The Graduate Certificate in K–12 Educational Leadership helps candidates develop essential skills related to site-based educational leadership.

The certificate program includes four courses from Kaplan University's Master of Science in Education program. The curriculum emphasizes the role of the educational leader in today's world, school finance and operations, legal issues in education, diversity, curriculum development for school improvement, supervision, and staff development.

Qualified credits earned in fulfillment of this certificate program may be transferable to the University's Master of Science in Education 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 Kaplan University will assist candidates with job placement, finding a job is the individual responsibility of the candidate. The University does not guarantee that any candidate will be placed in any particular job, eligible for job advancement opportunities, or employed at all.

The Graduate Certificate in K–12 Educational Leadership program consists of a minimum of 17 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
ER 502: The Principalship	5
ER 504: Management of Resources	4
ER 506: Legal Issues in Education	4
ER 508: Supervision and Instructional Leadership	4
TOTAL PROGRAM REQUIREMENTS	17

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.

Effective January 30, 2013, enrollment in this program is subject to minimum enrollments and approval of the Dean of the School of Graduate Education. Students interested in enrolling should consult with their Admissions Advisor for details.

The following program changes are effective January 9, 2013; changes to the program description are effective February 27, 2013:

XXXII. Graduate Certificate in Literacy and Language Teaching

The School of Graduate Education's certificate programs are designed for practicing K-12 teachers who are interested in developing additional competencies in a specific field of education. The Graduate Certificate in Literacy and Language Teaching program helps candidates develop innovative approaches for teaching reading and writing to students in grades K-12 with varying ability levels and for teaching literacy across the curriculum. Diagnosing reading problems is an additional area of focus.

The certificate program includes four courses from Kaplan University's Master of Science in Education program. Candidates complete one course in student assessment, which provides a framework for the role of assessment in teaching literacy and language, and one course in the diagnosis and remediation of reading problems. Candidates also complete two courses that focus on literacy and teaching reading and writing across the curriculum.

Qualified credits earned in fulfillment of this certificate program may be transferable to the University's Master of Science in Education 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 Kaplan University will assist candidates with job placement, finding a job is the individual responsibility of the candidate. The University does not guarantee that any candidate will be placed in any particular job, eligible for job advancement opportunities, or employed at all.

The Graduate Certificate in Literacy and Language Teaching program consists of a minimum of 17 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
CORE REQUIREMENTS	
ED 562: Student Assessment	5
LT 504: Reading Diagnosis and Remediation	4
TOTAL CORE REQUIREMENTS	9
MAJOR REQUIREMENTS	
LT 516: Reading and Writing Across the Curriculum	4
LT 520: Approaches to Literacy	4
TOTAL MAJOR REQUIREMENTS	8
TOTAL PROGRAM REQUIREMENTS	17

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

Effective January 30, 2013, enrollment in this program is subject to minimum enrollments and approval of the Dean of the School of Graduate Education. Students interested in enrolling should consult with their Admissions Advisor for details.

The following program changes are effective January 9, 2013; changes to the program description are effective February 27, 2013:

XXXII. Graduate Certificate in Mathematics Teaching

The School of Graduate Education's certificate programs are designed for practicing K-12 teachers who are interested in developing additional competencies in a specific field of education. The Graduate Certificate in Mathematics Teaching program helps candidates develop innovative approaches for teaching mathematics, including numbers and operations, probability and data analysis, geometry and measurement, and algebra, at the elementary or secondary level.

This certificate program includes four courses from Kaplan University's Master of Science in Education program. All candidates complete one course in student assessment, which provides a framework for the role of assessment in teaching mathematics. Candidates also select three courses that focus on teaching mathematics to either elementary students or secondary students.

Qualified credits earned in fulfillment of this certificate program may be transferable to the University's Master of Science in Education 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 Kaplan University will assist candidates with job placement, finding a job is the individual responsibility of the candidate. The University does not guarantee that any candidate will be placed in any particular job, eligible for job advancement opportunities, or employed at all.

The Graduate Certificate in Mathematics Teaching program consists of a minimum of 17 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
CORE REQUIREMENTS	
ED 562: Student Assessment	5
TOTAL CORE REQUIREMENTS	5
ELECTIVE REQUIREMENTS	
Specialization Courses	12
TOTAL ELECTIVE REQUIREMENTS	12
TOTAL PROGRAM REQUIREMENTS	17
SPECIALIZATIONS	
Elementary Grades*	
MH 501: Developing Mathematical Proficiency—Numbers and Operations (Elementary Grades)	4
MH 502: Developing Mathematical Proficiency—Geometry and Measurement (Elementary Grades)	4
MH 503: Developing Mathematical Proficiency—Algebra (Elementary Grades)	4
Secondary Grades	
MH 521: Principles, Pedagogy, and Standards for Mathematics	4
MH 530: Number and Operations	4
MH 531: Developing Mathematical Proficiency—Algebra	4

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

Effective January 30, 2013, enrollment in this program is subject to minimum enrollments and approval of the Dean of the School of Graduate Education. Students interested in enrolling should consult with their Admissions Advisor for details.

*Currently not accepting enrollments.

The following program changes are effective January 9, 2013:

XXXII. Graduate Certificate in Online College Teaching

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
HE 521: Teaching Adult Learners	5
HE 527: Assessing Student Learning Online	5
HE 545: Teaching and Learning Online	5
HE 547: Effective Online Instruction—Design and Practice	5
TOTAL PROGRAM REQUIREMENTS	20

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.

Effective January 30, 2013, enrollment in this program is subject to minimum enrollments and approval of the Dean of the School of Graduate Education. Students interested in enrolling should consult with their Admissions Advisor for details.

The following program changes are effective January 9, 2013; changes to the program description are effective February 27, 2013:

XXXII. Graduate Certificate in Teaching With Technology

The School of Graduate Education's certificate programs are designed for practicing K-12 teachers who are interested in developing additional competencies in a specific field of education. The Graduate Certificate in Teaching With Technology program focuses on the integration of technology into the curriculum to improve student learning, technology literacy skills of the digital age, and the technology standards set for students in grades K-12.

The certificate program includes four courses from Kaplan University's Master of Science in Education program. The curriculum helps prepare candidates to explore and integrate a variety of technologies, including web-based tools, social media applications, software, games, simulations, tutorials, and nonprojected visuals, into classroom instruction. Through reading, class discussion, and hands-on experiences using these technologies, candidates study how to integrate technology into lesson planning in order to meet the needs of diverse learners. Accountability in education is addressed in one of the certificate courses, providing a framework for candidates to reflect on the role of technology in assessment.

Qualified credits earned in fulfillment of this certificate program may be transferable to the University's Master of Science in Education 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 Kaplan University will assist candidates with job placement, finding a job is the individual responsibility of the candidate. The University does not guarantee that any candidate will be placed in any particular job, eligible for job advancement opportunities, or employed at all.

The Graduate Certificate in Teaching With Technology program consists of a minimum of 17 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
ED 562: Student Assessment	5
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
TOTAL PROGRAM REQUIREMENTS	17

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.

Effective January 30, 2013, enrollment in this program is subject to minimum enrollments and approval of the Dean of the School of Graduate Education. Students interested in enrolling should consult with their Admissions Advisor for details.

School of Health Sciences

The effective dates for changes to the School Health Sciences' admissions requirements are noted below:

Admissions Requirements

Effective November 29, 2012: In addition to the general Kaplan University admissions requirements, the School of Health Sciences stipulates that international students cannot enroll in a School of Health Sciences program that requires a clinical placement without prior approval of the Dean based on review of submitted documentation as set forth in the School of Health Science Clinical Handbook and the Catalog.

The School of Health Sciences has specific requirements for the following programs:

MASTER OF PUBLIC HEALTH

Effective January 9, 2013: Students who enroll in the Master of Public Health program must submit a background check by the end of the first term. Students will be withdrawn at the end of the first term if they are unable to pass a background check and have not made arrangements to change their program of study to one for which a background check is not required.

ACCELERATED MASTER'S DEGREE OPTIONS

Graduates of a School of Health Sciences bachelor's degree program who are granted admission to the Master of Health Care Administration program, the Master of Public Health program, or the Master of Science in Health Education program and meet the requirements for the associated accelerated option may transfer in up to five graduate-level courses completed as part of the undergraduate program and will matriculate into a shortened version of the master's degree program.

ONLINE PROGRAMS WITH A REQUIRED CLINICAL, EXTERNSHIP, OR PRACTICUM EXPERIENCE

In the event that the University is unable to schedule a student into the required externship, practicum, or clinical experience, there may be a delay between the time the student ends classes and begins the externship, practicum, or clinical experience. In this case, the Dean of the School of Health Sciences may grant an administrative leave of absence.

At the discretion of the University, externship, practicum, or clinical sites may be secured outside of the student's immediate residential area. All costs associated with transportation to the externship, practicum, or clinical site are the responsibility of the student.

In the event that a student has not met preclinical placement requirements, a one-term clinical leave of absence may be granted. The School of Health Sciences Clinical Placement Team must approve the request for a clinical leave of absence.

The effective date for changes to the School Health Sciences' progression requirements is noted below:

Progression Requirements

In addition to the general graduate student progression requirements, the School of Health Sciences has additional requirements for the following program:

MASTER OF HEALTH CARE ADMINISTRATION

Students enrolled in the Master of Health Care Administration program will be withdrawn from their program if unable to successfully complete HA 599: Master's Capstone in Health Care Administration on the second attempt.

MASTER OF PUBLIC HEALTH

Effective November 7, 2012: Students enrolled in the Master of Public Health program must complete an additional background check prior to beginning the externship experience. In addition, externship sites may require students to provide immunization and health records. Kaplan University does not require submission of immunization and health records; however, if an externship site requires such records, it is the student's responsibility to provide the required documentation to his or her chosen site.

The following program changes are effective November 7, 2012:

XXXIV. Master of Public Health

Public health professionals are concerned with the health of a population—populations as large as several countries (i.e., international) and as small as a local neighborhood. Public health efforts involve improving population health by implementing health education programs, researching disease or injury as it relates to groups and/or geography, and promoting healthy lifestyles. Professionals in the public health field also develop health policy and legislation, manage health services and facilities, and serve as a consultant on health initiatives. The Master of Public Health program helps prepare graduates to pursue a variety of career opportunities in the public health field and private industries.

The Master of Public Health curriculum is designed to provide students with core knowledge and skills in the foundational areas of public health. The program focuses on the public health core knowledge areas and practical skills to prepare graduates to enter the public health field. In addition, students study concepts, values, research methods, and applications that could assist them as they prepare for a leadership or administrative career in public health within local, state, or federal governments as well as private industries. Core curriculum topics include: biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral sciences. Students are taught to apply principles of public health to real-world situations and develop administrative, ethical, and professional skills. These skills may assist graduates with assuming leadership positions in the expanding field of population health.

Students enrolled in the Master of Public Health program have the opportunity to select elective courses in a variety of special topics. Students can choose elective courses that closely align to their interests within the field of public health.

All Master of Public Health students will solidify their skills through the completion of a capstone project. The project entails analyzing, evaluating, and synthesizing public health constructs within a real-world issue or scenario, without the use of human research participants. As the final course in the program, the capstone experience allows students to demonstrate readiness to enter the public health workforce.

The Master of Public Health program is designed to prepare graduates to enter the public health workforce. 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, eligible for job advancement opportunities, or employed 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 Public Health program consists of a minimum of 60 quarter credit hours. Upon successful completion of the program, graduates will be awarded the Master of Public Health degree.

EXTERNSHIP EXPERIENCE

All graduates of the Master of Public Health program will build practical experience through externship opportunities. This experience strengthens students' resumes by providing onsite training. The capstone experience helps students prepare to enter the public health workforce upon graduation. Students will work closely with a site preceptor, faculty advisor, and supportive staff in completion of this requirement.

Program Outcomes

1. Demonstrate an evidence-based approach to public health practice.
2. Leverage fundamental epidemiological concepts in addressing population health problems.
3. Appraise current and relevant health issues and policy.
4. Implement leadership, administrative, and communication skills through planning, organization, administration, and evaluation of public health programs and processes.
5. Evaluate concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.

Curriculum

Courses	Credits
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
PU 500: Foundations in Public Health	4
PU 505: Health Behavior	4
PU 510: Principles of Biostatistics I	4
PU 511: Principles of Biostatistics II	4
PU 520: Principles of Epidemiology	4
PU 530: Occupational and Environmental Health	4
PU 535: Public Health Biology	4
PU 550: Public Health Leadership and Administration	4
PU 680: Practical Skills in Public Health I	4
PU 690: Practical Skills in Public Health II	4
PU 699: Master of Public Health Capstone	4
TOTAL CORE REQUIREMENTS	44
ELECTIVE REQUIREMENTS	
Public Health Electives	16
TOTAL ELECTIVE REQUIREMENTS	16
TOTAL PROGRAM REQUIREMENTS	60

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.

The following program changes are effective November 7, 2012:

XXVIII. Master of Science in Health Education

Curriculum

Courses	Credits
PROGRAM REQUIREMENTS	
ET 503: Using Technology—Applications in the Content Area	4
HA 515: Leadership in Health Care	4
HA 560: Community Health Assessment	4
HD 505: Introduction to Health Education	4
HD 510: Current Health Issues for Health Educators	4
HD 530: Health, Environment, and Sustainability for Health Professionals	4
HD 540: Current Trends in Exercise and Fitness for the Health Educator	4
HD 625: Health Education Design, Implementation, and Administration	4
NS 600: Advanced Nutritional Assessment and Education for Health Educators	4
PU 515: Principles of Biostatistics	4
PU 520: Principles of Epidemiology	4
PU 630: Health Education and Communication	4
HD 599: Master's Capstone in Health Education	4
TOTAL PROGRAM REQUIREMENTS	52

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 Technology

The effective date for changes to the School of Information Technology' admissions requirements is noted below:

Admissions Requirements

In addition to the general Kaplan University admissions requirements, the School of Information Technology has specific requirements for the following program:

GRADUATE CERTIFICATE IN INFORMATION SECURITY

Effective January 9, 2013: Prior to enrollment, students applying for admission to the Graduate Certificate in Information Security program must submit an unofficial transcript indicating receipt of a bachelor's degree in information technology 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 an official transcript is not submitted by the end of the first term, the student will be blocked from 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.

The following program changes are effective May 15, 2013:

XXVI. Master of Science in Information Technology

The Master of Science in Information Technology program is designed for students with a bachelor's degree from a regionally or nationally accredited college or university with majors in information technology, computer science, information systems, management of information systems, or similar fields of study.

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 Kaplan 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, eligible for job advancement opportunities, or employed 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 Information Technology program consists of a minimum of 52 or 56 quarter credit hours, depending on the student's decision to take elective courses or pursue a specialization. Upon successful completion of the program, graduates will be awarded a master of science degree.

SPECIALIZATIONS

The program provides students the option of selecting a specialization, in addition to the core curriculum requirements, or choosing from a variety of elective courses. The specializations include business intelligence, information security and assurance, and project management.

Curriculum

Courses	Credits
NONSPECIALIZED TRACK	
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
IT 500: Critical Concepts and Competencies for the IT Professional	4
IT 510: System Analysis and Design	4
IT 511: Information Systems Project Management	4
IT 520: Database Management Systems	4
IT 530: Computer Networks	4
IT 540: Management of Information Security	4
IT 560: Managing Technology in a Business Environment	4
IT 590: Legal and Ethical Issues in IT	4
IT 599: Applied IT Master Project	4
TOTAL CORE REQUIREMENTS	36
ELECTIVE REQUIREMENTS	
IT Electives*	16
TOTAL ELECTIVE REQUIREMENTS	16
TOTAL PROGRAM REQUIREMENTS	52

Curriculum

Courses	Credits
SPECIALIZED TRACK	
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
IT 500: Critical Concepts and Competencies for the IT Professional	4
IT 510: System Analysis and Design	4
IT 511: Information Systems Project Management	4
IT 520: Database Management Systems	4
IT 530: Computer Networks	4
IT 540: Management of Information Security	4
IT 590: Legal and Ethical Issues in IT	4
IT 599: Applied IT Master Project	4
TOTAL CORE REQUIREMENTS	32
ELECTIVE REQUIREMENTS	
Specialization Courses*	24
TOTAL ELECTIVE REQUIREMENTS	24
TOTAL PROGRAM REQUIREMENTS	56
SPECIALIZATIONS	
Business Intelligence	
IT 521: Decision Support Systems	4
IT 522: Knowledge-Based Management Systems	4
IT 523: Data Warehousing and Data Mining	4
IT Electives	12
Information Security and Assurance	
IT 541: Computer and Network Security	4
IT 542: Ethical Hacking and Network Defense	4
IT 550: Computer Forensics and Investigations	4
IT Electives	12
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
IT Electives	8
<p>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.</p> <p>Not all programs or courses are offered at all locations.</p> <p>*Students entering the program who do not possess a bachelor's degree in information technology or a comparable field of study must take IT 501: Principles of Information Technology their first term in place of an IT elective.</p>	

School of Legal Studies

The effective date for changes to the School of Legal Studies' admissions requirements is noted below:

Admissions Requirements

In addition to the general Kaplan University admissions requirements, the School of Legal Studies has specific requirements for the following programs:

ACCELERATED MASTER'S DEGREE OPTIONS

Accelerated Master of Science in Environmental Policy Option

Graduates of a Kaplan University School of Public Safety bachelor's degree program, a School of Legal Studies bachelor's degree program, or the Bachelor of Science in Public Administration and Policy who are granted admission to the Master of Science in Environmental Policy program and meet the requirements for the accelerated option will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- EM 500: Environmental Foundations and Principles
- EM 520: Environmental Law and Policy
- EM 530: Environmental Risk Assessment II
- PP 510: Leadership in the Public Sector

Effective November 7, 2012: Graduates of the Kaplan University Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option who meet the requirements for the accelerated option will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- EM 500: Environmental Foundations and Principles
- PP 510: Leadership in the Public Sector

Accelerated Master of Science in Legal Studies Option

Graduates of a Kaplan University School of Public Safety bachelor's degree program, a School of Legal Studies bachelor's degree program, or the Bachelor of Science in Public Administration and Policy who are granted admission to the Master of Science in Legal Studies program and meet the requirements for the accelerated option will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- LS 500: Legal Methods and Process
- LS 501: Ethics and the Professional
- LS 502: Legal Research, Analysis, and Writing
- LS 503: Jurisprudence and Legal History

Effective November 7, 2012: Graduates of the Kaplan University Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option who meet the requirements for the accelerated option will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- LS 500: Legal Methods and Process
- LS 501: Ethics and the Professional

The following program changes are effective February 27, 2013:

XXXIII. Master of Science in Legal Studies

Curriculum

Courses	Credits
APPLIED RESEARCH TRACK	
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
LS 500: Legal Methods and Process	5
LS 501: Ethics and the Professional	5
LS 502: Legal Research, Analysis, and Writing	5
LS 503: Jurisprudence and Legal History	5
LS 504: Applied Research in Legal Studies	5
LS 526: Academic and Professional Writing for Graduate Students	5
LS 698: Applied Research*	5
Legal Studies Core Elective†	5
TOTAL CORE REQUIREMENTS	40
ELECTIVE REQUIREMENTS	
Intensive Study Area Requirements or Legal Studies Electives	15
TOTAL ELECTIVE REQUIREMENTS	15
TOTAL PROGRAM REQUIREMENTS	55

COMPREHENSIVE EXAM TRACK

PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
LS 500: Legal Methods and Process	5
LS 501: Ethics and the Professional	5
LS 502: Legal Research, Analysis, and Writing	5
LS 503: Jurisprudence and Legal History	5
LS 526: Academic and Professional Writing for Graduate Students	5
LS 602: Comprehensive Exam Capstone	5
Legal Studies Core Elective†	5
TOTAL CORE REQUIREMENTS	35
ELECTIVE REQUIREMENTS	
Intensive Study Area Requirements or Legal Studies Electives	20
TOTAL ELECTIVE REQUIREMENTS	20
TOTAL PROGRAM REQUIREMENTS	55

INTENSIVE STUDY AREAS

General Master of Science in Legal Studies	
500/600-level: Legal Studies Electives	20
Education and the Legal System	
LS 515: Legal Foundations for the Formation of Colleges and Universities	5
LS 516: Legal Foundations for the Establishment of Colleges and Universities—Faculty Issues	5
LS 517: Management of Institutions of Higher Education	5
Health Care Delivery	
LS 620: Health Care Organizations and Finance	5
LS 621: Federalism and the Health Care Delivery System	5
LS 622: Professionals and Health Care Institutions	5
Legal System and the Media	
LS 510: Intellectual Property and Digital Entertainment	5
LS 511: Music Content IP—Building Blocks of the Music Business	5
LS 512: Current and Future Issues in Music Law	5
State and Local Government	
LS 605: Organization and Function of State Government	5
LS 606: Legislative Process	5
LS 607: Gubernatorial and Administrative Process	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.

*Applied Research Project combines research and writing skills with application in a professional setting. This is a capstone course.

†Choose from LS 506: Understanding Civil Responsibility, LS 507: Understanding Criminal Responsibility, LS 508: Family and the Legal System, and LS 509: Contracts as Private Law.

School of Nursing

The effective dates for changes to the School of Nursing's admissions requirements are noted below:

Admissions Requirements

In addition to the general Kaplan 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 additional information.

The School of Nursing also requires students to submit documentation of a current, unencumbered license to practice as a registered nurse in at least one U.S. state or provide evidence of a license comparable to a U.S. registered nurse license from the nation, province, or region where they are employed as a nurse. Proof of foreign licensure must be submitted at the time of enrollment. The University will verify the authenticity of all submitted foreign nursing licenses.

Effective May 15, 2013: Due to clinical requirements, international applicants are not eligible for enrollment in the following programs: the Master of Science in Nursing program's adult-gerontology nurse practitioner and family nurse practitioner specializations, the Adult-Gerontology Nurse Practitioner Certificate program, the Family Nurse Practitioner Certificate program, and the Doctor of Nursing Practice program.

Effective May 15, 2013: At this time, the Doctor of Nursing Practice is available only in the following states: Alabama, Alaska, California, Colorado, Connecticut, Delaware, District of Columbia, Idaho, Indiana, Iowa, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Vermont, and Virginia. The Master of Science in Nursing program's adult gerontology nurse practitioner and family nurse practitioner specializations, the Adult-Gerontology Nurse Practitioner Certificate program, and the Family Nurse Practitioner Certificate program are available only in the above-listed states, in addition to Florida, Maine, and Wisconsin.

REQUIREMENTS FOR GRADUATES OF FOREIGN NURSING PROGRAMS

Students who graduated from foreign nursing programs must submit an official course-by-course evaluation of their nursing program to a foreign credential evaluation service. The foreign credential evaluation must be received by the Prior Learning Assessment Center prior to 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.

The School of Nursing also has specific requirements for the following programs:

MASTER OF SCIENCE IN NURSING

Students applying for admission must submit the following:

1. **Effective January 9, 2013:** 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 Kaplan University with an official copy of the transcript. If an official transcript is not submitted by the end of the first term, the student will be blocked from 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.

2. A transcript indicating completion of a statistics course and a nursing research course with a grade of "C" or better. For students who have not completed these courses as part of their bachelor's degree in nursing, 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. Students who choose to take the required statistics course at the University will have all course-level prerequisites waived.

Adult-Gerontology Nurse Practitioner and Family Nurse Practitioner Specializations

Effective November 7, 2012: Students who enroll in the adult-gerontology nurse practitioner specialization or the family nurse practitioner specialization must submit a current, professional resume that verifies the applicant has worked a minimum of 1,000 clinical hours as a registered nurse within a time frame and in a patient care setting that the School of Nursing has determined address the clinical skills and experience needed to serve as a basis for an entering nurse practitioner. Acceptance into the program is determined by the School of Nursing's review of the applicant's professional resume.

Graduates of Kaplan University's Bachelor of Science in Nursing—RN-to-BSN

Effective November 7, 2012: Graduates of the University's Bachelor of Science in Nursing—RN-to-BSN program who enter the Master of Science in Nursing program may have already satisfied specific core requirements and will complete a condensed program of graduate study.

DOCTOR OF NURSING PRACTICE

(Effective May 15, 2013)

A student applying for admission whose highest nursing degree attained is a bachelor's degree with an upper-level major in nursing will enroll in a Master of Science in Nursing DNP Path program before continuing on to the Doctor of Nursing Practice program. Students must:

1. Complete an informational interview with an Admissions Advisor.
2. Submit the following documents at least 4 weeks prior to the desired start date if a student wishes to move forward:
 - a. An unofficial transcript 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. The transcript must also reflect a minimum cumulative GPA of 3.0 on a 4.0 scale. A student who is accepted into the program will be required to submit an official copy of the transcript prior to the end of the first term. If an official transcript is not submitted by the end of the first term, the student will be blocked from 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.

- b. An unofficial transcript indicating completion of a statistics course and a nursing research course with a grade of "C" or better. For students who have not completed these courses as

part of their bachelor's degree in nursing, if admitted to the program, they may be taken in the first term.

- c. A current, professional resume that verifies the student has worked a minimum of 1,000 clinical hours as a registered nurse. For students who choose the adult-gerontology nurse practitioner or family nurse practitioner specializations, the 1,000 clinical hours must be within a time frame and in a patient care setting that the School of Nursing has determined address the clinical skills and experience needed to serve as a basis for an entering nurse practitioner.
- d. Two letters of reference from professional and/or academic contacts indicating academic ability, personal character, and professional competency.
- e. A personal statement of no more than 350 words.

3. Successfully complete an interview with School of Nursing faculty.

Acceptance to the program is at the discretion of the School of Nursing.

Students accepted to the program will earn a Master of Science in Nursing before progressing to the Doctor of Nursing Practice program.

A student applying for admission whose highest nursing degree attained is a master's degree with an upper-level major in nursing must:

1. Complete an informational interview with an Admissions Advisor.
 2. Submit the following documents at least 4 weeks prior to the desired start date if a student wishes to move forward:
 - a. An unofficial transcript indicating receipt of a master'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. The transcript must also reflect a minimum cumulative GPA of 3.0 on a 4.0 scale. A student who is accepted to the program will be required to submit an official copy of the transcript prior to the end of the first term. If an official transcript is not submitted by the end of the first term, the student will be blocked from 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.
 - b. An unofficial transcript indicating completion of a graduate-level statistics course and a research methodologies course with a grade of "B" or better. For students who have not completed these courses as part of their master's degree in nursing, if admitted to the program, they may take MN 503: Advanced Statistics for the Health Sciences and MN 504: Inquiry and Evidence-Based Practice in the first term.
 - c. A current, professional resume that verifies the student has worked a minimum of 1,000 clinical hours as a registered nurse. For students who choose the adult-gerontology nurse practitioner or family nurse practitioner specializations, the 1,000 clinical hours must be within a time frame and in a patient care setting that the School of Nursing has determined address the clinical skills and experience needed to serve as a basis for an entering nurse practitioner.
 - d. Two letters of reference from professional and/or academic contacts indicating academic ability, personal character, and professional competency.
 - e. A personal statement of no more than 350 words.
3. Successfully complete an interview with School of Nursing faculty.

Acceptance to the program is at the discretion of the School of Nursing.

Students who are accepted to the Doctor of Nursing Practice program will be placed in a degree plan relevant to their prior learning and chosen specialization.

In addition, students applying for admission to the adult-gerontology nurse practitioner and family nurse practitioner tracks who have completed nurse practitioner courses must submit transcripts indicating the total number of student clinical hours completed or a letter from the prior institution verifying the total number of hours completed. Students who graduated from a nurse practitioner program, earned certification, and are currently practicing as a nurse practitioner must submit proof of certification prior to their interview with faculty.

Any student who previously withdrew or was dismissed from the Doctor of Nursing Practice program must wait a minimum of 6 months from the official date of withdrawal to reapply for admission. Returning students must contact the Office of Returning Students for more information. Acceptance of returning students is at the discretion of the School of Nursing.

CERTIFICATE PROGRAMS

Effective January 9, 2013: Prior to enrollment, students applying for admission to a certificate program must submit an unofficial transcript indicating receipt of a master'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 Kaplan University with an official copy of the transcript. If an official transcript is not submitted by the end of the first term, the student will be blocked from 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.

Adult-Gerontology Nurse Practitioner Certificate and Family Nurse Practitioner Certificate

Effective November 7, 2012: Students applying for admission must submit a current, professional resume that verifies the applicant has worked a minimum of 1,000 clinical hours as a registered nurse within a time frame and in a patient care setting that the School of Nursing has determined address the clinical skills and experience needed to serve as a basis for an entering nurse practitioner. Acceptance into the program is determined by the School of Nursing's review of the applicant's professional resume.

The effective dates for changes to the School of Nursing's progression requirements are noted below:

Progression Requirements

In addition to the general graduate student progression requirements, the School of Nursing stipulates the following:

1. **Effective May 15, 2013:** No less than 3 months prior to beginning the practicum or clinical course, students will be required to complete and submit a practicum application. Prior to registering for the practicum or clinical course, students must complete and submit all required documents to the School of Nursing. A list of required documents may be obtained from the School of Nursing. Students will not be permitted to register for a practicum or clinical course without having submitted the required documents.

In addition, all students enrolled in the Master of Science in Nursing's adult-gerontology nurse practitioner specialization or family nurse practitioner specialization, the Adult-Gerontology Nurse Practitioner

Certificate, the Family Nurse Practitioner Certificate, or the Doctor of Nursing Practice program must provide proof of professional liability insurance coverage in the amount of at least \$1 million per incident/\$3 million per aggregate.

2. The grade of “C” is the minimum acceptable grade for graduate courses. Students must maintain a minimum cumulative GPA of 3.0. Any student whose cumulative GPA has fallen below 3.0 will be placed on immediate probation. Students who earn a grade lower than “C” in a course are required to immediately retake the course. Graduate students may only take a course twice; failure to achieve the required grade will result in dismissal from Kaplan University with the second attempt.
3. Students enrolled in the Master of Science in Nursing’s nurse educator, nurse informatics, or nurse administrator specializations, the Nurse Administrator Graduate Certificate, the Nurse Educator Graduate Certificate, or the Nurse Informatics Graduate Certificate will complete a practicum course and MN 600: Evidence-Based Project Proposal. Required hours for the practicum course and MN 600 vary across specialties.

Students who are unable to complete the required hours for the practicum course within 20 weeks must contact their Education Advisor to secure an extension. The purpose of the extension is to provide the student additional time to complete the required hours. Extensions are only granted for circumstances that bar a student from completing the required hours within the normal course schedule. If a student is granted an extension, he or she will be enrolled in MN 600A. MN 600A is taken after MN 600 and is for the specific purpose of providing a means for practicum hour completion. Approval of the Dean or the Department Chair is required for enrollment in MN 600A. If an extension is granted, the University will not charge tuition for the extension course; however, the student will be required to pay the normal technology fee.

4. Successful completion of the practicum project is required to receive a passing grade for the capstone course.

The School of Nursing also has specific requirements for the following programs:

MASTER OF SCIENCE IN NURSING

Effective May 15, 2013: Students who are enrolled in the Master of Science in Nursing—DNP Path must adhere to the progression requirements applicable to their current plan of study.

1. Students enrolled in the Master of Science in Nursing program can enroll in no more than three courses per term, unless approved by the Dean of the School of Nursing.
2. **Effective November 7, 2012:** Students enrolled in the Master of Science in Nursing program may not use transfer credit to replace MN 501: Advanced Nursing Roles, unless they are graduates of Kaplan University’s Bachelor of Science in Nursing—RN-to-BSN program. In addition, students may not use transfer credit to replace any courses in the informatics, nurse administrator, or nurse educator specializations unless they have approval from the Dean of the School of Nursing. If none of these exceptions apply, these courses must be completed at the University.

Students enrolled in the adult-gerontology nurse practitioner specialization or family nurse practitioner specialization may apply transfer credit toward the following specialization courses only:

- MN 550: Role of the Nurse Practitioner in Primary Care
- MN 551: Advanced Pathophysiology Across the Life Span
- MN 552: Advanced Health Assessment
- MN 553: Advanced Pharmacology Across the Life Span

Adult-Gerontology Nurse Practitioner and Family Nurse Practitioner Specializations

1. Master of Science in Nursing students enrolled in the adult-gerontology nurse practitioner specialization or the family nurse practitioner specialization must achieve a minimum grade of “S” (satisfactory) for the clinical components of nursing courses. Failure to successfully complete a clinical portion of a course will result in failure of the entire course.
2. Students enrolled in the adult-gerontology nurse practitioner specialization or the family nurse practitioner specialization must complete their clinical practice experience in a setting that has been approved by the Practicum Coordinator. Students are responsible for locating an appropriate site for their clinical practice experience. Students are also responsible for arranging and paying for their own transportation, housing, and availability to attend the clinical practice experience.
3. **Effective May 15, 2013:** Prior to registering for the first clinical course, students enrolled in the adult-gerontology nurse practitioner specialization or the family nurse practitioner specialization must submit the following:
 - a. Documentation of a health assessment/physical examination completed within the 6 months prior to beginning the first clinical course, including applicable immunization records and drug screening results.
 - b. 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 his or her clinical placements.

Some facilities may require additional documentation, as necessary, to comply with specific federal and/or state requirements for nursing student candidates. Failure to submit appropriate documentation to participate in clinical experiences by the required date will result in the student being unable to register for the clinical course.

4. **Effective May 15, 2013:** Students are expected to conduct themselves in a professional manner and maintain a safe environment. If a student is considered to be in violation of either one of these requirements by the faculty member and/or agency, the student may be removed from the clinical setting and may receive a failing grade for the course if the course outcomes are not met. Unprofessional and/or unsafe practices will be reviewed by the administrative staff as needed.

DOCTOR OF NURSING PRACTICE

(Effective May 15, 2013)

1. Students must achieve a minimum grade of “S” (satisfactory) for the clinical or practicum components of nursing courses. Failure to successfully complete a clinical or practicum portion of a course will result in failure of the entire course.
2. Students must complete their clinical or practicum practice experience in a setting that has been approved by the Practicum Coordinator. Students are responsible for locating an appropriate site for their clinical practice experience. Students are also responsible for arranging and paying for their own transportation, housing, and availability to attend the clinical or practicum experience.
3. Prior to registering for the first clinical or practicum course, students must submit the following:
 - a. Documentation of a health assessment/physical examination completed within the 6 months prior to beginning the first clinical or practicum course, including applicable immunization records and drug screening results.
 - b. 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 his or her clinical placements.

Some facilities may require additional documentation, as necessary, to comply with specific federal and/or state requirements for nursing student candidates. Failure to submit appropriate documentation to participate in clinical or practicum experiences by the required date will result in the student being unable to register for the clinical course.

4. Students are expected to conduct themselves in a professional manner and maintain a safe environment. If a student is considered to be in violation of either one of these requirements by the faculty member and/or agency, the student may be removed from the clinical setting and may receive a failing grade for the course if the course outcomes are not met. Unprofessional and/or unsafe practices will be reviewed by the administrative staff as needed.
5. In extenuating circumstances, students enrolled in the Doctor of Nursing Practice program who are unable to complete required coursework during the 10-week term may be eligible for an incomplete. Students would have until the end of the following term to turn in work and satisfy the requirements of an incomplete.
6. Students must successfully complete IRB training prior to receiving approval for the development of their Clinical Leadership project.
7. Students may be eligible to apply transfer credit toward up to three courses in the Doctor of Nursing Practice degree plan. Additional credit may be applied at the discretion of the School of Nursing.

CERTIFICATE PROGRAMS

Students enrolled in a School of Nursing certificate program will have all course-level prerequisites waived.

Adult-Gerontology Nurse Practitioner Certificate and Family Nurse Practitioner Certificate

1. Students enrolled in the Adult-Gerontology Nurse Practitioner Certificate program or the Family Nurse Practitioner Certificate program must achieve a minimum grade of "S" (satisfactory) for the clinical components of nursing courses. Failure to successfully complete a clinical portion of a course will result in failure of the entire course.
2. Students enrolled in the Adult-Gerontology Nurse Practitioner Certificate program or the Family Nurse Practitioner Certificate program must complete their clinical practice experience in a setting that has been approved by the Practicum Coordinator. Students are responsible for locating an appropriate site for their clinical practice experience. Students are also responsible for arranging and paying for their own transportation, housing, and availability to attend the clinical practice experience.
3. **Effective May 15, 2013:** Prior to registering for the first clinical course, students enrolled in the Adult-Gerontology Nurse Practitioner Certificate program or the Family Nurse Practitioner Certificate program must submit the following:
 - a. Documentation of a health assessment/physical examination completed within the 6 months prior to beginning the first clinical course, including applicable immunization records and drug screening results.
 - b. 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 his or her clinical placements.

Some facilities may require additional documentation, as necessary, to comply with specific federal and/or state requirements for nursing student candidates. Failure to submit appropriate documentation to participate in clinical experiences by the required date will result in the student being unable to register for the clinical course.

4. **Effective May 15, 2013:** Students are expected to conduct themselves in a professional manner and maintain a safe environment. If a student is considered to be in violation of either one of these requirements by the faculty member and/or agency, the student may be removed from the clinical setting and may receive a failing grade for the course if the course outcomes are not met. Unprofessional and/or unsafe practices will be reviewed by the administrative staff as needed.

The following changes to the School of Nursing's Criminal Background Check Policy are effective **May 15, 2013**:

Criminal Background Check Policy

All prospective or new students enrolled in a graduate-level program in the School of Nursing must complete a criminal background check through Kaplan University's designated provider. Students will be withdrawn at the end of the first term if they are unable to pass a background check and have not made arrangements to change their program of study to one for which a background check is not required.

Students must submit their information to the designated background check website:

1. By the end of the first term and
2. Prior to registering for the first clinical or practicum course in their degree plan.

Students pay the fee directly to the vendor.

Additional criminal background check information may be required for students based on their state and/or clinical setting requirements. Depending on a student's pace, length of program, and clinical setting requirements, a student may have to complete an additional background check.

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 the University to obtain this information.

Students who pass the background check will not be notified. Prospective, new, or current 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 would prevent a student from being accepted into a clinical setting. In the event that a criminal background check reveals a conviction or other issue, the Office of the Dean of the School of Nursing will notify prospective or current students of one of the following:

1. Denial of admission to the program
2. Dismissal from the program
3. Admitted to or continuation of the program

If additional criminal background check information or authorizations are necessary, the prospective, new, or current student will be notified by the Office of the Dean of the School of Nursing.

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 of the School of Nursing will maintain confidentiality of all information related to criminal background checks.

The following changes to the School of Nursing's Graduation Requirements are effective **May 15, 2013**:

Graduation Requirements

In addition to the general graduation requirements for graduate students, all students enrolled in the Master of Science in Nursing program, a School of Nursing certificate program, or the Doctor of Nursing Practice program must successfully complete the clinical or practicum requirements for their selected specialization.

Students enrolled in the Doctor of Nursing Practice program or adult-gerontology nurse practitioner or family nurse practitioner specializations or certificate programs must 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. In addition, they must comply with all applicable policies and requirements related to the clinical educational experiences.

The effective date for changes to the Certification, State Board, and National Board Exams section is noted below:

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, Kaplan University cannot guarantee students will be eligible to take these exams or become certified. A student's eligibility may depend on his or her work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure.

MASTER OF SCIENCE IN NURSING

(Effective May 15, 2013)

Students who complete the nurse educator specialization may be prepared to sit for the National League for Nursing's Certified Nurse Educator (CNE) examination.

Students who complete the nurse administrator or executive leader specialization may be prepared to sit for the Nurse Executive or the Nurse Executive, Advanced certification examinations (depending on the level of leadership with their organization) provided by the American Nurses Credentialing Center.

Students who complete the informatics specialization may be eligible to sit for the American Nurses Credentialing Center's Informatics Nursing certification examination.

The online Master of Science in Nursing program, which offers nurse educator, nurse administrator, informatics, adult-gerontology nurse practitioner, and family nurse practitioner specializations, is accredited by the Commission on Collegiate Nursing Education (CCNE). Please note that most states require nurses to be nationally certified in order to obtain licensure as a nurse practitioner. Students are responsible for determining whether they will be eligible for state Board of Nursing approval and certification as a nurse practitioner or advanced practice nurse in their state. Students can obtain additional information from their state's Board of Nursing, the American Nurses Credentialing Center (ANCC), and the American Academy of Nurse Practitioners (AANP).

ADULT-GERONTOLOGY NURSE PRACTITIONER CERTIFICATE AND FAMILY NURSE PRACTITIONER CERTIFICATE

The Adult-Gerontology Nurse Practitioner Certificate program and the Family Nurse Practitioner Certificate program, which were initiated in January 2011, are not accredited by the Commission on Collegiate Nursing Education (CCNE). At this time, the CCNE does not accredit certificate programs. Please note that most states require nurses to be nationally certified in order to obtain licensure as a nurse practitioner. Students graduating from unaccredited programs are not eligible to sit for the national certification exams provided by the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP). Students are responsible for determining whether they will be eligible for state Board of Nursing approval and certification as a nurse practitioner in their state.

NURSE ADMINISTRATOR GRADUATE CERTIFICATE

Students who complete the certificate program may be prepared to sit for the Nurse Executive or the Nurse Executive, Advanced certification examinations (depending on the level of leadership with their organization) provided by the American Nurses Credentialing Center.

NURSE EDUCATOR GRADUATE CERTIFICATE

(Effective May 15, 2013)

Students who complete the certificate program may be eligible to sit for the National League for Nursing's Certified Nurse Educator (CNE) examination.

NURSE INFORMATICS GRADUATE CERTIFICATE

Students who complete the certificate program may be eligible to sit for the American Nurses Credentialing Center's Informatics Nursing certification examination.

DOCTOR OF NURSING PRACTICE

(Effective May 15, 2013)

Students who intend to complete the Doctor of Nursing Practice's adult-gerontology nurse practitioner or family nurse practitioner track must verify the specific requirements for licensing as an advanced practice registered nurse with their state Board of Nursing.

Students who complete the executive leader track may be prepared to sit for the Nurse Executive or the Nurse Executive, Advanced certification examinations (depending on the level of leadership with their organization) provided by the American Nurses Credentialing Center, or may be eligible for the American Organization of Nurse Executives' Certified in Executive Nursing Practice certification.

The following program is effective May 15, 2013:

XXXVI. Doctor of Nursing Practice

The Doctor of Nursing Practice is designed to prepare nursing leaders to practice at the highest level of professional nursing practice.

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 Kaplan 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, eligible for job advancement opportunities, or employed at all.

The Doctor of Nursing Practice program consists of a minimum of 50, 69, 99, 105, or 115 quarter credit hours, depending on the student's choice of specialization and prior degree earned. Upon successful completion of the program, graduates will be awarded a doctorate degree.

At this time, the Doctor of Nursing Practice is available only in the following states: Alabama, Alaska, California, Colorado, Connecticut, Delaware, District of Columbia, Idaho, Indiana, Iowa, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Vermont, and Virginia.

SPECIALIZATIONS

Students will choose from three specializations: executive leader, adult-gerontology nurse practitioner, or family nurse practitioner.

The nurse executive uses current scientific findings, evidence-based guidelines, and advanced levels of analysis and decision making to design, deliver, and assess health care that improves the health outcomes of individuals, families, and populations. This includes the management of complex systems, negotiation of one's role within the health care system, administration of nursing and health care organizations, and the development, implementation, and evaluation of health policy and programs. Graduates prepare to function in systems-focused roles (e.g. administrative, public health, and policy roles).

The adult-gerontology nurse practitioner focuses on advanced clinical practice that influences health care outcomes for individuals (focusing on adults and the elderly), families, and populations. This includes the direct care of individual patients, management of care for individuals and populations, administration of nursing and health care organizations, and the development, implementation, and evaluation of health policy and programs. Graduates prepare to function in direct care roles, indirect care or systems-focused roles (e.g. administrative, public health, and policy roles), or a blend of these roles.

The family nurse practitioner focuses on advanced clinical practice that influences health care outcomes for individuals and families at all stages of the life cycle, and addresses care for individuals, families, and populations. This includes providing direct care for individual patients, management of care for individuals, families and populations, administration of nursing and health care organizations, and the development, implementation, and evaluation of health policy and programs. Graduates prepare to function in direct care roles, indirect care or systems-focused roles (e.g. administrative, public health, and policy roles), or a blend of these roles.

Please note that most states require nurses to be nationally certified in order to obtain licensure as a nurse practitioner. Students are responsible for determining whether they will be eligible for state Board of Nursing approval and certification as a nurse practitioner or advanced practice nurse in their state. Students can obtain additional information from their state's Board of Nursing, the American Nurses Credentialing Center (ANCC), and the American Academy of Nurse Practitioners (AANP).

PRACTICUM AND CLINICAL PRACTICE EXPERIENCES

Students who choose the executive leader specialization will complete practicum experiences designed to provide the opportunity for application of theoretical knowledge while working with a mentor. The practicum experiences occurs in a facility selected by the student, in consultation with the Practicum Coordinator. Students are responsible for locating an appropriate site for their practicum experiences. Students will be graded for both the didactic and practicum components of the courses. Failure of either the didactic or practicum components will result in failure of the course.

Students who choose the adult-gerontology nurse practitioner or family nurse practitioner specializations will complete a series of clinical practice sessions designed to provide the opportunity for application of theoretical knowledge while working with a designated, qualified preceptor. The clinical practice experience occurs in a facility or clinical site selected by the student, in consultation with the faculty and the Practicum Coordinator. Students are responsible for locating an appropriate site for their clinical practice experience. Students will be graded for the clinical, didactic, and practicum components of a course. Failure of the clinical, didactic, or practicum component will result in failure of a course.

Prior to beginning the practicum or clinical practice experience, students will be required to complete a criminal background check, as required by applicable federal and/or state regulatory agencies. Please refer to the Criminal Background Check Policy listed in the School of Nursing—Graduate section of this Catalog.

In addition, prior to beginning the first clinical practice experience, students will be required to provide documentation of compliance with all federal, state, and/or local regulatory requirements related to the activities that are required elements of the specialization. These will include, but are not limited to, immunization status, drug screening, physical history, and examination records, and evidence of an unencumbered registered nurse license.

DEGREE PLANS

Students who successfully completed the Master of Science in Nursing—DNP Path will then complete the standard Doctor of Nursing Practice degree plan. Students who previously completed a Master of Science in Nursing at another accredited institution are also eligible for this program. The standard degree plan consists of a minimum of 50 or 69 quarter credit hours, depending on the student's choice of specialization.

Students who successfully completed a Master of Science in Nursing, but with a specialization that differs from their chosen doctoral-level specialization, are eligible for the Post-Master of Science in Nursing degree plan. Students will complete requirements based on their specialization before completing the major requirements of the Doctor of Nursing Practice. The Post-Master of Science in Nursing consists of a minimum of 99, 105, or 115 quarter credit hours, depending on the student's choice of specialization.

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Program Outcomes

1. Scientific Foundation: Analyze data and evidence to improve advanced nursing practice.
2. Leadership: Provide leadership to foster interprofessional collaboration.
3. Quality: Evaluate how organizational, structural, financial, marketing, and policy decisions impact cost, quality, and accessibility of health care.
4. Policy and Ethics: Evaluate ethical, legal, and social factors in policy development.

Adult-Gerontology Nurse Practitioner Outcomes

1. Independent Practice: Practice independently by assessing, diagnosing, treating, and managing the health care of adult and elderly patients.
2. Practice Inquiry: Evaluate health outcomes of the individual, families, populations, clinical units, systems, and community levels with clinical investigative skills.
3. Technology and Information Literacy: Translate technical and scientific health information appropriate for user need.
4. Policy and Ethics: Analyze complex ethical, legal, and social factors in practice settings and policy development.
5. Health Delivery System: Manage risks to individuals, families, populations, and health care systems.

Executive Leader Outcomes

1. Independent Practice: Practice independently within parameters established by national accrediting bodies and state boards of nursing.
2. Scientific Foundation: Translate research and other forms of knowledge to improve practice.
3. Practice Inquiry: Implement leadership strategies in the application of new knowledge into practice.
4. Technology and Information Literacy: Utilize technology in gathering information to aid in the decision-making process.
5. Policy and Ethics: Analyze complex ethical, legal, and social factors in practice settings and policy development.
6. Health Delivery System: Apply skills of negotiating, consensus-building, and partnering with interdisciplinary teams in health care systems.

Family Nurse Practitioner Outcomes

1. Independent Practice: Practice independently by assessing, diagnosing, treating, and managing the health care of patients throughout the lifespan.
2. Practice Inquiry: Evaluate health outcomes of the individual, families, populations, clinical units, systems, and community levels with clinical investigative skills.
3. Technology and Information Literacy: Translate technical and scientific health information appropriate for user need.
4. Policy and Ethics: Analyze complex ethical, legal, and social factors in practice settings and policy development.
5. Health Delivery System: Manage risks to individuals, families, populations, and health care systems.

Curriculum

Courses	Credits
ADULT-GERONTOLOGY NURSE PRACTITIONER AND FAMILY NURSE PRACTITIONER TRACK	
PROGRAM REQUIREMENTS	
DN 705: Inquiry and Evidence-based Practice II	5
DN 710: Clinical Decision Making for Advance Practice	5
DN 715: Clinical Education in the Care Environment	5
DN 720: DNP Clinical Scholarship	7
DN 730: DNP Clinical Scholarship Development	8
DN 810: DNP Clinical Scholarship Implementation	8
DN 820: DNP Clinical Leadership Capstone Project—Evaluation and Dissemination	7
MN 570: Applied Epidemiology	5

TOTAL PROGRAM REQUIREMENTS	50
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EXECUTIVE LEADER TRACK

PROGRAM REQUIREMENTS

DN 705: Inquiry and Evidence-based Practice II	5
DN 725: Synthesis Project Development	8
DN 735: Synthesis Project Implementation	8
DN 745: Synthesis Project Evaluation and Dissemination	8
DN 815: DNP Residency I—Systems-Focused Role	8
DN 825: DNP Residency II—Systems-Focused Role	8
MN 620: Ethical Leadership in Health Care	5
MN 625: Transforming the Health Care Organization	5
MN 630: Advanced Nursing Leadership Concepts	5
MN 640: Executive Leadership and Management Practicum I	9

TOTAL PROGRAM REQUIREMENTS	69
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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.

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Doctor of Nursing Practice— Post-Master of Science in Nursing

Curriculum

Courses	Credits
ADULT-GERONTOLOGY NURSE PRACTITIONER TRACK	
PROGRAM REQUIREMENTS	
MAJOR REQUIREMENTS	
DN 705: Inquiry and Evidence-Based Practice II	5
DN 710: Clinical Decision Making for Advance Practice	5
DN 715: Clinical Education in the Care Environment	5
DN 720: DNP Clinical Scholarship	7
DN 730: DNP Clinical Scholarship Development	8
DN 810: DNP Clinical Scholarship Implementation	8
DN 820: DNP Clinical Leadership Capstone Project— Evaluation and Dissemination	7
TOTAL MAJOR REQUIREMENTS	45
SPECIALIZATION REQUIREMENTS	
MN 550: Role of the Nurse Practitioner in Primary Care	5
MN 551: Advanced Pathophysiology Across the Life Span	5
MN 552: Advanced Health Assessment	5
MN 553: Advanced Pharmacology Across the Life Span	5
MN 554: Primary Care Across the Adult Age Continuum I	5
MN 555: Primary Care Across the Adult Age Continuum II	5
MN 556: Primary Care Across the Adult Age Continuum III	5
MN 560: Advanced Practice Nurse Clinical I	5
MN 561: Advanced Practice Nurse Clinical II	5
MN 570: Applied Epidemiology	5
MN 599: Advanced Practice Nurse Clinical III	5
MN 600: Evidence-Based Project Proposal	5
TOTAL SPECIALIZATION REQUIREMENTS	60
TOTAL PROGRAM REQUIREMENTS	105

FAMILY NURSE PRACTITIONER TRACK

PROGRAM REQUIREMENTS

MAJOR REQUIREMENTS

DN 705: Inquiry and Evidence-Based Practice II	5
DN 710: Clinical Decision Making for Advance Practice	5
DN 715: Clinical Education in the Care Environment	5
DN 720: DNP Clinical Scholarship	7
DN 730: DNP Clinical Scholarship Development	8
DN 810: DNP Clinical Scholarship Implementation	8
DN 820: DNP Clinical Leadership Capstone Project— Evaluation and Dissemination	7
TOTAL MAJOR REQUIREMENTS	45

SPECIALIZATION REQUIREMENTS

MN 550: Role of the Nurse Practitioner in Primary Care	5
MN 551: Advanced Pathophysiology Across the Life Span	5
MN 552: Advanced Health Assessment	5
MN 553: Advanced Pharmacology Across the Life Span	5
MN 554: Primary Care Across the Adult Age Continuum I	5
MN 555: Primary Care Across the Adult Age Continuum II	5
MN 556: Primary Care Across the Adult Age Continuum III	5
MN 557: Primary Care of the Pediatric Client	5
MN 560: Advanced Practice Nurse Clinical I	5
MN 561: Advanced Practice Nurse Clinical II	5
MN 562: Advanced Practice Nurse Clinical—Pediatrics	5
MN 570: Applied Epidemiology	5
MN 599: Advanced Practice Nurse Clinical III	5
MN 600: Evidence-Based Project Proposal	5
TOTAL SPECIALIZATION REQUIREMENTS	70

TOTAL PROGRAM REQUIREMENTS 115

EXECUTIVE LEADER TRACK

PROGRAM REQUIREMENTS

MAJOR REQUIREMENTS

DN 705: Inquiry and Evidence-Based Practice II	5
DN 725: Synthesis Project Development	8
DN 735: Synthesis Project Implementation	8
DN 745: Synthesis Project Evaluation and Dissemination	8
DN 815: DNP Residency I—Systems-Focused Role	8
DN 825: DNP Residency II—Systems-Focused Role	8
MN 620: Ethical Leadership in Health Care	5
MN 625: Transforming the Health Care Organization	5
MN 630: Advanced Nursing Leadership Concepts	5
MN 640: Executive Leadership and Management Practicum I	9
TOTAL MAJOR REQUIREMENTS	69

SPECIALIZATION REQUIREMENTS

MN 512: Leadership, Organizational Theory, and Behavior	5
MN 513: Health Care Finance, Strategic Planning, and Budgeting	5
MN 514: Human Resources Management	5
MN 515: Innovation in Health Care Information Technology— Administrative and Advanced Practice Priorities	5
MN 520: Nurse Administrator Practicum	5
MN 600: Evidence-Based Project Proposal	5
TOTAL ELECTIVE REQUIREMENTS	30

TOTAL PROGRAM REQUIREMENTS 99

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.

The following program changes are effective February 27, 2013; changes to the program description are effective May 15, 2013:

XXXV. 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 degree program is to provide 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 an evidence-based 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, and biostatistics. All students will complete a culminating experience that is designed to serve as evidence of successful integration of the curriculum's diverse content areas via the submission of an evidence-based project proposal.

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 Kaplan 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, eligible for job advancement opportunities, or employed 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 65, 80, 90, or 100 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.

SPECIALIZATIONS

Students will choose from five specializations designed to provide further knowledge in their chosen specialty and their specific advanced role: nurse educator, nurse administrator, informatics, family nurse practitioner, or adult-gerontology nurse practitioner.

The nurse educator specialization is designed to prepare nurses to teach in schools of nursing and continuing education, staff development, clinical education, and patient and community education programs. The graduate may be prepared to sit for the National League for Nursing's Certified Nurse Educator (CNE) examination.

The nurse administrator specialization is designed to prepare nurses to pursue 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 Nurse Executive or the Nurse Executive, Advanced certification examinations (depending on the level of leadership with their organization) provided by the American Nurses Credentialing Center.

The informatics specialization is designed to prepare nurses to meet the clinical, educational, research, and administrative challenges associated with working in a technology-rich environment. This specialization focuses on content and the representation of data and information, and incorporates computer, information literacy, and management competencies. The graduate may be prepared to use

technology and information systems to advance evidence-based research and to pursue informatics leadership roles in health care, industry, and education settings. In addition, the graduate may be eligible to sit for the American Nurses Credentialing Center's Informatics Nursing certification examination.

While the courses in the program may provide the knowledge necessary to sit for these exams, Kaplan University cannot guarantee a student's eligibility either to take these exams or become certified. A student's eligibility may depend on his or her work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure. Please refer to the Certification, State Board, and National Board Exams section of this Catalog for further guidance.

The family and adult-gerontology nurse practitioner specializations are designed to educate health care professionals on the topics of how to best provide primary care as a member of an interdisciplinary team and improve the availability of evidence-based, culturally relevant health care in diverse communities. The curriculum helps students develop the skills to evaluate the health and wellness of individuals, families, and their communities. The nurse practitioner is expected to possess skills in diagnosing, treating, and managing acute and chronic health conditions, to deliver primary and preventive care, and to participate in the development of appropriate policy and evidence-based practice.

At this time, the Master of Science in Nursing program's adult-gerontology nurse practitioner and family nurse practitioner specializations are available only in the following states: Alabama, Alaska, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Iowa, Maine, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Vermont, Virginia, and Wisconsin.

The online Master of Science in Nursing program, which offers nurse educator, nurse administrator, informatics, adult-gerontology nurse practitioner, and family nurse practitioner specializations, is accredited by the Commission on Collegiate Nursing Education (CCNE). Please note that most states require nurses to be nationally certified in order to obtain licensure as a nurse practitioner. Students are responsible for determining whether they will be eligible for state Board of Nursing approval and certification as a nurse practitioner or advanced practice nurse in their state. Students can obtain additional information from their state's Board of Nursing, the American Nurses Credentialing Center (ANCC), and the American Academy of Nurse Practitioners (AANP).

PRACTICUM AND CLINICAL PRACTICE EXPERIENCES

Students who choose the nurse administrator, nurse educator, or informatics specialization will complete a practicum experience designed to provide the opportunity for application of theoretical knowledge while working with a mentor. The practicum experience occurs in a facility selected by the student, in consultation with the Practicum Coordinator. Students are responsible for locating an appropriate site for their practicum experience. Students will be graded for both the didactic and practicum components of this course. Failure of either the didactic or practicum components will result in failure of the course.

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Students who choose the adult-gerontology nurse practitioner or family nurse practitioner specializations will complete a series of clinical practice sessions designed to provide the opportunity for application of theoretical knowledge while working with a designated, qualified preceptor. The clinical practice experience occurs in a facility or clinical site selected by the student, in consultation with the faculty and the Practicum Coordinator. Students are responsible for locating an appropriate site for their clinical practice experience. Students will be graded for the clinical, didactic, and practicum components of a course. Failure of the clinical, didactic, or practicum component will result in failure of a course.

Prior to beginning the practicum or clinical practice experience, students will be required to complete a criminal background check, as required by applicable federal and/or state regulatory agencies. Please refer to the Criminal Background Check Policy listed in the School of Nursing—Graduate section of this Catalog.

In addition, prior to beginning the first clinical practice experience, students enrolled in the adult-gerontology nurse practitioner or family nurse practitioner specializations will be required to provide documentation of compliance with all federal, state, and/or local regulatory requirements related to the activities that are required elements of the specialization. These will include, but are not limited to, immunization status, drug screening, physical history, and examination records, and evidence of an unencumbered registered nurse license.

Curriculum

Courses	Credits
PROGRAM REQUIREMENTS	
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
TOTAL CORE REQUIREMENTS	35
ELECTIVE REQUIREMENTS	
Specialization Courses	30, 45, 55, or 65*
TOTAL ELECTIVE REQUIREMENTS	30, 45, 55, OR 65
TOTAL PROGRAM REQUIREMENTS	65, 80, 90, OR 100
SPECIALIZATIONS	
Adult-Gerontology Nurse Practitioner	
MN 550: Role of the Nurse Practitioner in Primary Care	5
MN 551: Advanced Pathophysiology Across the Life Span	5
MN 552: Advanced Health Assessment	5
MN 553: Advanced Pharmacology Across the Life Span	5
MN 554: Primary Care Across the Adult Age Continuum I	5
MN 555: Primary Care Across the Adult Age Continuum II	5
MN 556: Primary Care Across the Adult Age Continuum III	5
MN 560: Advanced Practice Nurse Clinical I	5
MN 561: Advanced Practice Nurse Clinical II	5
MN 599: Advanced Practice Nurse Clinical III	5
MN 600: Evidence-Based Project Proposal	5
Family Nurse Practitioner	
MN 550: Role of the Nurse Practitioner in Primary Care	5
MN 551: Advanced Pathophysiology Across the Life Span	5
MN 552: Advanced Health Assessment	5
MN 553: Advanced Pharmacology Across the Life Span	5
MN 554: Primary Care Across the Adult Age Continuum I	5
MN 555: Primary Care Across the Adult Age Continuum II	5
MN 556: Primary Care Across the Adult Age Continuum III	5
MN 557: Primary Care of the Pediatric Client	5
MN 560: Advanced Practice Nurse Clinical I	5
MN 561: Advanced Practice Nurse Clinical II	5
MN 562: Advanced Practice Nurse Clinical—Pediatrics	5
MN 599: Advanced Practice Nurse Clinical III	5
MN 600: Evidence-Based Project Proposal	5

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Informatics

MN 530:	Critical Concepts and Competencies for the Informatics Nurse Specialist	5
MN 531:	Innovations in Educational and Research Technologies	5
MN 532:	Integration of Informatics into the Health Care Environment	5
MN 533:	Health Systems Project Management	5
MN 534:	Nurse Informatics Specialist Practicum	5
MN 600:	Evidence-Based Project Proposal	5

Nurse Administrator

MN 512:	Leadership, Organizational Theory, and Behavior	5
MN 513:	Health Care Finance, Strategic Planning, and Budgeting	5
MN 514:	Human Resources Management	5
MN 515:	Innovation in Health Care Information Technology—Administrative and Advanced Practice Priorities	5
MN 520:	Nurse Administrator Practicum	5
MN 600:	Evidence-Based Project Proposal	5

Nurse Educator

MN 508:	Teaching and Learning Strategies	5
MN 509:	Curriculum Design	5
MN 510:	Implementing Technology—Enhanced Learning in Nursing Education	5
MN 511:	Assessment and Evaluation	5
MN 519:	Nurse Educator Practicum	5
MN 551:	Advanced Pathophysiology Across the Life Span	5
MN 552:	Advanced Health Assessment	5
MN 553:	Advanced Pharmacology Across the Life Span	5
MN 600:	Evidence-Based Project Proposal	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.

*Students who choose to complete the family nurse practitioner specialization will complete 65 quarter credit hours of specialization courses for a program total of 100 quarter credit hours. Students who choose to complete the adult-gerontology nurse practitioner specialization will complete 55 quarter credit hours of specialization courses for a program total of 90 quarter credit hours. Students who choose to complete the nurse educator specialization will complete 45 quarter credit hours of specialization courses for a program total of 80 quarter credit hours. Students who complete the informatics or nurse administrator specializations will complete 30 quarter credit hours of specialization courses for a program total of 65 quarter credit hours.

The following program is effective May 15, 2013:

XXXVI. Master of Science in Nursing—DNP Path

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 degree program is to provide 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 an evidence-based 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, and biostatistics. All students will complete a culminating experience that is designed to serve as evidence of successful integration of the curriculum's diverse content areas via the submission of an evidence-based project proposal.

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 Kaplan 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, eligible for job advancement opportunities, or employed 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—DNP Path program consists of a minimum of 65, 90, or 100 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.

SPECIALIZATIONS

Students will choose from three specializations designed to provide further knowledge in their chosen specialty and their specific advanced role: executive leader, family nurse practitioner, or adult-gerontology nurse practitioner.

The executive leader specialization is designed to prepare nurses to pursue 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 Nurse Executive or the Nurse Executive, Advanced certification examinations (depending on the level of leadership with their organization) provided by the American Nurses Credentialing Center.

The family and adult-gerontology nurse practitioner specializations are designed to educate health care professionals on the topics of how to best provide primary care as a member of an interdisciplinary team and improve the availability of evidence-based, culturally relevant health care in diverse communities. The curriculum helps students develop the skills to evaluate the health and wellness of individuals, families, and their communities. The nurse practitioner is expected to possess skills in diagnosing, treating, and managing acute and chronic health conditions, to deliver primary and preventive care, and to participate in the development of appropriate policy and evidence-based practice.

At this time, the Master of Science in Nursing program's adult-gerontology nurse practitioner and family nurse practitioner specializations are available only in the following states: Alabama, Alaska, California, Colorado, Connecticut, Delaware, District of Columbia,

Idaho, Indiana, Iowa, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Vermont, and Virginia.

The online Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE). Please note that most states require nurses to be nationally certified in order to obtain licensure as a nurse practitioner. Students are responsible for determining whether they will be eligible for state Board of Nursing approval and certification as a nurse practitioner or advanced practice nurse in their state. Students can obtain additional information from their state's Board of Nursing, the American Nurses Credentialing Center (ANCC), and the American Academy of Nurse Practitioners (AANP).

While the courses in the program may provide the knowledge necessary to sit for these exams, Kaplan University cannot guarantee a student's eligibility either to take these exams or become certified. A student's eligibility may depend on his or her work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure. Please refer to the Certification, State Board, and National Board Exams section of this Catalog for further guidance.

PRACTICUM AND CLINICAL PRACTICE EXPERIENCES

Students who choose the executive leader specialization will complete a practicum experience designed to provide the opportunity for application of theoretical knowledge while working with a mentor. The practicum experience occurs in a facility selected by the student, in consultation with the Practicum Coordinator. Students are responsible for locating an appropriate site for their practicum experience. Students will be graded for both the didactic and practicum components of this course. Failure of either the didactic or practicum components will result in failure of the course.

Students who choose the adult-gerontology nurse practitioner or family nurse practitioner specializations will complete a series of clinical practice sessions designed to provide the opportunity for application of theoretical knowledge while working with a designated, qualified preceptor. The clinical practice experience occurs in a facility or clinical site selected by the student, in consultation with the faculty and the Practicum Coordinator. Students are responsible for locating an appropriate site for their clinical practice experience. Students will be graded for the clinical, didactic, and practicum components of a course. Failure of the clinical, didactic, or practicum component will result in failure of a course.

Prior to beginning the practicum or clinical practice experience, students will be required to complete a criminal background check, as required by applicable federal and/or state regulatory agencies. Please refer to the Criminal Background Check Policy listed in the School of Nursing—Graduate section of this Catalog.

In addition, prior to beginning the first clinical practice experience, students enrolled in the adult-gerontology nurse practitioner or family nurse practitioner specializations will be required to provide documentation of compliance with all federal, state, and/or local regulatory requirements related to the activities that are required elements of the specialization. These will include, but are not limited to, immunization status, drug screening, physical history, and examination records, and evidence of an unencumbered registered nurse license.

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DOCTOR OF NURSING PRACTICE

Enrollment in this degree plan is limited to students who apply to the Doctor of Nursing Practice program and possess a bachelor's degree with an upper-level major in nursing as their highest nursing degree. Successful completion of the Master of Science in Nursing—DNP Path is required to move on to the Doctor of Nursing Practice.

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 the profession.
7. Informatics and Technology: Employ informatics and technology in various aspects of the advanced nursing leadership role.

Adult-Gerontology Nurse Practitioner Outcomes

1. Demonstrate, through synthesis of theoretical and scientific knowledge, the safe, effective practice of primary care through management of both health and illness states.
2. Collaborate with the individual and community as well as other health care professionals for the purpose of ensuring high-quality, holistic primary care services.
3. Demonstrate the role of a nurse practitioner as a health educator and coach to individuals, families, and communities using a wide range of skills.
4. Demonstrate commitment to the implementation, preservation, and evolution of the adult-gerontology nurse practitioner role.
5. Incorporate critical thinking, collaboration, and interdisciplinary relationships into client care to achieve optimal outcomes.
6. Serve as an advocate for the client as he or she interfaces with the health care system.
7. Demonstrate a commitment to ensuring quality of care through consultation, collaboration, continuing education, certification, and self-reflection.
8. Provide culturally sensitive care in a holistic manner that is responsive to the client's cultural and spiritual beliefs.

Executive Leader Outcomes

1. Fiscal Responsibility and Human Resource Management: Encompass concepts of fiscal and human resources in designing quality care measures.
2. Collaborative Practice: Develop collaborative relationships and partnerships that are interdisciplinary and aggregate-focused to improve the health care of populations.
3. Creating and Managing Nursing Care Systems: Provide leadership in conceptualization, design, implementation, and evaluation of health care delivery systems across the health care continuum.

Family Nurse Practitioner Outcomes

1. Demonstrate, through synthesis of theoretical and scientific knowledge, the safe, effective practice of primary care through management of both health and illness states.
2. Collaborate with the individual, family, and community as well as other health care professionals for the purpose of ensuring high-quality, holistic primary care services.
3. Demonstrate the role of the nurse practitioner as a health educator and coach to individuals, families, and communities using a wide range of skills.
4. Demonstrate commitment to the implementation, preservation, and evolution of the family nurse practitioner role.
5. Incorporate critical thinking, collaboration, and interdisciplinary relationships into client care to achieve optimal outcomes.
6. Serve as an advocate for the client as he or she interfaces with the health care system.

7. Demonstrate a commitment to ensuring quality of care through consultation, collaboration, continuing education, certification, and self-reflection.
8. Provide culturally sensitive care in a holistic manner that is responsive to the client's cultural and spiritual beliefs.

Curriculum

Courses	Credits
PROGRAM REQUIREMENTS	
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
TOTAL CORE REQUIREMENTS	35
ELECTIVE REQUIREMENTS	
Specialization Courses	30, 55, or 65*
TOTAL ELECTIVE REQUIREMENTS	30, 55, OR 65

TOTAL PROGRAM REQUIREMENTS 65, 90, OR 100

SPECIALIZATIONS

Adult-Gerontology Nurse Practitioner

MN 550: Role of the Nurse Practitioner in Primary Care	5
MN 551: Advanced Pathophysiology Across the Life Span	5
MN 552: Advanced Health Assessment	5
MN 553: Advanced Pharmacology Across the Life Span	5
MN 554: Primary Care Across the Adult Age Continuum I	5
MN 555: Primary Care Across the Adult Age Continuum II	5
MN 556: Primary Care Across the Adult Age Continuum III	5
MN 560: Advanced Practice Nurse Clinical I	5
MN 561: Advanced Practice Nurse Clinical II	5
MN 599: Advanced Practice Nurse Clinical III	5
MN 600: Evidence-Based Project Proposal	5

Executive Leader

MN 512: Leadership, Organizational Theory, and Behavior	5
MN 513: Health Care Finance, Strategic Planning, and Budgeting	5
MN 514: Human Resources Management	5
MN 515: Innovation in Health Care Information Technology—Administrative and Advanced Practice Priorities	5
MN 520: Nurse Administrator Practicum	5
MN 600: Evidence-Based Project Proposal	5

Family Nurse Practitioner

MN 550: Role of the Nurse Practitioner in Primary Care	5
MN 551: Advanced Pathophysiology Across the Life Span	5
MN 552: Advanced Health Assessment	5
MN 553: Advanced Pharmacology Across the Life Span	5
MN 554: Primary Care Across the Adult Age Continuum I	5
MN 555: Primary Care Across the Adult Age Continuum II	5
MN 556: Primary Care Across the Adult Age Continuum III	5
MN 557: Primary Care of the Pediatric Client	5
MN 560: Advanced Practice Nurse Clinical I	5
MN 561: Advanced Practice Nurse Clinical II	5
MN 562: Advanced Practice Nurse Clinical—Pediatrics	5
MN 599: Advanced Practice Nurse Clinical III	5
MN 600: Evidence-Based Project Proposal	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.

*Students who choose to complete the family nurse practitioner specialization will complete 65 quarter credit hours of specialization courses for a program total of 100 quarter credit hours. Students who choose to complete the adult-gerontology nurse practitioner specialization will complete 55 quarter credit hours of specialization courses for a program total of 90 quarter credit hours. Students who complete the executive leader specialization will complete 30 quarter credit hours of specialization courses for a program total of 65 quarter credit hours.

The following changes to the program description are effective May 15, 2013:

Adult-Gerontology Nurse Practitioner Certificate

At this time, the Adult-Gerontology Nurse Practitioner Certificate program is available only in the following states: Alabama, Alaska, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Iowa, Maine, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Vermont, Virginia, and Wisconsin.

The Adult-Gerontology Nurse Practitioner Certificate program is designed for nurses who are interested in expanding their knowledge as it relates to the role of the adult-gerontology nurse practitioner. This certificate program is designed to educate health care professionals on the topics of how to promote and provide primary care as a member of an interdisciplinary team and how to improve the availability of evidence-based, culturally relevant health care in diverse communities. The curriculum helps students develop the skills to evaluate the health and wellness of individuals, families, and their communities. The nurse practitioner is expected to possess skills in diagnosing, treating, and managing acute and chronic health conditions, to deliver preventive care, and to participate in the development of appropriate policy and evidence-based practice.

All students will complete a culminating experience that is designed to serve as evidence of successful integration of the curriculum's diverse content areas via the submission of an evidence-based project proposal.

The Adult-Gerontology Nurse Practitioner Certificate program, which was initiated in January 2011, is not accredited by the Commission on Collegiate Nursing Education (CCNE). At this time, the CCNE does not accredit certificate programs. Please note that most states require nurses to be nationally certified in order to obtain licensure as a nurse practitioner. Students graduating from unaccredited programs are not eligible to sit for the national certification exams provided by the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP). Students are responsible for determining whether they will be eligible for state Board of Nursing approval and certification as a nurse practitioner in their state.

Due to the number of different certification organizations and the individual state requirements related to nurse practitioner responsibilities, completion of the Adult-Gerontology Nurse Practitioner Certificate program does not imply or guarantee certification or licensure. Students are responsible for the investigation of the qualifications and requirements for certification and/or licensure in their specific location.

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 Kaplan 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, eligible for job advancement opportunities, or employed at all.

The Adult-Gerontology Nurse Practitioner Certificate program consists of a minimum of 55 quarter credit hours. Upon successful completion of this program, graduates will be awarded a certificate.

CLINICAL PRACTICE EXPERIENCE

Students will complete a series of clinical practice sessions designed to provide the opportunity for application of theoretical knowledge while working with a designated, qualified preceptor. The clinical practice sessions occur in a facility or clinical site selected by the student, in consultation with the faculty and the Practicum Coordinator. Students are responsible for locating an appropriate site for their clinical practice experience.

Prior to beginning the first clinical practice experience, students will be required to complete a criminal background check, as required by applicable federal and/or state regulatory agencies. Please refer to the Criminal Background Check Policy listed in the School of Nursing—Graduate section of the Catalog. In addition, students will be required to provide documentation of compliance with all federal, state, and/or local regulatory requirements related to the activities that are required elements of the Adult-Gerontology Nurse Practitioner Certificate program. These will include, but are not limited to, immunization status, drug screening, physical history, and examination records, and evidence of an unencumbered registered nurse license.

The following changes to the program description are effective May 15, 2013:

Family Nurse Practitioner Certificate

At this time, the Family Nurse Practitioner Certificate program is available only in the following states: Alabama, Alaska, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Iowa, Maine, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Vermont, Virginia, and Wisconsin.

The Family Nurse Practitioner Certificate program is designed for nurses who are interested in expanding their knowledge as it relates to the role of the family nurse practitioner. This certificate program is designed to educate health care professionals on the topics of how to best deliver care as a member of an interdisciplinary team and how to improve the availability of evidence-based, culturally relevant health care in diverse communities. The curriculum helps students develop the skills to evaluate the health and wellness of individuals, families, and their communities. The nurse practitioner is expected to possess skills in diagnosing, treating, and managing acute and chronic health conditions, to deliver preventive care, and to participate in the development of appropriate policy and evidence-based practice.

All students will complete a culminating experience that is designed to serve as evidence of successful integration of the curriculum's diverse content areas via the submission of an evidence-based project proposal.

The Family Nurse Practitioner Certificate program, which was initiated in January 2011, is not accredited by the Commission on Collegiate Nursing Education (CCNE). At this time, the CCNE does not accredit certificate programs. Please note that most states require nurses to be nationally certified in order to obtain licensure as a nurse practitioner. Students graduating from unaccredited programs are not eligible to sit for the national certification exams provided by the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP). Students are responsible for determining whether they will be eligible for state Board of Nursing approval and certification as a nurse practitioner in their state.

Due to the number of different certification organizations and the individual state requirements related to nurse practitioner responsibilities, completion of the Family Nurse Practitioner Certificate program does not imply or guarantee certification or licensure. Students are responsible for the investigation of the qualifications and requirements for certification and/or licensure in their specific location.

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 Kaplan 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, eligible for job advancement opportunities, or employed at all.

The Family Nurse Practitioner Certificate program consists of a minimum of 65 quarter credit hours. Upon successful completion of this program, graduates will be awarded a certificate.

CLINICAL PRACTICE EXPERIENCE

Students will complete a clinical practice experience designed to provide the opportunity for application of theoretical knowledge while working with a designated, qualified preceptor. The clinical practice experience occurs in a facility or clinical site selected by the student, in consultation with the faculty and the Practicum Coordinator. Students are responsible for locating an appropriate site for their clinical practice experience.

Prior to beginning the clinical practice experience, students will be required to complete a criminal background check, as required by applicable federal and/or state regulatory agencies. Please refer to the Criminal Background Check Policy listed in the School of Nursing—Graduate section of this Catalog. In addition, students will be required to provide documentation of compliance with all federal, state, and/or local regulatory requirements related to the activities that are required elements of the Family Nurse Practitioner Certificate program. These will include, but are not limited to, immunization status, drug screening, physical history, and examination records, and evidence of an unencumbered registered nurse license.

The following program changes are effective February 27, 2013:

XXXII. Nurse Administrator Graduate Certificate

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
MN 512: Leadership, Organizational Theory, and Behavior	5
MN 513: Health Care Finance, Strategic Planning, and Budgeting	5
MN 514: Human Resource Management	5
MN 515: Innovation in Health Care Information Technology— Administrative and Advanced Practice Priorities	5
MN 520: Nurse Administrator Practicum	5
MN 600: Evidence-Based Project Proposal	5
TOTAL PROGRAM REQUIREMENTS	30

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.

The following program changes are effective February 27, 2013:

XXXII. Nurse Educator Graduate Certificate

The Nurse Educator Graduate Certificate program is designed for nurses who are interested in expanding their knowledge of nursing education. This certificate program offers nurses with a master's degree in nursing the opportunity to complete six courses focused on nursing education including practicum and capstone courses.

The Nurse Educator Graduate Certificate program is designed to prepare nurses to pursue teaching positions in schools of nursing and continuing education, staff development, clinical education, and patient and community education 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 Kaplan 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, eligible for job advancement opportunities, or employed at all.

The certificate program's curriculum is designed to provide specialized knowledge in the area of nursing education and could help students prepare to sit for the National League for Nursing's Certified Nurse Educator (CNE) examination. While the courses in the program may provide the knowledge necessary to sit for this exam, Kaplan University cannot guarantee a student's eligibility either to take this exam or become certified. A student's eligibility may depend on his or her work experience, completion of education and/or degree requirements, not having a criminal record, meeting other licensure or certification requirements, or the program or the University itself having appropriate accreditation or licensure. Please refer to the Certification, State Board, and National Board Exams section of this Catalog for further guidance.

Qualified credits earned in fulfillment of this certificate program may be eligible for transfer toward future graduate studies.

The Nurse Educator Graduate Certificate program consists of a minimum of 45 quarter credit hours. Upon successful completion of this program, graduates will be awarded a certificate.

PRACTICUM EXPERIENCE

Prior to beginning the practicum experience, students will be required to complete a criminal background check, as required by applicable federal and/or state regulatory agencies. Please refer to the Criminal Background Check Policy listed in the School of Nursing—Graduate section of this Catalog.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
MN 508: Teaching and Learning	5
MN 509: Curriculum Design	5
MN 510: Implementing Technology—Enhanced Learning in Nursing Education	5
MN 511: Assessment and Evaluation	5
MN 519: Nurse Educator Practicum	5
MN 551: Advanced Pathophysiology Across the Life Span	5
MN 552: Advanced Health Assessment	5
MN 553: Advanced Pharmacology Across the Life Span	5
MN 600: Evidence-Based Project Proposal	5
TOTAL PROGRAM REQUIREMENTS	45

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 Public Safety

The effective dates for changes to the School of Public Safety's admissions requirements are noted below:

Admissions Requirements

In addition to the general Kaplan University admissions requirements, the School of Public Safety has specific requirements for the following programs:

MASTER OF SCIENCE IN CRIMINAL JUSTICE

Students enrolled in the thesis track will not choose an area of specialization.

ACCELERATED MASTER'S DEGREE OPTIONS

Accelerated Master of Science in Criminal Justice Option (Effective February 27, 2013)

Graduates of a Kaplan University School of Public Safety bachelor's degree program, a School of Legal Studies bachelor's degree program, or the Bachelor of Science in Public Administration and Policy who are granted admission to the Master of Science in Criminal Justice program and meet the requirements for the accelerated option will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

Comprehensive Exam Track

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 501: Criminological Theory
- CJ 502: Research Methodology
- CJ 526: Academic and Professional Communications in Public Safety

Applied Research Track

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 501: Criminological Theory
- CJ 503: Organizational Behavior
- CJ 526: Academic and Professional Communications in Public Safety

Effective November 7, 2012: Graduates of the Kaplan University Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option who meet the requirements for the accelerated option will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 526: Academic and Professional Communications in Public Safety

Accelerated Master of Science in Homeland Security and Emergency Management Option

Graduates of a Kaplan University School of Public Safety bachelor's degree program, a School of Legal Studies bachelor's degree program, or the Bachelor of Science in Public Administration and Policy who are granted admission to the Master of Science in Homeland Security and Emergency Management program and meet the requirements for the accelerated option will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 526: Academic and Professional Communications in Public Safety
- HM 500: Crisis and Emergency Management Fundamentals
- HM 501: Homeland Security Policies, Principles, Procedures, and Plans

Effective November 7, 2012: Graduates of the Kaplan University Advanced Start Bachelor of Science in Fire Science degree option or the Advanced Start Bachelor of Science in Fire and Emergency Management degree option who meet the requirements for the accelerated option will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- CJ 500: Critical Legal Issues in Criminal Justice
- CJ 526: Academic and Professional Communications in Public Safety

The effective date for changes to the School of Public Safety's notice to students is noted below:

Notice to Students

Any School of Public Safety student who has been convicted of a serious misdemeanor, a misdemeanor involving domestic violence, or a felony will likely experience limitations and/or restrictions on employment opportunities in a variety of public safety fields where background checks are required including, but not limited to, police officer, corrections officer, guard occupations, firefighter, emergency medical service personnel, homeland security personnel, and emergency management personnel.

Effective **January 9, 2013**, a background check will be conducted prior to enrollment for all graduate students entering the School of Public Safety. Students will be withdrawn at the end of the first term if they are unable to pass a background check and have not made arrangements to change their program of study to one for which a background check is not required.

The student is responsible for inquiring about current employment, certification, licensing, registration, and externship requirements prior to enrolling in a School of Public Safety program.

The following program changes are effective May 15, 2013:

XXXVI. Master of Science in Criminal Justice

The 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.

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 Kaplan 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, eligible for job advancement opportunities, or employed 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.

TRACKS OF STUDY

The Master of Science in Criminal Justice program provides students an opportunity to pursue an applied research or comprehensive exam track of study. At the conclusion of the program, students' acquisition of competencies are assessed via their coursework and either successful completion of a comprehensive examination or submission of an applied research project.

In so doing, the program enables graduates to become better prepared to meet the dynamic challenges of the field today and in the future.

SPECIALIZATIONS

Students have the option of selecting a specialization in addition to the core curriculum requirements. The specializations include corrections, global issues in criminal justice, law, and leadership and executive management. All courses designated as specialization courses may be applied toward elective credit if a student elects not to pursue a specialization.

Curriculum

Courses	Credits
COMPREHENSIVE EXAM TRACK	
PROGRAM REQUIREMENTS	
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 526: Academic and Professional Communications in Public Safety	5
CJ 602: Comprehensive Examination	0
TOTAL CORE REQUIREMENTS	30
ELECTIVE REQUIREMENTS	
Specialization Courses or General Electives*	25
TOTAL ELECTIVE REQUIREMENTS	25
TOTAL PROGRAM REQUIREMENTS	55

Curriculum

Courses	Credits
APPLIED RESEARCH TRACK	
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
CJ 500: Critical Legal Issues in Criminal Justice	5
CJ 501: Criminological Theory	5
CJ 503: Organizational Behavior	5
CJ 525: Applied Research in Criminal Justice	5
CJ 526: Academic and Professional Communications in Public Safety	5
CJ 598: Applied Research Project	5
TOTAL CORE REQUIREMENTS	30
ELECTIVE REQUIREMENTS	
Specialization Courses or General Electives*	25
TOTAL ELECTIVE REQUIREMENTS	25
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 522: Comparative Correctional Systems	5
Law	
Select four of the following courses:	
CJ 506: Advanced Topics in Criminal Law	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 and Executive Management	
CJ 511: Employment and Policy Law	5
CJ 516: Budgeting and Finance for Public Safety Administrators	5
CJ 519: Ethics and Diversity in Policing	5
PP 611: Grant Writing	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.

*Students may not use more than 10 quarter credit hours of independent study to satisfy the elective requirement.

The following program changes are effective February 27, 2013:

XXXII. Master of Science in Homeland Security and Emergency Management

Curriculum

Courses	Credits
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
CJ 500: Critical Legal Issues in Criminal Justice	5
CJ 502: Research Methodology	5
CJ 509: Comparative Criminal Justice Systems	5
CJ 526: Academic and Professional Communications in Public Safety	5
HM 500: Crisis and Emergency Management Fundamentals	5
HM 501: Homeland Security Policies, Principles, Procedures, and Plans	5
PP 510: Leadership in the Public Sector	5
HM 598: Applied Research Project Capstone	5
TOTAL CORE REQUIREMENTS	40
ELECTIVE REQUIREMENTS	
Select one of the following courses:	5
CJ 510: Specialized Criminal Statutes and Complex Investigations	
CJ 513: Critical Issues in Terrorism	
PP 500: Public Administration and Management	
PP 520: Finance and the Administration of Public Funds	
Select two of the following courses:	10
HM 502: Risk, Vulnerability, and Capability Assessment Methods	
HM 503: Planning and Operations in Crisis and Emergency Management	
HM 505: Planning for WMD and Mass Casualty Crises	
HM 510: Mitigation and Preparedness Issues for Emergency Management	
HM 540: Crisis Intervention	
PP 612: Program Evaluation	
TOTAL ELECTIVE REQUIREMENTS	15
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.

Discontinued Programs

Effective **February 27, 2013**, the following programs will be discontinued:

- Master of Science in Criminal Justice, Thesis Track
- Master of Science Criminal Justice, Policing Specialization

Effective **May 15, 2013**, the following programs will be discontinued:

- Master of Business Administration, Entrepreneurship Specialization
- Master of Science in Information Technology, Entrepreneurship Specialization
- Graduate Certificate in Entrepreneurship for Growth Ventures
- Graduate Certificate in Entrepreneurship for New Ventures

Graduate Course Descriptions

DISCONTINUED COURSES

CJ 504: DATA ANALYSIS[†]

CJ 507: CRIMINAL PROCEDURE AND THE U.S. SUPREME COURT[†]

CJ 514: SEMINAR—CONTEMPORARY INTERNATIONAL JUSTICE ISSUES[‡]

CJ 515: THEORETICAL APPLICATIONS OF JUSTICE MANAGEMENT[‡]

CJ 517: HUMAN RESOURCE DEVELOPMENT[†]

CJ 518: CRITICAL ISSUES IN POLICING[†]

CJ 520: ISSUES IN PRIVATE SECURITY[†]

CJ 533: PSYCHOLOGY AND LAW[†]

CJ 600: RESEARCH AND THESIS I[†]

CJ 600A: RESEARCH AND THESIS I[†]

CJ 601: RESEARCH AND THESIS II[†]

CJ 601A: RESEARCH AND THESIS II[†]

GB 516: MANAGING A GROWING BUSINESS—FASTTRAC[®] GROWTHVENTURE^{™‡}

GB 517: FASTTRAC[®] GROWTHVENTURE[™] LAB[‡]

GB 543: MANAGING CHANGE[†]

HM 504: ALL-HAZARDS READINESS AND EMERGENCY MANAGEMENT FUNCTIONS[†]

HM 515: PUBLIC-PRIVATE COLLABORATION IN EMERGENCY MANAGEMENT[†]

REVISED COURSE TITLES/NUMBERS

GB 534: CONSUMER BEHAVIOR will replace GB 534: MARKETING PSYCHOLOGY[†]

HE 543: ASSESSMENT OF ONLINE LEARNING PROGRAMS will replace HE 543: ASSESSMENT OF ONLINE LEARNING^{*}

HE 551: STUDENT AFFAIRS FOUNDATION AND PHILOSOPHY will replace HE 551: STUDENT SERVICES FOUNDATIONS AND PHILOSOPHY[†]

HE 555: STUDENT AFFAIRS ADMINISTRATION IN GROUND AND VIRTUAL ENVIRONMENTS will replace HE 555: STUDENT SERVICES ADMINISTRATION IN GROUND AND VIRTUAL ENVIRONMENTS[†]

HE 590: STUDENT AFFAIRS INTERNSHIP I-A will replace HE 590: STUDENT SERVICES PRACTICUM I-A[†]

HE 591: STUDENT AFFAIRS INTERNSHIP I-B will replace HE 591: STUDENT SERVICES PRACTICUM I-B[†]

HE 592: STUDENT AFFAIRS INTERNSHIP II-A will replace HE 592: STUDENT SERVICES PRACTICUM II-A[†]

HE 593: STUDENT AFFAIRS INTERNSHIP II-B will replace HE 593: STUDENT SERVICES PRACTICUM II-B[†]

LS 516: LEGAL FOUNDATIONS FOR THE ESTABLISHMENT OF COLLEGES AND UNIVERSITIES—FACULTY ISSUES will replace LS 516: RULES AND REGULATIONS GOVERNING HIGHER EDUCATION[†]

MN 510: IMPLEMENTING TECHNOLOGY—ENHANCED LEARNING IN NURSING EDUCATION will replace MN 510: INSTRUCTIONAL TECHNOLOGY INTEGRATION^{*}

MN 512: LEADERSHIP, ORGANIZATIONAL THEORY, AND BEHAVIOR will replace MN 512: ORGANIZATIONAL THEORY AND BEHAVIOR[†]

MN 515: INNOVATION IN HEALTH CARE INFORMATION TECHNOLOGY—ADMINISTRATIVE AND ADVANCED PRACTICE PRIORITIES will replace MN 515: INFORMATION AND HEALTH CARE TECHNOLOGIES^{*}

PU 515: PRINCIPLES OF BIostatISTICS will replace PU 515: APPLIED BIostatISTICS FOR HEALTH PROFESSIONALS^{*}

PU 520: PRINCIPLES OF EPIDEMIOLOGY will replace PU 520: APPLIED EPIDEMIOLOGY FOR HEALTH PROFESSIONALS^{*}

PU 699: MASTER OF PUBLIC HEALTH CAPSTONE will replace PU 699: MASTER'S CAPSTONE IN PUBLIC HEALTH^{*}

COURSE PREREQUISITE CHANGES

EM 698: APPLIED RESEARCH[‡]

Prerequisite: LS 504

GB 601: MBA CAPSTONE[†]

Prerequisite: Capstone must be taken in final term or have approval of the Dean

GF 510: RISK ANALYSIS AND MANAGEMENT[†]

Prerequisite: GF 500

GF 520: CORPORATE FINANCE[†]

Prerequisite: GF 510

GF 530: FINANCIAL STATEMENT ANALYSIS[†]

Prerequisite: GF 520

GF 540: INVESTMENT AND SECURITIES ANALYSIS[†]

Prerequisite: GF 530

GF 550: RETIREMENT PLANNING AND EMPLOYEE BENEFITS[†]

Prerequisite: GF 540

GF 560: FIXED-INCOME AND FUTURES INVESTING[†]

Prerequisite: GF 540

^{*}Effective November 7, 2012 | [†] Effective February 27, 2013 | [‡] Effective May 15, 2013

GF 570: PORTFOLIO MANAGEMENT[†]

Prerequisite: GF 540

GF 593: ESTATE PLANNING[†]

Prerequisite: Must be taken in final term or have approval of the Dean

GM 502: LEADERSHIP THEORY AND PRACTICE I[†]

Prerequisite: GM 501

GM 503: LEADERSHIP THEORY AND PRACTICE II[†]

Prerequisite: GM 502

GM 504: ORGANIZATIONAL EXCELLENCE AND CHANGE[†]

Prerequisite: GM 503

GM 505: ACTION RESEARCH AND CONSULTING SKILLS[†]

Prerequisite: GM 504

GM 506: STRATEGIC FINANCIAL ANALYSIS[†]

Prerequisite: GM 505

GM 599: APPLIED RESEARCH PROJECT[†]

Prerequisite: Capstone must be taken in final term or have approval of the Dean

IT 501: PRINCIPLES OF INFORMATION TECHNOLOGY[†]

Prerequisite: Permission from the Dean

LS 504: APPLIED RESEARCH IN LEGAL STUDIES[‡]

Prerequisite: Third to last term

LS 698: APPLIED RESEARCH[‡]

Prerequisite: LS 504

MN 508: TEACHING AND LEARNING STRATEGIES[†]

Prerequisite: MN 551, MN 552, and MN 553; completion of all core courses

MN 509: CURRICULUM DESIGN[†]

Prerequisite: MN 551, MN 552, and MN 553; completion of all core courses

MN 510: INSTRUCTIONAL TECHNOLOGY INTEGRATION[†]

Prerequisite: MN 551, MN 552, and MN 553; completion of all core courses

MN 511: ASSESSMENT AND EVALUATION[†]

Prerequisite: MN 551, MN 552, and MN 553; completion of all core courses

MN 551: ADVANCED PATHOPHYSIOLOGY ACROSS THE LIFE SPAN[†]

Prerequisite: None

MN 552: ADVANCED HEALTH ASSESSMENT[†]

Prerequisite: MN 551

MN 552: ADVANCED HEALTH ASSESSMENT[‡]

Prerequisite: MN 551 and MN 553

MN 553: ADVANCED PHARMACOLOGY ACROSS THE LIFE SPAN[†]

Prerequisite: MN 551

PU 699: MASTER OF PUBLIC HEALTH CAPSTONE*

Prerequisite: Completion of all core and elective courses in the Master of Public Health

FOUNDATIONS	KU
LEGAL STUDIES	LS
TEACHING LITERACY	LT
TEACHING MATHEMATICS	MH
MATHEMATICS	MM
NURSING	MN
NUTRITION SCIENCE	NS
PUBLIC ADMINISTRATION	PP
PSYCHOLOGY	PS
PUBLIC HEALTH	PU
SCIENCE	SC
TEACHING SCIENCE	SE
TEACHING SPECIAL NEEDS	SN

Course Numbering

500–699 Graduate courses

700–799 Doctorate courses

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:

ACCOUNTING	AC
CRIMINAL JUSTICE	CJ
DOCTORAL-LEVEL NURSING	DN
EDUCATION	ED
ENVIRONMENTAL POLICY AND MANAGEMENT	EM
EDUCATIONAL LEADERSHIP	ER
EDUCATIONAL TECHNOLOGY	ET
FIRE SCIENCE	FS
GRADUATE BUSINESS	GB
GRADUATE FINANCE	GF
GRADUATE MANAGEMENT	GM
HEALTH CARE ADMINISTRATION	HA
HEALTH EDUCATION	HD
HIGHER EDUCATION	HE
HOMELAND SECURITY AND EMERGENCY MANAGEMENT	HM
INFORMATION SYSTEMS AND TECHNOLOGY	IT
INSTRUCTIONAL TECHNOLOGY	IX

DN 705: INQUIRY AND EVIDENCE-BASED PRACTICE II[‡]

This course builds on the knowledge of application of innovation models into nursing practice, and focuses on the elements of research analysis and advanced clinical scholarship. Content will include evidence-based practice processes, the translation of research into practice, the evaluation of practice, activities aimed at improving health care practice and outcomes, and participation in collaborative research. Factors that impede or facilitate the evidence-based practice changes within and across health care systems will be identified. Strategies for the successful implementation of evidence-based practice change will be identified, and students will participate in the evidence-based implementation process.

5 Quarter Credit Hours

Prerequisite: MN 600 (in all nurse practitioner programs) or MN 625 (in all executive leader programs)

DN 710: CLINICAL DECISION MAKING FOR ADVANCE PRACTICE[‡]

This course examines clinical reasoning and utilization of evidence for best clinical practices in the provision of integrated accessible health care services across clinical settings to patients who present vague symptoms, multiple diagnoses, and/or comorbid conditions in the context of family, community, and culture. Analysis focuses on appraising clinical monitoring methodologies and employing effective evaluation techniques for therapeutic interventions, including alternative therapies. Differing health belief models, accountability, shared decision making, and ethical dilemmas that arise in the facilitation and

*Effective November 7, 2012 | † Effective February 27, 2013 | ‡ Effective May 15, 2013

coordination of comprehensive care for a population of ambulatory and acutely ill patients are emphasized.

5 Quarter Credit Hours
Prerequisite: DN 705

DN 715: CLINICAL EDUCATION IN THE CARE ENVIRONMENT*

This course explores evidence-based teaching approaches to improve the delivery and quality of patient education in the clinical setting; in particular, strategies to teach at-risk patients and communities. Relevant research about teaching pedagogies will be examined to stimulate a scholarly orientation to developing engaging learning activities and teaching methods for patients and community members. Collaborative teaching arrangements are also evaluated. Students will reflect on best clinical education approaches that improve the delivery of evidence-based, patient-centered, and culturally sensitive concepts, and other variables that influence behavior change. The relationship between clinical education and patient outcomes will be appraised.

5 Quarter Credit Hours
Prerequisite: DN 705

DN 720: DNP CLINICAL SCHOLARSHIP*

This first course in a series of three provides the student with organizational and leadership skills to improve clinical practice and patient outcomes by effectively assessing and synthesizing best evidence-based approaches. Analysis of the history/role of the Doctor of Nursing Practice, role transition theories, and inter- and multiprofessional collaboration, within the context of the health care system and holistic environment, will be discussed. Students will examine methods and tools for critical appraisal and application of empirical, reflective, and practice-based information to improve the quality of care and outcomes for specific populations. Identification of a practice area will facilitate the development and completion of a DNP Clinical Leadership Project. This course includes 125 hours of precepted practice.

7 Quarter Credit Hours
Prerequisite: DN 715

DN 725: SYNTHESIS PROJECT DEVELOPMENT*

This course will provide opportunities for students to examine strategies and tools for critical appraisal and application of empirical, reflective and practice-based information to improve quality of care and health outcomes for populations of interest. Students will identify a practice area that will provide a guide for the development and completion of a synthesis project. Students will further develop skills to understand concepts of rates, risk, bias, clinical and statistical significance, and research evaluation as they pertain to clinical practice. Tools for developing an evidence base will be described.

8 Quarter Credit Hours
Prerequisite: MN 640

DN 730: DNP CLINICAL SCHOLARSHIP DEVELOPMENT*

This second course in a series of three continues the development of in-depth clinical knowledge and expertise in the identified area of interest and builds on the concepts and knowledge of the DNP Clinical Scholarship course. This course examines the organizational culture, integration of theory and evidence-based research, and implementation issues for developing and implementing the DNP Clinical Leadership Project within the context of the health care system. Students will be guided through the process of refining the project design, implementing strategies, developing tools and/or forms for data collection, and identifying and evaluating resources. This course includes 150 hours of precepted practice.

8 Quarter Credit Hours
Prerequisite: DN 720

DN 735: SYNTHESIS PROJECT IMPLEMENTATION*

The Synthesis project reflects the culmination of practice inquiry, knowledge, and competencies attained during the Doctor of Nursing Practice program. The students will be guided through the process of evidence-based project development, the formulation of goals and objectives, refinement of project design, implementation strategies, development of tools for data collection, identification of resources (personnel and fiscal), and evaluation.

8 Quarter Credit Hours
Prerequisite: DN 725

DN 745: SYNTHESIS PROJECT EVALUATION AND DISSEMINATION*

In this course, students are guided through the final process of evaluation related to their project and the dissemination of their findings. Program evaluation strategies and interpretation of biostatistical concepts relevant to population-based advanced practice will be included. Students will explore techniques that support their professional presence and voice as a leader. The student integrates and synthesizes the DNP Synthesis Project components with emphasis on program evaluation, role transformation, dissemination of scholarly work, and the effect of the DNP on the health care system and policy.

8 Quarter Credit Hours
Prerequisite: DN 735

DN 810: DNP CLINICAL SCHOLARSHIP IMPLEMENTATION*

This final course in a series of three integrates and synthesizes the DNP Clinical Leadership Project components with emphasis on program evaluation, role transformation, dissemination of scholarly work, and the effect of the DNP on the health care system and policy. Program evaluation methods and interpretation of statistical concepts relevant to population-based advanced practice will be addressed. Students will explore techniques that support their professional presence and

effectiveness as a clinical leader. This course includes 150 hours of precepted practice.

8 Quarter Credit Hours
Prerequisite: DN 730

DN 815: DNP RESIDENCY I—SYSTEMS-FOCUSED ROLE*

This course offers an individualized residency experience that will expand clinical expertise and specialized knowledge in the selected direct care, advanced nursing practice specialty role. This first course of two provides the student with organizational and leadership skills to improve clinical practice and patient outcomes by effectively assessing and synthesizing best evidence-based approaches.

8 Quarter Credit Hours
Prerequisite: DN 745

DN 820: DNP CLINICAL LEADERSHIP CAPSTONE PROJECT—EVALUATION AND DISSEMINATION*

The Clinical Leadership Project provides the student the opportunity for in-depth analysis, synthesis, and application of a chosen topic that contributes to an area of scholarship in advanced nursing practice. The student will use scientific theory, systematic evidence appraisals, systems, organizational, and policy analysis, and models of care delivery to design, implement, and evaluate the Clinical Leadership Project. In-depth work with experts from nursing and other disciplines will be incorporated to offer opportunities for meaningful student engagement and networking in the health care environment.

7 Quarter Credit Hours
Prerequisite: DN 810

DN 825: DNP RESIDENCY II—SYSTEMS-FOCUSED ROLE*

This second course is designed to develop the ability of the advanced nurse to integrate evidence-based practice, organizational principles, and appropriate theories into strategies that improve a health care setting. Individualized residency experience will facilitate development of systems-level clinical expertise in the selected direct care, advanced nursing practice specialty role.

8 Quarter Credit Hours
Prerequisite: DN 815

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. Students will use a standards-based approach in crafting strategies to increase reading comprehension in different content areas. Topics covered include using writing to improve reading, teaching diverse students, and using technology in reading instruction.

4 Quarter Credit Hours
Prerequisite: None

ED 523: RESEARCH ON EFFECTIVE TEACHING*

This course acquaints students with the broad body of research on effective teaching, with an emphasis on applying research findings to students' own classroom instruction. Students will review and synthesize the theoretical and methodological contributions of current research on a selected topic related to K–12 teaching practice.

4 Quarter Credit Hours

Prerequisite: None

ED 526: READING IN THE CONTENT AREAS*

This course, grounded in the theoretical bases of balanced literacy and constructivist learning, focuses on building prospective teachers' competencies in the processes of planning, implementing, and evaluating content-area literacy learning for secondary students. Students will use a standards-based approach in crafting strategies to increase reading comprehension in different content areas. Topics covered include using writing to improve reading, teaching diverse students, and using technology in reading instruction.

5 Quarter Credit Hours

Prerequisite: None

ED 533: PERSPECTIVES ON DIVERSITY*

This course explores the various issues of student diversity and challenges students 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 (ELA) including oral language, writing, reading, and literature. Students will learn about national and state content standards, effective instructional practices, the role technology plays in ELA instruction, and research-based assessment strategies in the field. Students will apply what they learn to create lesson plans and document how they will assess students' growth in literacy.

4 Quarter Credit Hours

Prerequisite: None

ED 551: METHODS OF TEACHING SECONDARY MATHEMATICS*

This course examines current research-based practices on effective math teaching and learning that are aligned to national and state standards. Students will gain experience in lesson planning and will learn about assessment techniques and teaching styles to accommodate students with different learning styles. The course presents information on technology resources for teaching

mathematics. Finally, students will discuss the process of becoming an effective mathematics educator.

4 Quarter Credit Hours

Prerequisite: None

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, and physics) to diverse learners. The course emphasizes a standards-based approach that highlights connections among current research in natural science, real-world phenomena, and classroom instruction. Students will gain experience in lesson planning and will learn about assessment techniques and teaching styles to accommodate students with different learning styles. Students will also explore what it means to become an effective science educator.

4 Quarter Credit Hours

Prerequisite: None

ED 571: METHODS OF TEACHING SECONDARY SOCIAL STUDIES*

In this course, students will explore and develop effective strategies for teaching the core disciplines of social studies (e.g., anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology) at the secondary level. Students will incorporate best practices based on educational research, with an emphasis on helping students develop twenty-first century skills related to the core disciplines of social studies. Special attention will be given to national and state standards, state initiatives, assessment, and the use of appropriate resources, including technology, for effective social studies instruction.

4 Quarter Credit Hours

Prerequisite: None

ED 586: METHODS OF TEACHING A FOREIGN LANGUAGE*

This course focuses on principles, strategies, national and state standards, lesson planning, and assessment in foreign language instruction. The course will guide students through the theoretical and research-based foundations of language acquisition. Students will get the opportunity 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 587: SECONDARY CLASSROOM MANAGEMENT*

This course focuses on training teachers to organize their classrooms 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.

5 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. Students will gain experience in creating lessons that meet national and state standards, evaluating and choosing authentic assessment strategies, and learning how to reach diverse learners in their specialty areas. Students will incorporate best practices based on educational research and learn about the role technology can play in instruction. Students will learn about differentiating instruction, cooperative learning, collaborating with peers, and authentic activities. A chance to consider a reflective teaching practice will be provided.

4 Quarter Credit Hours

Prerequisite: None

ED 596B: STUDENT TEACHING/INTERNSHIP I*

The Student Teaching Internship I course is the first part of the capstone experience for Master of Arts in Teaching 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 begin to develop their skills in the nine Master of Arts in Teaching program competencies and engage regularly in professional discussion of their practice with their field supervisor, school mentor or cooperating teacher, classmates, and Iowa field instructor. They also participate in teachers' meetings, work with a variety of school staff members, and communicate with parents and caregivers.

0 Quarter Credit Hours

Prerequisite: ED 596

ED 597B: STUDENT TEACHING/INTERNSHIP II*

Student Teaching/Internship II is an extension to the final capstone experience for Master of Arts in Teaching 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 engage regularly in reflective, professional discussion of their practice with field supervisors, cooperating teachers or school mentors, instructors, and colleagues, refining their philosophy of education and demonstrating the knowledge, dispositions, and professional performance that indicate proficiency in all nine program competencies.

0 Quarter Credit Hours

Prerequisite: ED 597

EM 650: ENVIRONMENTAL POLICY ANALYSIS†

This course focuses on the analysis of environmental policy and approaches to problem solving. Students will study different types of criteria that stakeholders utilize in the policy development process, performance measurements, and assessment of environmental policy and program evaluation.

5 Quarter Credit Hours

Prerequisites: EM 500 and EM 520

ER 506: LEGAL ISSUES IN EDUCATION*

Students will examine the interrelationship of law and education policy, court rulings on school governance, and the federal government's funding of education. Topics include constitutional rights, such as Title VII, the First Amendment, and the Fourteenth Amendment, and current events regarding the law and education. Students will analyze resources designed to help educators navigate legal issues.

4 Quarter Credit Hours

Prerequisite: None

ER 508: SUPERVISION AND INSTRUCTIONAL LEADERSHIP*

The course addresses major factors that affect school leadership and how leadership can influence teacher effectiveness. Students will examine the role of leadership in building and sustaining a school vision, creating effective teacher teams, sharing leadership, leading learning communities, making data-driven decisions, and monitoring curriculum and instruction. Students will explore models of effective leadership based on best practices. In addition, students will analyze the research on instructional leadership and the methods principals use to exhibit and harness leadership that enable schools to meet their goals.

4 Quarter Credit Hours

Prerequisite: None

ET 502: USING TECHNOLOGY—PRACTICAL APPLICATIONS*

This course provides students with opportunities to explore a variety of web-based tools and basic computer software applications, and evaluate their applicability in the K–12 classroom. Students will gain technology skills and explore ways to integrate these tools into teaching and learning. Students will develop learning strategies that align with professional standards.

4 Quarter Credit Hours

Prerequisite: None

ET 503: USING TECHNOLOGY—APPLICATIONS IN THE CONTENT AREAS*

This course provides students with opportunities to explore a variety of instructional technologies including: web-based tools, software, games, simulations, tutorials, and nonprojected visuals. Through readings, class discussions, and hands-on experiences using technologies, students will gain the knowledge and skills needed to integrate

technology in lesson planning that meets the needs of diverse learners.

4 Quarter Credit Hours

Prerequisite: None

ET 513: USING TECHNOLOGY—APPLICATIONS IN THE CONTENT AREAS*

This course provides students with opportunities to explore a variety of instructional technologies including: web-based tools, software, games, simulations, tutorials, and nonprojected visuals. Through readings, class discussions, and hands-on experiences using technologies, students will gain the knowledge and skills needed to integrate technology in lesson planning that meets the needs of diverse learners.

5 Quarter Credit Hours

Prerequisite: None

GB 542: TRAINING AND DEVELOPMENT*

Students will examine how organizations can incorporate employee training and development concepts and theories into their human resources strategy and will analyze the relationship between human resource development (HRD) and human resource management (HRM). Students will also explore the internal and external factors that affect employee behavior. Other topics covered include: maximizing employee learning, conducting a training needs assessment, writing training objectives, designing and delivering effective training programs, evaluating training effectiveness, employee orientation, workplace competencies, coaching, performance management systems, and online and computer-based learning technologies. In addition to covering HRD concepts and theories, the course considers organizational development (OD) concepts and the role of the HRD professional in creating intervention strategies to improve organizational effectiveness. HRD and OD challenges stemming from changing demographics and a more diverse, global workforce are identified and the strategic challenges presented to organizations of a changing workforce are explored.

4 Quarter Credit Hours

Prerequisite: Completion of all core courses

GF 520: CORPORATE FINANCE†

This course is designed to provide a framework for understanding and analyzing the asset, liability, and capital structure of corporations. Students will examine valuation and capital budgeting techniques and risk evaluation, and build a strong understanding of how and why corporations make specific financial decisions.

4 Quarter Credit Hours

Prerequisite: GF 510

HE 513: INSTITUTIONAL RESEARCH AND STRATEGIC PLANNING*

In this course, students explore the role of institutional research and its relationship with other administrative and strategic processes within institutions of higher education. Students are

introduced to the institutional research profession and common functions of institutional research offices. Students also examine effective techniques for collecting and reporting data in higher education and consider how data is used for decision making and strategic planning.

5 Quarter Credit Hours

Prerequisite: None

HE 543: ASSESSMENT OF ONLINE LEARNING PROGRAMS*

This course presents a comprehensive overview of the quality online program, as outlined by accreditation procedures and standards. Students will learn the systems approach of assessment to evaluate programs and the organization, and consider approaches to establishing a culture of assessment to support online learning. Additionally, the course addresses the development of online curriculum and the alignment of outcomes with assessment instruments.

5 Quarter Credit Hours

Prerequisite: None

HE 547: EFFECTIVE ONLINE INSTRUCTION—DESIGN AND PRACTICE*

This course explores the factors that make online learning courses successful as well as what lessons can be learned from less successful online strategies. The course examines how the findings of online learning research, a deep understanding of local context, and the intelligent use of technology tools can work together to allow the development and delivery of top-flight online courses. Practical, applicable skills are stressed in this practice-oriented course.

5 Quarter Credit Hours

Prerequisite: HE 525 or HE 527 recommended

HE 590: STUDENT AFFAIRS INTERNSHIP I-A†

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. Student Affairs Internship I-A and I-B allow students to complete their first practicum experience of 150 hours. This internship 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).

4 Quarter Credit Hours

Prerequisite: None

HE 591: STUDENT AFFAIRS INTERNSHIP I-B†

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. Student Affairs Internship I-A and I-B allow students to complete their first practicum experience of 150 hours. This internship 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).

4 Quarter Credit Hours
Prerequisite: HE 590

HE 592: STUDENT AFFAIRS INTERNSHIP II-A[†]

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. Student Affairs Internship II-A and II-B allow students to complete their second practicum experience of 150 hours. This internship 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). 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.

4 Quarter Credit Hours
Prerequisite: None

HE 593: STUDENT AFFAIRS INTERNSHIP II-B[†]

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. Student Affairs Internship II-A and II-B allow students to complete their second practicum experience of 150 hours. This internship 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). 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.

4 Quarter Credit Hours
Prerequisite: HE 592

IX 520: NEEDS ASSESSMENT AND EVALUATION IN EDUCATION AND TRAINING*

This course presents the knowledge and skills necessary to identify training and/or instructional problems and potential solutions. Students explore the advantages and disadvantages of multiple techniques for performing a needs assessment. Students develop skills and collect resources related to the selection and use of analysis methods. They will conduct a needs analysis and submit a report in an education or training context. Students also consider evaluation taxonomies and models, tools and techniques, and develop an evaluation strategy for an instructional program.

5 Quarter Credit Hours
Prerequisite: None

IX 536: DESIGN AND DEVELOPMENT TOOLS[†]

In this application-based course, students will discuss trends and issues of eLearning content development and explore similarities and differences among eLearning authoring tools and methods. They will learn how to develop original content with a variety of authoring tools and software applications and to repurpose existing material with reusable learning objects (RLOs) and content repositories. Interface layout standards, accessibility and SCORM/AICC compliance, and collaborative environments are explored. They will consider technical and development requirements for eLearning delivered through multiple learning channels including online and mobile platforms. Students will create a design document and instructional module in this course.

5 Quarter Credit Hours
Prerequisite: None

IX 542: MULTIMEDIA DEVELOPMENT AND IMPLEMENTATION*

This course provides an introduction to digital media production. Students will acquire fundamental knowledge and skills in designing and producing digital media. Students will evaluate appropriate uses of digital media. The course introduces the tools of digital video production and sharing as students create online instructional materials using digital media.

5 Quarter Credit Hours
Prerequisite: None

IX 560: INSTRUCTIONAL TECHNOLOGIES INFRASTRUCTURE*

This course provides an introduction to computer networking and establishes a basic understanding of the infrastructure required to incorporate technology into the K–12 environment. Students will learn the basics of computer networks and technology infrastructure. They will also learn how infrastructure supports classroom design for learning with technology tools. Students will identify the skills necessary to design, install, maintain, and troubleshoot the technology and analyze the roles necessary to maintain effective infrastructure. In addition, students will learn how

to assess institutional technology needs and plan for future growth.

6 Quarter Credit Hours
Prerequisite: None

IX 562: TECHNOLOGY ENHANCED LEARNING ENVIRONMENTS—K–12*

In this practitioner-oriented course, students will explore existing and emerging multimedia technologies used in K–12 classrooms through peer and individual assignments. They will evaluate existing instructional resources available with classroom textbooks in open source content and learning object repositories. They will design and create an instructional lesson appropriate for the K–12 setting while adhering to federal, state, and local mandates regarding media development.

6 Quarter Credit Hours
Prerequisite: None

LS 510: INTELLECTUAL PROPERTY AND DIGITAL ENTERTAINMENT[†]

This course will explore various intellectual property protections including patent, trademark, copyright, and trade secret; the desirability of providing such monopolistic protections, and their impact upon society. The course will further explore how these protections impact and relate to content creation, distribution, and storage in digital media space. Students will be introduced to ownership, infringement, and licensing issues related to these property rights, and to the interrelationship between these issues and emerging digital media technologies.

5 Quarter Credit Hours
Prerequisite: LS 500

LS 622: PROFESSIONALS AND HEALTH CARE INSTITUTIONS[†]

In this course, students will study the history of the delivery of health care by physicians and health care institutions and the development of licensing and regulation of physicians and other health care professionals and health care facilities and institutions. Students will also study the relationships between physicians and health care facilities and institutions. Finally, students will study peer-review committees and organizations and medical malpractice litigation.

5 Quarter Credit Hours
Prerequisite: LS 500

MN 515: INNOVATION IN HEALTH CARE INFORMATION TECHNOLOGY—ADMINISTRATIVE AND ADVANCED PRACTICE PRIORITIES*

This course focuses on the strategic application of information technology in health care organizations by administrative and advanced practice nursing leaders. Students will explain the role of executive-level practitioner management in planning and operationalizing technologies to enhance health care technology data efficiency; evaluate the challenges of virtualization management models and the requirements for innovative and effective alternatives in health care reform; and critique the legal and ethical oversight

*Effective November 7, 2012 | † Effective February 27, 2013 | ‡ Effective May 15, 2013

responsibilities of the executive nurse when engaging and managing a comprehensive, systematic electronic medical record project.

5 Quarter Credit Hours

Prerequisite: Completion of all core courses

MN 570: APPLIED EPIDEMIOLOGY*

This course focuses on understanding, synthesizing, and applying emerging scientific knowledge in health care to individuals, families, communities, and populations. Course content includes integration of epidemiologic methods, genomic factors, and sociocultural influences in the processes of conducting risk assessment, intervention implementation, and health care delivery planning, evaluation, and maintenance. Application of research and statistical methods used to establish risk profiles and development of relevant health care interventions is emphasized for developing, implementing, and disseminating health care programs for populations, communities, and individuals.

5 Quarter Credit Hours

Prerequisite: MN 600

MN 620: ETHICAL LEADERSHIP IN HEALTH CARE*

This course will develop the students' understanding of ethical leadership from a practical perspective. Students develop a theoretical and personal view with special emphasis on ethical leadership in health care. The course will discuss how leaders address the growing importance of legal and ethical challenges in decision making. Considerations for various ethical approaches from which to base leadership decision making related to various contemporary and controversial health care issues will be evaluated.

5 Quarter Credit Hours

Prerequisite: MN 600

MN 625: TRANSFORMING THE HEALTH CARE ORGANIZATION*

This course will prepare the student to design, influence, and implement health care policies that frame health care financing, practice, regulation, access, safety, quality, and efficacy. The student will apply previous knowledge from the sciences including human biology, genomics, therapeutics, and the psychosocial sciences as well as the science of organizational structures. The course emphasizes the interdisciplinary nature of health care and the role of leaders to affect their profession as well as that of the health care team.

5 Quarter Credit Hours

Prerequisite: MN 600

MN 630: ADVANCED NURSING LEADERSHIP CONCEPTS*

Nursing and health care offer evolving and challenging roles for advanced nursing practice. This course provides a foundation for providing leadership through in-depth analysis of the principles of transformational leadership and organizational behavior. Leadership skills and various leadership styles are discussed within the

broader framework of interprofessional collaboration and innovations in health care delivery. Information is synthesized from a variety of disciplines and from multiple perspectives (legal, fiscal, ethical, cultural, and political) for purposes of improving the quality of care for patients, populations, and communities in diverse health care settings across the continuum of care.

5 Quarter Credit Hours

Prerequisite: MN 625

MN 640: EXECUTIVE LEADERSHIP AND MANAGEMENT PRACTICUM I*

In conjunction with Transforming the Health Care Organization, this course will prepare the student to design, influence, and implement health care policies that frame health care financing, practice, regulation, access, safety, quality, and efficacy. The student will apply nursing leadership concepts to the health care environment. The interdisciplinary nature of health care allows leaders to make differences within their own profession as well as those of the health care team.

9 Quarter Credit Hours

Prerequisite: DN 705

PP 504: RESEARCH AND WRITING IN PUBLIC ADMINISTRATION*

Strong research and writing skills are necessary in the field of public administration. This course is designed to prepare public administration students for the demands of academic and professional writing in their coursework, professional career, and for their final capstone project. Students will be introduced to applied research within the field of public administration; will create a problem definition; compose a background and legislative record; and will create a policy brief for a defined problem related to the field of public administration.

5 Quarter Credit Hours

Prerequisite: PP 500

PS 507: ETHICS FOR BEHAVIOR ANALYSTS*

This course explores professional codes of ethics and standards related to the research and practice of behavior analysis in the field of psychology. Emphasis will be placed on the application of both the American Psychological Association (APA) Code of Ethics, and the Behavior Analyst Certification Board® (BACB®) Professional Disciplinary and Ethical Standards and Guidelines for Responsible Conduct. Students will analyze and evaluate moral and legal issues, as well as any personal biases that may impact the ethical decision-making process.

5 Quarter Credit Hours

Prerequisite: None

PS 527: IMPLEMENTING BEHAVIORAL CHANGE†

This course covers the fundamentals of implementing a behavior change program in Applied Behavior Analysis. Students will gain skill and practice in how to design an effective behavior change program through the use of real-life case study examples. The

different factors involved in maintaining and promoting the generalization of behavioral change in real-world settings will be explored.

5 Quarter Credit Hours

Prerequisite: None

PU 500: FOUNDATIONS IN PUBLIC HEALTH*

This course examines the field of public health from a holistic perspective. Students are introduced to the fundamental tools and skills needed to be a successful public health practitioner. Students will complete an in-depth assessment of a current public health issue and hone analytical skills necessary for the Master of Public Health program.

4 Quarter Credit Hours

Prerequisite: None

PU 510: PRINCIPLES OF BIostatISTICS I*

Public health professionals collect and analyze data in order to solve health-based problems. Biostatistics is the application of such quantitative methods. In this course, students will study the general concepts and techniques in biostatistics including measurement, frequency distributions, central tendency, variability, and probability. Statistical inference, hypothesis testing, and confidence intervals will be introduced.

4 Quarter Credit Hours

Prerequisite: PU 500

PU 511: PRINCIPLES OF BIostatISTICS II*

This course is an extension of Principles of Biostatistics I. In this course students will continue building skills in biostatistics, focusing on quantitative and categorical response variables. Topics covered include the t-test, ANOVA, sample size estimation, correlation, regression, inference about a proportion, and contingency tables.

4 Quarter Credit Hours

Prerequisite: PU 510

PU 515: PRINCIPLES OF BIostatISTICS*

Public health professionals collect and analyze data in order to solve health-based problems. Biostatistics is the application of such quantitative methods. In this course, students will study the use of probability, descriptive statistics, inferential statistics, and nonparametric tests as they pertain to health research. Students will study the fundamental concepts of biostatistics as it applies to peer-reviewed, public health publications.

4 Quarter Credit Hours

Prerequisite: None

PU 520: PRINCIPLES OF EPIDEMIOLOGY*

This course introduces the epidemiologic methods, concepts, and issues that are critical for the assessment, analysis, and interpretation of health-related data. Students study advanced epidemiologic methods used in surveillance, outbreak investigation, screening, and epidemiologic measures, and apply these methods to relevant public health issues.

4 Quarter Credit Hours

Prerequisite: None

PU 550: PUBLIC HEALTH LEADERSHIP AND ADMINISTRATION*

In this course, students will study the delivery, quality, and costs of health care for individuals and populations. Managerial and administrative constructs are introduced. Students will study the structure, process, and outcomes of health services including the costs, financing, organization, outcomes, and accessibility of care. Students will learn to champion solutions to organizational and community challenges while energizing commitment to goals.

4 Quarter Credit Hours

Prerequisite: PU 520 and PU 505

PU 680: PRACTICAL SKILLS IN PUBLIC HEALTH I*

Students will demonstrate public health knowledge and skills by working within a health organization. Through this onsite learning experience, students will engage with other public health professionals and train for the public health workforce. An onsite preceptor and Kaplan University faculty member will evaluate student performance.

4 Quarter Credit Hours

Prerequisite: PU 550 and permission from the Clinical Placement Team

PU 690: PRACTICAL SKILLS IN PUBLIC HEALTH II*

In a continuation of Practical Skills in Public Health I, students will further develop practical skills related to working in the public health workforce. Through this onsite learning experience, students will engage with other public health professionals and train for the public health workforce. An onsite preceptor and Kaplan University faculty member will evaluate student performance. Students will prepare and deliver a professional presentation on their learning experiences within Practical Skills in Public Health I and II.

4 Quarter Credit Hours

Prerequisite: PU 680 and permission from the Clinical Placement Team

PU 699: MASTER OF PUBLIC HEALTH CAPSTONE*

The capstone course is the culminating experience for Master of Public Health candidates. Students will build upon their skills and knowledge obtained throughout the Master of Public Health program through the completion of a project. The project entails analyzing, evaluating, and synthesizing public health constructs within a real-world issue or scenario without the use of human research participants. In addition, Master of Public Health candidates will be assessed on their mastery of fundamental public health knowledge through completion of a comprehensive exam.

4 Quarter Credit Hours

Prerequisite: Completion of all core and elective courses in the Master of Public Health

SN 503: TEACHING STUDENTS WITH BEHAVIOR DISORDERS*

This course provides an overview of emotional and behavioral disorders (EBD) that have an impact on academic achievement in educational settings. Students will learn about the types of disorders and how to create an effective and supportive classroom environment. Students will review the federal, state, and local requirements for diagnosis and interventions in public and private educational environments, as well as alternative educational placements. The importance of working as a collaborative team for students with EBD will be emphasized.

4 Quarter Credit Hours

Prerequisite: None

School of Professional and Continuing Education

The following changes to the School of Professional and Continuing Education offerings are effective **May 15, 2013**:

Offerings

CERTIFICATION AND LICENSING EXAM PREPARATION

The School of Professional and Continuing Education offers web-based study solutions that feature interactive instruction and supportive learning tools. These offerings are designed to help individuals prepare to take various certification and licensing exams.

Architecture and Engineering

- Architect Registration Examination® (ARE®)
- Fundamentals of Engineering (FE)
- Principles and Practice of Engineering (PE)
- LEED Version 3

Finance

- Certified Financial Planner™ (CFP®)
- Certified Public Accountant (CPA)
- Chartered Alternative Investment Analyst (CAIA®)
- Chartered Financial Analyst® (CFA®)
- Financial Risk Manager (FRM®)
- Securities Licensing

Insurance

- Insurance Licensing

Real Estate

- Real Estate Agent
- Real Estate Appraiser
- Real Estate Broker
- Mortgage Loan Originator

Although certain offerings are designed to prepare individuals to take various certification and licensing exams, the School cannot guarantee students will be eligible to sit for or pass these exams.

KAPLAN PROFESSIONAL SCHOOLS

With more than 50 locations, Kaplan Professional Schools offer both classroom and distance education, including online and textbook courses.

Construction

- Contractor Licensing Exam Preparation Courses
- Contractor Continuing Education Courses
- Home Inspection Courses
- Lead-Based Paint Renovation, Repair, and Painting (RRP) Program

Information Technology

- Computer Training Courses

Insurance

- Insurance Continuing Education Courses

Real Estate

- Appraisal Courses
- Appraisal Continuing Education Courses
- Mortgage Loan Originator Licensing Exam Courses
- Mortgage Loan Originator Continuing Education Courses
- Real Estate Licensing Exam Preparation Courses
- Real Estate Continuing Education Courses

PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION COURSES

The School of Professional and Continuing Education offers a variety of online courses designed to help individuals remain current in their industry and meet mandatory continuing education requirements in their field.

Construction

- Home Inspection Continuing Education Courses

Insurance

- Insurance Continuing Education Courses

Real Estate

- Appraisal Continuing Education Courses
- Real Estate Continuing Education Courses
- Mortgage Loan Originator Continuing Education Courses

PROFESSIONAL CERTIFICATES

The School of Professional and Continuing Education offers online certificate programs in business and finance. These programs are designed to offer advanced training, professional development opportunities, and certification exam preparation.

Business and Finance

- Entrepreneurship: FastTrac® Growth Ventures (to be offered later in 2013)
- Entrepreneurship: FastTrac® New Ventures (to be offered later in 2013)
- Finance for Managers Certificate (to be offered later in 2013)
- Project Management Certificate
- Six Sigma Certificate (to be offered later in 2013)

The words "Kauffman FastTrac" are servicemarks owned by the Ewing Marion Kauffman Foundation.

CORPORATE TRAINING

The School of Professional and Continuing Education provides training solutions specifically designed for individual and business needs. In-house professional development programs, team-building simulations, and online course offerings are designed to provide specialized business training for individuals seeking career advancement and employers who want to enhance their employees' business acumen.

- Business Challenge Workshops
- In-House Programs
- Firm Element Courses

Concord Law School

Policy Information

CONCORD LAW SCHOOL INFORMATION

The effective dates for changes to the program curriculum are noted below:

The Curriculum

Concord Law School provides comprehensive, rigorous, and dynamic instruction leading to the Juris Doctor, Executive JD, and LLM degrees. 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.

	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. To graduate, students enrolled in the EJD general program are required to complete 38 units in specific core classes, as indicated below, and an additional 34 units of electives.

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 Cross Profession Ethics. In addition to these required courses, some courses require students to take another course, either previously or concurrently. For example, a student taking Bioethics should have previously taken Health Law.

Law and Technology

Effective January 1, 2013: This track is designed for individuals with a technology background 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, eligible for job advancement opportunities, or employed at all. EJD students on this track are required to take Civil Procedure, Real Property, Intellectual Property, and Cyberlaw plus two technology electives through Kaplan University and/or patent law elective courses.

Criminal Justice

Effective January 1, 2013: 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, eligible for job advancement opportunities, or employed at all. EJD students on this track are required to take Criminal Procedure and Evidence plus two criminal justice electives through Kaplan University.

(Effective January 1, 2013)

	EJD	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
SECOND YEAR	<ul style="list-style-type: none"> • Constitutional Law • 18 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 • Cross Profession Ethics • 16 units of electives 	<ul style="list-style-type: none"> • Legal Analysis and Writing • Legal Research • Cross Profession Ethics • Either Cyberlaw or Intellectual Property • 12 units of electives* <p>*Of the 12 units of elective courses, at least 6 units must be patent law courses (3 courses), preapproved Kaplan University technology courses (2 courses), or a combination of the two.</p>	<ul style="list-style-type: none"> • Legal Analysis and Writing • Legal Research • Cross Profession Ethics • Evidence • 10 units of electives* <p>*Of the 24 units of elective courses, at least 2 courses (6 units) must be preapproved Kaplan University criminal justice courses.</p>

SMALL BUSINESS PRACTICE LLM

Effective May 15, 2013: The Small Business Practice LLM is a 24-unit, 2-year program. Students enrolled in the Small Business Practice LLM are required to complete a total of 24 credit hours from the courses listed below. With LLM Program Director approval, LLM students may also enroll in third- and fourth-year Concord JD elective courses. Students are not required to follow the listed sequence below.

FIRST YEAR		
Employee Management and Benefits I Leasing Commercial Real Estate	Employee Management and Benefits II Structure and Governance of Small Firms and Other Closely Held Business Organizations	Electronic Contracting, Business on the Web, and E-Commerce Protecting and Selling Intellectual Property
SECOND YEAR		
Regulation and Finance in Starting and Growing a Small Business Taxation and Succession Planning	Creditor and Bankruptcy Rights of Sole Proprietors and Small Firms Law Practice Management	Business Torts Representing Small Businesses in Government Contracting

Program Outcomes

Technology: Apply technology to provide client services to operate and market small businesses ethically, efficiently, and effectively.

Risk Management: Analyze legal risks in small business settings to better anticipate new circumstances affecting these risks and to more quickly and opportunistically avoid them.

Marketing and Office Management: Evaluate the challenges of managing a law office practice to provide services to small business clients consistent with best practices and professional ethics.

Organizational Forms and Finance: Demonstrate an understanding of the unique situational and strategic business concerns and special situations inherent in sole proprietorships and other closely held business forms.

Human Relations: Develop skills to deal with the close client interactions inherent in representing small business.

ADMISSIONS

The following changes to the admissions requirements for the JD program are effective May 15, 2013:

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. Applicants who have earned a bachelor's degree from an institution accredited by an accrediting organization recognized by the U.S. Department of Education, and who have met the prelegal education requirements of the State Bar of California, may also be considered. 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 GPA 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, or its designee, who will decide whether to admit the applicant to the program.

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 having earned a TOEFL score of 550/213/80 or higher or completion of at least 2 years of college-level study 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.

Unless otherwise noted, the following changes to the section regarding equipment, Internet connection, and technological competency are effective November 7, 2012:

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: the 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.

INTERNET CONNECTION

- A dedicated, reliable connection to the Internet consisting of at least a 384 Kbps modem or faster; a broadband connection is preferred
- An email address for the exclusive use of the student that will accept all emails, including attachments, from the domain names concord.kaplan.edu and 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.)
- It is the responsibility of the student to have constant and reliable access to a network that does not block Adobe Flash content.

Note: some private, company, military, and governmental networks may block Flash content due to security and bandwidth concerns.

PC REQUIREMENTS

System Requirements

- **Effective May 15, 2013:** Windows XP Service Pack 3, Vista, or Windows 7 with the operating system's recommended requirements for processor, memory, and hard drive (see the Microsoft website for additional requirements; Windows Surface tablets [Windows RT] are not supported)
- A printer
- A USB headset microphone
- A webcam (please note not all professors are currently using a webcam; however, opportunities for this type of interaction will increase.)
- **Effective May 15, 2013:** 2 gigabytes (2 GB) of system memory

Additional Software Requirements

- **Effective May 15, 2013:** Internet Explorer 7.0 or a more recent version or the most recent version of Firefox; your online experience will not be optimal if you are using an unsupported or out-of-date browser (Internet Explorer 10.0, Google Chrome, Safari, and Opera are currently not supported)
- **Effective February 27, 2013:** Most recent version of Adobe Flash Player
- **Effective May 15, 2013:** DigiCert Personal Digital Certificate
- MS Word 97 or a more recent version 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 standard .rtf (rich text format)
- **Effective February 27, 2013:** Most recent version of Adobe Reader
- A current antivirus application with up-to-date virus definitions and a current antispyware program

APPLE MACINTOSH REQUIREMENTS

System Requirements

- **Effective February 27, 2013:** Mac OS X 10.6 (Mac OS X 10.8 recommended) or a more recent version with the operating system's recommended requirements for processor, memory, and hard drive (See the Apple website for additional requirements)
- Intel-based processor
- A printer
- A USB headset microphone
- A webcam (please note not all professors are currently using a webcam; however, opportunities for this type of interaction will increase.)
- **Effective May 15, 2013:** 2 gigabytes (2 GB) of system memory

Additional Software Requirements

- **Effective May 15, 2013:** Internet Explorer 8.0 or a more recent version or the most recent version of Firefox; your online experience will not be optimal if you are using an unsupported or out-of-date browser (Internet Explorer 10.0, Google Chrome, Safari, and Opera are currently not supported)
- **Effective February 27, 2013:** Most recent version of Adobe Flash Player
- **Effective May 15, 2013:** DigiCert Personal Digital Certificate
- MS Word 97 or a more recent version 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 standard .rtf (rich text format)
- **Effective February 27, 2013:** Most recent version of Adobe Reader
- A current antivirus application with up-to-date virus definitions and a current antispyware program

TECHNOLOGICAL COMPETENCY

- Ability to use email to correspond with faculty, staff, and students
- Ability to access, create, and save documents in MS Word or other programs in standard .doc, .docx, or .rtf (rich text format) files (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
- Ability to play Adobe Flash Player files

Note: some courses and programs may have additional software and hardware requirements.

STUDENT SERVICES

The following changes to the academic support section are effective May 15, 2013:

Academic Support

Concord is committed to providing a supportive learning environment for its students. The Law Advisors provide a program of interaction and intervention designed to encourage and support students as they achieve their educational goals.

At the start of law study, JD and EJD 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 his or her 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 progress. In addition, if academic issues have slowed the student's progress, appropriate counseling and professor discussions are initiated.

SCHOOL POLICIES

The effective date for changes to Concord Law School's policy regarding transfer credit for outside law school or graduate program courses is noted below:

Transfer Credit for Outside Law School or Graduate Program Courses

EJD PROGRAM

In addition to the approved Kaplan University courses, second- and third-term Concord students enrolled 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 for ensuring 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.

LLM PROGRAM

Effective May 15, 2013: No academic credit will be granted for prior experience or coursework including, but not limited to, coursework completed in other LLM programs. An exception will be made for graduates of Concord Law School's JD program who, as JD students, successfully completed LLM courses with a grade of "B" or better. These students may receive credit for up to 6 units toward the LLM degree. In addition, the LLM Program Director may provide prior permission, at his or her discretion, for an LLM student to receive credit for third- and fourth-year Concord JD elective courses.

The effective date for changes to Concord Law School's transfer policy from the JD program to the EJD program is noted below:

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 in this Catalog, may petition to transfer to the EJD program.

Students who transfer in the middle of a JD term will automatically transfer to the EJD program all credits earned in the JD program and all work in progress at the time of transfer. JD students who transfer after the end of a term will receive credit for all courses completed in the JD program with a grade of "C" or better. Courses completed with a grade of "C-" or lower may be credited at the discretion of the Associate Dean of the EJD program.

Effective February 27, 2013: Adjustments in credits transferred may also be made due to the different academic standards for how credits are earned between the JD and EJD programs.

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. All students must complete at least 24 units in the EJD program to qualify for graduation from this program.

EJD students may not transfer to the JD program; however, EJD students who have not yet completed their first term of study may withdraw and apply for readmission to Concord in the JD program. EJD students who have completed their first term and withdraw may not be readmitted into the JD program.

The following changes to Concord Law School's policy regarding student groups are effective May 15, 2013:

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 or the Dean's designee 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 Student Groups, a bulletin board, and other technical support as appropriate. Groups must specifically obtain permission from the Dean or the Dean's designee 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.

The following policy is effective May 15, 2013:

Policy on Petitions Not Related to Grade Reviews

Students may petition for an exception to or waiver of the School policies set forth in this Catalog, except for policies relating to Title IV federal financial aid eligibility. Petitions related to program completion and graduation requirements will only be considered in regards to extensions of time to complete a Concord program.

Petitions seeking an exception to policies related to academic standing, disqualification, and advancement shall be submitted via the Petition—Associate Dean form, which can be found on the school site using the Administrative Forms link under the Student Services heading or by requesting a copy from school administration at administration@concord.kaplan.edu or 310.689.3200. These petitions shall be reviewed by a committee of faculty appointed by the Dean or the Dean's designee.

Petitions seeking an exception to administrative policies, such as exam rescheduling, late enrollment, and readmission requirements, may be submitted via the Petition—Associate Dean form, by email, or by fax. These petitions shall be reviewed by the Associate Dean for the program, the Associate Dean's designee, or a committee convened by the Associate Dean. For programs where there is no Associate Dean, the Program Director will have the same authority as an Associate Dean for a program.

The grant of any petition is at the sole discretion of the School.

The following policy is effective May 15, 2013:

Policy on Petitions for Grade Reviews

Students may petition for review of course grades only. No petitions regarding grades on interim assessments will be considered except as part of a petition regarding a course grade. Petitions for grade reviews shall be submitted on the Petition for Academic Review form, which can be found on the school site using the Administrative Forms link under the Student Services heading or by requesting a copy from school administration at administration@concord.kaplan.edu or 310.689.3200.

Grade appeals will be considered only on the grounds of unfairness, departure from the grading policy, or mistake by the School. Students seeking a review of a course grade bear the burden of establishing the grounds for a grade change and should expect to provide supporting documentation. Concord supports the academic freedom of its faculty and the mere fact that a higher grade was possible is not, in and of itself, a reason for a grade change.

The effective date for changes to Concord Law School's tuition and fees is noted below:

Tuition and Fees

A \$100 nonrefundable application fee is required to be considered for admission to the JD or EJD program. Effective June 1, 2010, the annual tuition is \$9,984. For renewing students there is a \$100 registration fee. Any units taken above 24 units annually are charged at the rate of \$416 per unit.

Tuition increases will typically occur at the beginning of June.

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. Tuition for the LLM program is charged per unit of credit. Effective June 1, 2010, the per-unit rate is \$900, for a total program cost of \$21,600. Students who enroll in terms that start in 2012 will receive a \$300 per credit tuition discount for a total program cost of \$14,400. Students must be continuously enrolled to be eligible for the discount for their entire program.

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: \$1,000 per year
- Computer equipment: \$1,000
- Online provider: \$239 per year
- **Effective May 15, 2013:** Personal Digital Certificate: \$20.00 per year
- MS Word or other .doc/.docx-compatible word processing program (market price)

MISCELLANEOUS FEES

Returned check fee	\$10
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 exempted 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

Concord Law School Course Descriptions

Unless otherwise noted, the following changes are effective **November 7, 2012**:

LLM COURSES

Small Business Practice

CL 9185: SMALL BUSINESS PRACTICE LLM INDEPENDENT STUDY (Effective May 15, 2013)

This course is available for Small Business Practice LLM students who wish to explore an area of particular importance to small business practitioners. Enrollment is conditioned upon the student finding a faculty sponsor and advance approval from the LLM Program Director. The course requires design and execution of a research project that generally will result in a paper of at least 15 pages for each unit of credit earned or an equivalent project, as agreed upon by the faculty sponsor and LLM Program Director. Students considering this elective should contact the LLM Program Director for further information on the expectations for student work in the course and the process for getting approval of an independent study project.

2-4 units

CL 9180: REPRESENTING SMALL BUSINESSES IN GOVERNMENT CONTRACTING (Effective May 15, 2013)

In fiscal year 2011, the federal government awarded more than \$91.5 billion in federal contracts to small businesses. An additional \$90 billion was awarded to small businesses by federal prime contractors in subcontract awards. Although government contracts represent a tremendous opportunity for small business, the legal issues can be complex and unique. This course covers the legal needs of small business at various stages of the procurement process and examines how small business lawyers can most effectively evaluate and analyze the issues and risks on behalf of the client.

2 units

COURSES IN PARTNERSHIP WITH OTHER LAW SCHOOLS

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 online video presentations. Students must have access or arrange access to a webcam or other recording device that allows them to record videos online. In addition to Concord tuition per unit, students will be required to pay a \$500 program fee.

JD only
3 units

EJD COURSES IN PARTNERSHIP WITH KAPLAN UNIVERSITY

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.

Students enrolled in the EJD program will have all preapproved course-level prerequisites waived for the Kaplan University courses.

Additional courses may be available to EJD students as they are introduced by Kaplan University.

Criminal Justice Electives (Effective January 1, 2013)

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.

3 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 issues facing the fields of policing, private security, and corrections are addressed as needed.

3 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.

3 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.

3 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.

3 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.

3 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.

3 units

Technology Electives

(Effective January 1, 2013)

IT 500: CRITICAL CONCEPTS AND COMPETENCIES FOR THE IT PROFESSIONAL

This course provides students with a foundation in the concepts and paradigms that shape information technology today. Students will distinguish between current competing ideologies to expand their technological knowledge and make informed business decisions. A focus will be placed on Internet technologies, hardware and software components, and networked environments as well as ethical and social issues in information technology. Students will also be introduced to the Master of Science in Information Technology learning team model, which will be built upon throughout the program.

3 units

IT 560: MANAGING TECHNOLOGY IN A BUSINESS ENVIRONMENT

Businesses are faced with many challenges when managing their information technology. Since information technology is continually evolving, businesses that stick with their current IT systems may be left behind. In this course, students identify innovative solutions to business problems. Specific topics include the analysis of cost and efficiency benefits found in emerging technologies, the legal and regulatory implications of various IT infrastructure strategies, and the complex process enterprises face in integrating new technology with existing infrastructure.

3 units

IT 590: LEGAL AND ETHICAL ISSUES IN IT

This course provides a detailed discussion of the legal and ethical issues associated with the information technology age. Topics covered in this course include: ethical theories related to information technology, protection of intellectual property, privacy, computer and network security, cybercrimes, and ethical behavior for working in the computer industry.

3 units

LS 510: INTELLECTUAL PROPERTY AND DIGITAL ENTERTAINMENT

This course will explore the progression of content distribution and entertainment intellectual property laws, how these two have impacted each other, and the challenges caused. Students will examine questions that arise on a daily basis regarding content distribution, licensing, and syndication, explore the philosophy of "ownership" around content, discuss the legal differences between content for promotion versus content for revenue generation, and examine the challenges faced in determining those differences.

3 units

LS 511: MUSIC CONTENT IP—BUILDING BLOCKS OF THE MUSIC BUSINESS

This course will explore all aspects of the music industry as it relates to revenue-generating and exposure-generating sources for the content creator.

3 units

LS 512: CURRENT AND FUTURE ISSUES IN MUSIC LAW

This course will explore critical issues/changes as they relate to current or potential future shifts in music content generation, ownership, exposure, revenue, and/or distribution.

3 units

Concord Law School Administrators and Faculty Members

ADMINISTRATORS AND FULL-TIME FACULTY

SARA BERMAN

Assistant Dean of Bar Support Services and Professor of Law

Dean Berman has been a professor of law since 1998, joining the Concord Law School faculty in 2000. Dean Berman conducts bar review lectures nationwide, preparing students for both substantive and skills portions of bar exams in numerous jurisdictions and is a nationally recognized expert on the performance test. Her publications include *The Criminal Law Handbook: Know Your Rights, Survive the System and Represent Yourself in Court: How to Prepare and Try a Winning Case* (coauthored with UCLA Law Professor Paul Bergman and both published by Nolo.com), as well as numerous law-related articles, bar exam, and academic support course materials.

Education: BA, University of California, Santa Barbara;
JD, University of California, Los Angeles

Courses: First Year Curriculum—Contracts, Criminal Law, and Torts; Community Property; Remedies; Capstone; and Alumni Bar Mentoring
State Bar Membership: California

STEVEN BRACCI

Associate Dean of First-Year Programs and Professor of Law

Dean Bracci is a well-known lecturer and has been teaching law since 1979. He has served as academic director for the law school divisions of a number of legal publishers. He is an expert in examination technique and has conducted writing and test-taking seminars nationwide.

Education: BA, University of California, Los Angeles;
JD, Whittier College of Law

Courses: Remedies and Capstone
State Bar Membership: California

GREG BRANDES

Dean and Professor of Law

Dean Brandes joined Concord as a professor in 1999. He has also practiced in corporate and solo settings, prepared thousands of law students and prospective law students for the bar exam and other admission and licensing examinations, and lectured extensively on negotiation, management, and leadership skills, and contract, business, privacy, and employment law, in CLE and other forums. Dean Brandes has been honored with Outstanding First-Year Professor, Dean's Award for Excellence in Teaching, Outstanding Faculty, and Law School Service awards. In addition to his State Bar memberships, Dean Brandes is admitted to practice before the Supreme Court of the United States. His publications include *Straight Talk on Workplace Law*, a commonsense guide to human resources compliance and risk management for small businesses.

Education: BA, summa cum laude, Marycrest College;
JD, Loyola University of Chicago School of Law

Courses: First Year Curriculum—Contracts, Criminal Law, and Torts; Criminal Procedure; and Evidence
State Bar Memberships: Colorado and Illinois

STEPHEN BURNETT

Vice President, Legal Education

Vice President Burnett joins Concord from Seattle University School of Law where he was a professor and associate dean. A nationally recognized expert in law-related technology applications, Professor Burnett has held several administrative positions in the field including: vice president and general manager of business development and general manager of the legal business

unit of Pro2Net, Internet development consultant to Lexis Publishing, director of the legal education division of West Publishing Co., president of Tailored Solutions, and director of the George Mason University School of Law Library.

Education: BA, University of California, Los Angeles; JD, University of Connecticut School of Law; MSLS, Southern Connecticut State College
State Bar Membership: Virginia

CASSANDRA COLCHAGOFF

Associate Dean and Professor of Law

Dean Colchagoff is responsible for administrative and academic affairs. Before coming to Concord, she was in litigation practice in Tulsa, Oklahoma. Dean Colchagoff earned her JD degree with highest honors from the University of Tulsa College of Law, receiving the Order of the Curule Chair, the highest academic honor. She was articles editor on the *Tulsa Law Journal* and published "A New Era for Science and the Law: The Face of Scientific Evidence in Federal Courts After *Daubert v. Merrill Dow. Pharm.*," 29 *Tulsa Law Journal*, 735 (1994).

Education: BA, University of Toledo; JD, University of Tulsa College of Law
Course: Civil Procedure
State Bar Membership: Oklahoma

ALANA DEGARMO

Assistant Dean of Students and Professor of Law

Dean DeGarmo specializes in legal research and writing and was formerly a sole practitioner in California. She is a former officer in the U.S. Air Force and served as editor in chief of the *Law Review* at the University of La Verne College of Law, where she graduated *cum laude*.

Education: BA, California State University;
JD, University of La Verne College of Law
State Bar Membership: California

JAMES DODGE

Professor of Law

Professor Dodge began teaching at Concord Law School in 2000. Prior to teaching at Concord, he taught in paralegal and legal studies programs in traditional colleges. A former prosecutor and former assistant attorney general (Illinois), Professor Dodge also serves in the Illinois Senate President's Office as deputy counsel where he is part of a multiyear project to rewrite and modernize Illinois' Criminal Code and Code of Corrections. His publications include *Limited Liability Partnerships* and *Limited Liability Partnerships Under Illinois Law* (both published by the Illinois Institute for Continuing Legal Education).

Education: BS, University of Illinois; JD, Southern Illinois University School of Law

Courses: First Year Curriculum—Contracts, Criminal Law, and Torts; Real Property; and Wills and Trusts
State Bar Membership: Illinois

DOUGLAS HOLDEN

Professor of Law

Professor Holden has taught at Concord since 1999. He also practices in the areas of business law, estate planning, and real estate. Professor Holden has been responsible for faculty and curriculum development work at Concord and has extensive experience in online education.

Education: BS, Regis College; JD, Pepperdine University School of Law
Courses: First Year Curriculum—Contracts, Criminal Law, and Torts; Corporations and Business Organizations; and Advocacy
State Bar Membership: Colorado

ROBERT HULL**Assistant Dean of Academics and Professor of Law**

Dean Hull writes extensively on legal topics, and his substantive law guides and practice materials have been used by law students and practitioners nationwide. He is a *cum laude* graduate of the University of San Diego School of Law and has taught for 20 years. His expertise includes curriculum development and writing testing materials.

Education: BA, San Diego State University;

JD, University of San Diego School of Law

Course: Corporations

State Bar Memberships: Arizona, California, Missouri, and Nevada

SHAUN JAMISON**Assistant Dean of Information Services and Professor of Law**

Dr. Jamison's law practice experience includes estate planning, small business, real estate, criminal defense, and family law. Dr. Jamison formerly worked for Thomson-West legal publishers, most recently as manager of Westlaw inside account management and telephone training. He taught undergraduate legal courses in both face-to-face and online formats. His most recent continuing education presentations include panel discussions on law firm innovation and the future of general practice.

Education: BS, National College; JD, University of North Dakota;

PhD, Capella University

Courses: Real Property, Evidence, and Legal Research

State Bar Membership: Minnesota

SCOTT JOHNSON**Professor of Law**

In addition to his work with Concord Law School, Professor Johnson is a hearings officer with the New Hampshire Department of Education. He was formerly in private practice with a focus in administrative law, constitutional law, education law, and health law. While in practice, he was involved in a number of precedent setting cases, including *Claremont v. Governor*, the case establishing that New Hampshire students have a constitutional right to an adequate education. Professor Johnson frequently appeared before administrative agencies, trial courts, and appellate courts, and is a member of the United States Supreme Court bar.

Professor Johnson is the author of a number of articles and books in various areas of law including two forthcoming casebooks in the area of education law. He frequently presents at various professional development and continuing education programs and conferences including the Education Law Institute's annual conference.

Publications:

- Education Law: A Problem Based Approach, with Sarah E. Redfield, Lexis-Nexis Publishing (2010)
- Special Education Law, 4th Edition, with Laura Rothstein, Sage Publications (2009)
- Administrative Agencies: A Comparison of New Hampshire and Federal Agencies History, Structure and Rulemaking Requirements, 4 *Pierce L. Rev.* 435 (2006)
- Preventing Physical Restraints in Schools: A Guide for Parents, Educators & Professionals, *Education Law Resource Center* (2005)
- "Focus on Equality Shifts to Adequacy as Brown v. Board Turns 50," 34 *Your School and the Law*, 34 (2004).
- New Hampshire Special Education Law Manual: A Guide for Parents, Educators, Advocates and Attorneys, *NHEdLaw, LLC* (2003).
- "Reexamining Rowley: A New Focus in Special Education Law," 2 *BYU Education and Law Journal*, 561 (2003).
- "Bragdon v. Abbott: Analysis and Implications for People Living with HIV/AIDS and Other Disabilities," 40 *New Hampshire Bar Journal*, 1 (1999).
- "HB 117: The State's Plan to Fund Educational Adequacy is Too Little Too Late," 2 *New Hampshire Law Bulletin*, 3 (June 1999).
- "Suing Under the Americans With Disabilities Act or Seeking Disability Benefits: A Hobson's Choice for People With Disabilities," 6 *Journal of Individual Employment Rights*, 1 (1997-98)
- "Opening Up Attorney Disciplinary Proceedings: Here Comes the Sun. It's all Right?" 37 *New Hampshire Bar Journal*, 10 (1996)

Education: BA, University of North Carolina at Charlotte;

JD, Franklin Pierce Law Center

Courses: First Year Curriculum—Contracts, Criminal Law, and Torts; Constitutional Law; Civil Procedure; and Medical Products Liability

State Bar Membership: New Hampshire

MARK KAUFMAN**Professor of Law**

Professor Kaufman has extensive experience with the criminal justice system both as a trial attorney and as a teacher. He has worked at the trial and appellate level on a wide range of family, criminal, and poverty/welfare law issues. He has taught at Villanova University School of Law, where he developed a cooperative clinical education program, and at Widener University in its criminal justice program.

Education: BA and JD, University of Maryland

Courses: Evidence, Constitutional Law, Criminal Procedure, and Civil Procedure

State Bar Memberships: Pennsylvania and Maryland

EDWARD MONSOUR**Professor of Law**

Professor Monsour has extensive teaching experience in the taxation field. In addition to his Concord courses, he has taught at Southwestern Law School, Golden Gate University, and the University of California, Irvine's Graduate School of Management. He has also taught in taxation programs for accounting professionals.

Education: BA and MBA, Cleveland State University;

JD, Cleveland-Marshall College of Law; CPA

Courses: Federal Taxation, Real Property, and Constitutional Law

State Bar Membership: Ohio

MEREDITH MULLER**Assistant Dean of Faculty Development and Professor of Law**

Professor Muller is a full-time professor and the assistant dean of faculty development at Concord. She has taught first-year courses in contracts, torts, and criminal law since the Spring of 2000 and manages the School's bar review program for students sitting for the California Bar's First Year Law Students' Exam. She also periodically teaches Intellectual Property.

Prior to joining Concord, she served as legal editor for LexisNexis, as a staff attorney for the Thirteenth Judicial Circuit, and as a litigator in private practice. Professor Muller also teaches graduate-level courses in business law at Georgia State University.

Education: BA, Berry College; JD, Stetson University College of Law

Courses: First Year Curriculum—Contracts, Criminal Law, and Torts; and Intellectual Property

State Bar Memberships: Florida and Georgia

CAROLE PETERSON**Assistant Dean of Students**

Dean Peterson double majored in journalism and political science and served as editor-in-chief of the award winning *Daily Trojan* at the University of Southern California. She attended law school at USC as well. Her legal career began as a litigator with White & Case, before she became a federal prosecutor with the United States Attorney's Office in the Central District of California. She worked as an assistant U.S. attorney for more than 10 years, prosecuting hundreds of cases in the areas of narcotics, gang violence, crimes against children, and counter-terrorism. She has also written numerous appellate briefs and argued before the Ninth Circuit Court of Appeals. Back at USC, she has served as an adjunct professor for the School of Law, teaching trial advocacy. More recently, she has worked as a litigator, representing counties in civil suits brought against law enforcement officials.

Education: BA, University of Southern California;

JD, University of Southern California School of Law

State Bar Memberships: California and Tennessee

TIMOTHY PLEASANT**Professor of Law**

Professor Pleasant is in private practice concentrating primarily on criminal defense work. During law school, he was a federal judicial intern for the U.S. District Court, Middle District of Florida. He also has taught history, ethics, and political science at undergraduate and graduate levels, and was a commissioned officer in the U.S. Marine Corps.

Education: BA, Vanderbilt University; JD, Stetson University College of Law; MSSJ, Defense Intelligence College

Courses: First Year Curriculum—Contracts, Criminal Law, and Torts; Criminal Procedure; Civil Procedure; and Constitutional Law

State Bar Membership: Colorado

MELISSA RACKI**Assistant Dean of Students**

Dean Racki has practiced as a plaintiff's attorney, representing clients with Social Security, disability, ERISA, personal injury, and workers' compensation claims. She specialized in Social Security and ERISA administrative hearings and appeals, and assisted in the preparation of the ERISA course outline and materials taught at Stetson University College of Law. She also worked as a Social Security law clerk for the U.S. District Court, Middle District of Florida, drafting orders and reports and recommendations for eight U.S. magistrates.

Education: BA, University of Maryland, European Division; JD, Stetson University College of Law

State Bar Membership: Florida

KATHLEEN REAGAN**Professor of Law**

Professor Reagan was an assistant district attorney for 8 years. During that time, she prosecuted criminal cases, trained and supervised attorneys, and was chief of the family protection unit. In addition to her Concord responsibilities, Professor Reagan is associated on a part-time basis with a small law firm engaged in the general practice of law in Braintree, Massachusetts.

Education: BA, University of Virginia; JD, Tulane Law School

Courses: Legal Research, Evidence, Criminal Procedure, and Equine Law

State Bar Membership: Massachusetts

STACEY SHARP**Assistant Dean of Students and Director of EJD Student Affairs**

In addition to her work in private practice, Dean Sharp has many years of experience assisting law students in developing legal analysis and writing skills.

Education: BA, University of Southern California;

JD, Thomas Jefferson School of Law

State Bar Membership: California

ANDREW TALLMER**Associate Dean of Faculty and Professor of Law**

Dean Tallmer has been involved in the public policy arena for much of his career including teaching and development of legal training for public safety agencies at the North Carolina Justice Academy. He has worked as assistant deputy director at the New York City Mayor's Office of Operations. He is also an experienced trial attorney, having worked as an assistant district attorney in Nassau County, New York. Dean Tallmer has also worked as an attorney for the New York City Police Department. He has taught various law-related courses at undergraduate institutions.

Education: BA, Union College of Union University; JD, Albany Law School

Courses: First Year Curriculum—Contracts, Criminal Law, and Torts

State Bar Memberships: North Carolina and New York

KIYOKO TATSUI**Associate Dean of the EJD Program, Degree Program Coordinator, and Professor of Law**

Prior to joining Concord, Dean Tatsui spent several years with the State Bar of California managing the Office of Client Relations and the Client Security Fund. Dean Tatsui has done numerous CLE programs, both during her tenure at the State Bar and when she worked for the Los Angeles County Municipal Courts. She is active in local bar affairs.

Education: AB, University of California, Los Angeles;

JD, University of California, Berkeley (Boalt Hall)

State Bar Membership: California

VICTORIA VIDT**Assistant Dean of Students**

Dean Vidt advises first-year students in both the JD and EJD divisions. In addition to working at Concord, she is currently an assistant public defender in the Appellate Division at the Public Defender's Office in Pittsburgh, Pennsylvania, where she represents indigent defendants on an appellate level. Prior to working as an appellate attorney, she was a law clerk in the Superior Court of Pennsylvania and the intermediate appellate court for Pennsylvania, and also worked as a contract attorney in private practice. Dean Vidt received her JD from the Duquesne University School of Law where she graduated *cum laude* from the evening division and was a member of the *Law Review*. Dean Vidt published the article "That Eyewitness of Yours...Is His Identification Reliable?", found in volume 1, issue 2 of *The Defender*, August 1, 2005.

Education: BA, University of Pittsburgh; JD, Duquesne University School of Law

State Bar Membership: Pennsylvania

JANE WISE**Professor of Law**

Professor Wise is a full-time faculty member with Concord. She also serves as an adjunct faculty member at Brigham Young University Law School where she teaches legal research and writing in the advocacy program. She writes and publishes in law journals and is a presenter at legal writing conferences. While at the University of Utah Law School, she was the winner of the moot court competition.

Education: BA, BFA, and JD, University of Utah

Course: Legal Analysis and Writing

State Bar Membership: Utah

ADJUNCT FACULTY**LAURIE ARONOVSKY****Professor of Law**

Professor Aronovsky traveled extensively and taught English in Japan before starting law school at New York University. She began her legal career in California, litigating a wide variety of commercial litigation matters while volunteering in a temporary restraining order clinic for battered women. More recently, she practiced in the area of disability rights involving high-impact class action litigation in state and federal courts.

Education: AB, University of California, Berkeley;

JD, New York University School of Law

Course: Legal Analysis and Writing

State Bar Membership: California

ROBERT BARRETT
Professor of Law

In addition to teaching at Concord, Professor Barrett teaches Business Organizations, Civil Procedure, and Professional Responsibility at the University of West Los Angeles Law School. In addition, he is a full-time professor of law and business at the University of La Verne where he teaches in the undergraduate, graduate, and law schools. He has been a member of the State Bar of California's Business Law Section Education Committee, has been a frequent MCLE lecturer, and is a former chair of the California State Bar's Standing Committee on Professional Responsibility and Conduct.

Education: BA, Georgetown University, summa cum laude;
JD and MSFS, Georgetown University Schools of Law and Foreign Service,
editor of the Georgetown Law Journal
Course: Professional Responsibility
State Bar Membership: California

JASON BURK
Professor of Law

Professor Burk has taught at Concord since 2001. He has been a member of the State Bar of Nevada since 1996 and practiced extensively in insurance defense in Las Vegas prior to relocating to Georgia in 2005. He was admitted to the State Bar of Georgia the same year. In addition to teaching first-year courses at Concord, Professor Burk also practices law with a large multistate firm.

Education: BA, University of Illinois; JD, Drake University Law School
Courses: First Year Curriculum—Contracts, Criminal Law, and Torts
State Bar Memberships: Georgia and Nevada

SCOTT BURNHAM
Visiting Professor of Law

Professor Burnham taught at the University of Montana from 1981 to 2010 and has been a visiting faculty member at many other law schools. He teaches Contract Drafting at Concord and is the author of *The Contract Drafting Guidebook* and *Drafting and Analyzing Contracts*. Professor Burnham is a member of the American Law Institute.

Education: BA, Williams College; JD and LLM, New York University
Course: Contract Drafting
State Bar Membership: Montana

JOHN CIROLI
Professor of Law

Professor Cirola has been with Concord since 2003. He is also an assistant public defender in Pittsburgh in the appeals unit of his office and practices before all courts in Pennsylvania as well as the United States Supreme Court. During his career, Professor Cirola was also assistant counsel for the Pittsburgh Housing Authority and general counsel for an international IT company. Professor Cirola practices in the areas of criminal law, administrative law, immigration, employment, contracts, government, and international law. He also studied European constitutional law at Trinity University in Dublin, Ireland, and Charles University in Prague, Czech Republic.

Education: BA, Duquesne University; JD, Capital University School of Law
Courses: First Year Curriculum—Contracts, Criminal Law, and Torts;
Criminal Procedure; and Evidence
State Bar Membership: Pennsylvania

MARC S. CWIK
Professor of Law

In addition to teaching at Concord, Professor Cwik is a private attorney practicing general civil litigation with an emphasis in personal injury, family law, construction law, medical malpractice, and insurance defense. Professor Cwik has published several professional articles on family law and fatherhood, conducted a nationwide study on domestic violence and the response of clergy, and has testified before the Wisconsin Governor's Commission on Families and Children on current legal issues facing families and children.

Representative Publications:

- "The Agunah Divorce Problem in Jewish Society: Exploring the Possibility of an International Law Solution," 17 Wisconsin International Law Journal, 109-144 (1999)

- "The Many Effects of Rape: The Victim, Her Family, and Suggestions for Family Therapy," 23 Family Therapy, 95-116 (1996).
- Father Involvement: Policies and Programs: Report to the Governor's Commission on Families and Children, Madison, WI: Office of the Lieutenant Governor (1995).

Education: BA and MS, University of Wisconsin-Madison;
JD, University of Wisconsin Law School
Courses: Civil Procedure and Medical Malpractice/Professional Liability
State Bar Memberships: Nevada and Wisconsin

DEENA DEGENOVA
Professor of Law

In addition to working at Concord, Professor DeGenova is a staff attorney in the criminal division of the Sixth Judicial Circuit in Pasco County, Florida, where she concentrates on postconviction motions. Prior to working as a staff attorney, she was an appellate attorney for the Office of the Attorney General in Tampa, in private practice in the areas of family law and bankruptcy, and an assistant attorney general in the area of dependency law.

Education: JD, Pace University School of Law
Course: First Year Curriculum—Contracts, Criminal Law, and Torts; and Criminal Procedure
State Bar Membership: Florida

LYNN FELDMAN
Professor of Law

In addition to teaching at Concord, Professor Feldman maintains a solo practice in appellate law. He also is an adjunct professor of law at University of West Los Angeles School of Law teaching criminal law, criminal procedure, and legal research and writing. Selected publications include: "Alabama v. White: Further Erosion of Fourth Amendment Rights," 22 *University of West Los Angeles Law Review*, 255 (1991).

Education: BS, University of Kansas; JD, University of West Los Angeles School of Law
Courses: Criminal Procedure and Community Property
State Bar Membership: California

JOEL W. FRIEDMAN
Professor of Law

Professor Friedman is the Jack M. Gordon Professor of Procedural Law and Jurisdiction at Tulane Law School where he also directs the Tulane-ITESM PhD program. He is the editor of *Employment Discrimination Stories* for West Publishing as well as the author of many casebooks, articles, and treatises in the areas of labor law, employment discrimination, and civil procedure.

Education: BS, Cornell University; JD, Yale University
Course: Employment Discrimination
State Bar Membership: California

RICHARD HERMANN
Professor of Law

Professor Hermann has been an attorney career counselor for more than 30 years. He was the cofounder of Federal Reports, Inc., a legal career publishing and consulting firm including www.attorneyjob.com, a business sold to Thomson Reuters in 2007. He is an author and frequent speaker on law and legally related employment at conferences, such as National Association of Law Placement (NALP), national and state bar associations, and law schools across the country. Previously, he was an attorney at the U.S. Departments of Energy and Defense and the General Accounting Office. He was also a consultant to numerous U.S. government departments and agencies on national security law, personnel and employment law, and human resources matters. Legal Career Management, a course he developed and teaches for Concord, is the first course in a law school program to offer a structured approach to managing a legal career.

Education: BA, Yale University; MA, New School University;
JD, Cornell Law School
Course: Legal Career Management
State Bar Memberships: District of Columbia and New York

MARY JENSEN**Professor of Law**

In addition to teaching at Concord, Professor Jensen serves as an adjunct professor of legal writing at Brigham Young University. She also maintains an active law practice specializing primarily in adoptions, estate planning, and business organizations.

Education: BA, JD, and MLS, Brigham Young University

Course: *Legal Analysis and Writing*

State Bar Membership: Utah

ANDREA L. JOHNSON**Professor of Law**

In addition to her work with Concord, Professor Johnson is a professor at California Western School of Law where she teaches business organization, telecommunications, business planning, and administrative law, and directs the CWSL Center for Intellectual Property, Technology, and Telecommunications. Professor Johnson previously worked in business management and economic development in Washington, DC, where she also served as the assistant corporation counsel, and in corporate litigation for a Wall Street firm. Her recent articles on telecommunications have been published in journals such as *Journal of Law and Education*, *Law and Technology Journal*, and *Rutgers Law Journal*.

Education: BA, Howard University; JD, Harvard Law School

Course: *Business Planning and Skills Training*

MARC JONES**Professor of Law**

Professor Jones is an attorney with the Department of Homeland Security in the Immigration and Customs Enforcement division. In addition to litigating criminal immigration cases administratively in immigration court, he also prosecutes criminal immigration matters in federal district court, as well as argues criminal immigration appeals in the Seventh Circuit Court of Appeals. Previously, he served on active duty with the Air Force for 10 years in the JAG Corp, where he was a criminal litigator. Although most experienced in the Air Force as a criminal defense attorney, he served both as a prosecuting attorney and a defense attorney. He has also worked at both the trial and appellate levels.

Education: BA, Northeastern Illinois University; JD, Howard University; LLM, George Washington University

Courses: *First Year Curriculum—Contracts, Criminal Law, and Torts; Criminal Procedure and Evidence*

State Bar Memberships: Illinois and Indiana

ROB LANDRY**Professor of Law**

Dr. Landry holds a JD degree, *magna cum laude*, from the University of Alabama where he served as the lead articles editor on the *Journal of the Legal Profession*. Dr. Landry also holds a PhD in public administration and public policy from Auburn University. Following law school, he served as law clerk to the Honorable James S. Sledge, U.S. Bankruptcy Judge for the Northern District of Alabama, and he then entered private practice. Since 1996, Dr. Landry has practiced primarily in bankruptcy, commercial, and business law. He currently serves as an assistant U.S. bankruptcy administrator for the Northern District of Alabama and is an adjunct instructor in the College of Commerce and Business Administration at Jacksonville State University where he teaches courses covering business law, business ethics, and real estate law. Dr. Landry has published numerous articles dealing with bankruptcy law, ethics, and public policy in journals such as the *Mississippi Law Journal*, *Mercer Law Review*, *Journal of Business and Economic Perspectives*, *Memphis Law Review*, *American Bankruptcy Institute Journal*, and *Journal of the Legal Profession*.

Education: BS, University of North Alabama; JD, University of Alabama School of Law; MPA, Jacksonville State University; PhD, Auburn University

Courses: *First Year Curriculum—Contracts, Criminal Law, and Torts; and Real Property*

State Bar Membership: Alabama

DAVID LARSON**Professor**

Professor Larson is a professor of law at the Hamline University School of Law and a senior fellow at Hamline's Dispute Resolution Institute. At Hamline University, he teaches arbitration, ADR and technology, employment discrimination law, employment law, and labor law.

Professor Larson was a member of the American Bar Association's E-Commerce and ADR Task Force, was one of the founders of the International Competition for Online Dispute Resolution (ICODR), created the ADR and Technology course for Hamline University, and was a U.S. West Technology Fellow. He was the founder and editor-in-chief of the *Journal of Alternative Dispute Resolution in Employment* (CCH Inc.) and served as an arbitrator for the Omaha Tribe, a hearing examiner for the Nebraska Equal Opportunity Commission, and the Professor in Residence at the Equal Employment Opportunity Commission headquarters, Office of General Counsel, Appellate Division. He is currently an independent arbitrator.

Professor Larson has been a full-time professor at the Creighton University School of Law, the Loyola University of Chicago School of Business Administration, and Millsaps College. He also practiced law with Meagher and Geer in Minneapolis.

Professor Larson has over 50 legal publications and has made more than 130 professional presentations in Austria, Australia, China, England, Ireland, the Netherlands, Sweden, and the United States. He is a Qualified Neutral under Minnesota Supreme Court Rule 114, and his articles discussing technology-mediated dispute resolution (TMDR), online dispute resolution, and conflicts of interest are available online at ssrn.com/author=709717.

Education: BA, DePauw University; JD, University of Illinois College of Law; LLM, University of Pennsylvania Law School

Course: *ADR and Technology*

State Bar Memberships: Minnesota; inactive in Illinois and Nebraska

MARK B. LEHNARDT**Professor of Law**

Professor Lehnardt has been involved in international trade practice and policy for nearly 10 years, with experience from the perspective of the court, the government, and the private sector. He clerked for the Hon. Delissa A. Ridgway on the U.S. Court of International Trade, defended the United States in trade remedy litigation before U.S. courts and the WTO Dispute Settlement Body, and represented private party interests in trade remedies cases before the U.S. Department of Commerce and U.S. courts. He has also participated as part of the U.S. trade remedies policymaking teams and in technical exchanges with several Latin American countries to help educate them on U.S. trade remedy law. Professor Lehnardt previously taught classes related to international arbitration and international business transactions classes.

Education: BA, Brigham Young University; JD, J. Reuben Clark Law School at Brigham Young University

Course: *International Trade*

State Bar Memberships: Colorado, Missouri, Utah, and Wyoming; U.S. Court of International Trade

EDWARD MARTIN**Visiting Professor of Law**

Professor Martin is a professor at Cumberland School of Law where he teaches Torts, Damages, Professional Responsibility, and several other courses in addition to Products Liability. A law professor since 1981, he is the author of *Premises Liability Law and Practice* (five volumes, Matthew Bender & Co., 1987 to 2006); *Personal Injury Damages* (John Wiley & Sons, Inc., 1980); and several other works including coauthorship of *Torts: Cases, Problems and Exercises* (LexisNexis, 2nd Edition 2006). Professor Martin is a CALI Remedies Fellow and has authored and taught a number of online courses at Cumberland including Products Liability and the Endangered Species Act.

Education: BS and JD, University of Tennessee, research editor and assistant editor, Tennessee Law Review

Course: *Products Liability*

State Bar Membership: Tennessee

JERRY A. MENIKOFF
Professor of Law

Dr. Menikoff holds a joint law and public policy degree from Harvard University and a medical degree from Washington University. He currently works in the federal Office for Human Research Protections, Department of Health and Human Services, and has an appointment with the Bioethics Department in the Clinical Center of the National Institutes of Health. Dr. Menikoff previously taught at the University of Kansas Schools of Medicine and Law, Harvard University's program in ethics and the professions, the University of Chicago School of Law, Hofstra University School of Law, and University of Akron School of Law. He researches and writes extensively on bioethics, ethical issues within the practice of medicine, ophthalmology, tax, and other health care areas.

Education: AB, Harvard College; JD and MPP, Harvard University and Kennedy School of Government; MD, Washington University (St. Louis) School of Medicine

Course: Health Care Policy

State Bar Membership: New York

NIKI MIRTORABI
Professor of Law

Professor Mirtorabi is a graduate of the University of Southern California School of Law where she was the managing editor of *The Women's Law Journal*. She has practiced in the litigation and employment law fields. In addition to her work with Concord, she is currently working in the corporate headquarters of an insurance firm where her focus is group insurance.

Education: BA, University of California, Los Angeles; JD, University of Southern California School of Law

Courses: Constitutional Law and Community Property

State Bar Membership: California

VANESSA ROLLINS
Professor of Law

Professor Rollins began her law career as an associate with Workman, Nydegger & Seeley in Salt Lake City, Utah, where she focused on patent and trademark prosecution. She later joined the firms of Finnegan, Henderson, Farabow, Garrett & Dunner in Palo Alto, California, and Parsons Behle & Latimer in Salt Lake City, Utah, where she concentrated her practice in the areas of patent litigation, trademark oppositions, and domain name disputes. She has taught courses in intellectual property law, copyright law, trademark and unfair competition law, patent law, and contract law, and coached several moot court teams for the state of Michigan competition and the annual intellectual property-focused Giles Rich Moot Court Competition. In addition, Professor Rollins has been an assistant professor of law at Ave Maria School of Law, an adjunct professor of law at Michigan State University School of Law, and, most recently, she was a visiting professor of law at Wayne State University School of Law. Her publications include: "Illustrative Fair Use: Braun versus the Bunny," 13 *Marquette I.P. L. Rev.* 285 (2009); and "If It Walks Like Duck, and Quacks Like a Duck, Shouldn't It Be a Duck? How a 'Functional' Approach Ameliorates the Discontinuity Between the 'Primary Significance' Tests for Genericness and Secondary Meaning," 37 *N.M. L. Rev.* 147 (2007). Professor Rollins worked as a molecular biologist before entering the legal profession.

Education: BS, University of Utah; JD, University of Notre Dame School of Law

Course: Intellectual Property

State Bar Memberships: California and Utah

ABRAHAM RONAI
Professor of Law

Professor Ronai's practice includes patent litigation, patent prosecution, and related counseling in the mechanical, electrical, electromechanical, and medical device-related disciplines. Prior to entering the legal profession, Professor Ronai was a mechanical design engineering intern for the Pratt & Whitney division of United Technologies Corporation. Professor Ronai has a strong scientific, technical, and legal background. Beginning with his undergraduate mechanical engineering degree from Cornell University and continuing with his work at Kenyon & Kenyon LLP and other firms, he has had broad exposure to many areas of technology and the legal issues involved with their application.

Education: BS, Cornell University; JD, Cardozo School of Law

Course: Patent Litigation

State Bar Membership: New York

DIANE SCHUSSEL
Professor of Law

Professor Schussel has worked in the area of affordable housing in Chicago and the Southeast. In addition to teaching legal writing, she taught art history at the undergraduate level prior to joining Concord.

Education: BBA, University of Georgia—Athens; JD, Emory University School of Law; MA, University of Alabama—Birmingham

Courses: First Year Curriculum—Contracts, Criminal Law, and Torts

State Bar Memberships: Georgia and Illinois

ROBERT SCHWARTZ
Professor of Law

Professor Schwartz has been on the faculty at the University of New Mexico since 1976. Professor Schwartz is a nationally recognized scholar in the area of bioethics, which he teaches at Concord. He is one of five authors of *Health Law: Cases, Materials and Problems*, the first textbook that treated health law as a subject when it was first published in 1987 and the leading health law textbook in the United States.

Education: BA, Stanford; JD, Harvard Law School

Course: Bioethics

State Bar Memberships: New Mexico and New York

CHRISTINE SEYMOUR
Professor of Law

Professor Seymour maintains, in addition to her work with Concord, an active practice in the areas of real estate, wills and estates, municipal law, school law, and civil litigation concerning construction contract negotiations, construction liability, consumer law, employment discrimination, civil rights, premises liability, professional liability, products liability, and personal injury. Professor Seymour has represented national department stores, school districts, municipalities, and other local government agencies in litigation involving civil rights defense, employment discrimination, personal injury, and premises liability. She has tried more than 60 cases to verdict in both first and second chair capacity and served as solicitor to municipalities, school districts, and municipal authorities.

Education: BA, cum laude, Washington and Jefferson College; JD, Duquesne University School of Law

Course: Real Property and Wills and Trusts

State Bar Membership: Pennsylvania

ANGELA SLATER
Professor of Law

Professor Slater obtained her Juris Doctorate from New York University School of Law where she received two American Jurisprudence Awards. She has been actively practicing law for nearly 20 years. She has devoted her private practice to litigation with an emphasis on complex scientific, pharmaceutical, medical device, and toxic tort litigation. She has significant experience in Food and Drug Administration (FDA) related litigation issues. Professor Slater has been a litigation director for a number of law firms. She is a past chair of the New Jersey State Bar Association Products Liability and Toxic Tort Section and has been an active speaker at various New Jersey Bar continuing legal education programs. She also is an elected member of the International Association of Defense Counsel and has been active through the years in various ABA committees. Professor Slater has lectured nationally on topics related to complex product liability actions including FDA issues, admissibility of expert scientific and medical testimony, and preemption. She has represented major pharmaceutical and medical device manufacturers in state and federal actions, both locally and nationally.

Education: BA, Montclair State University; JD, New York University School of Law

Courses: First Year Curriculum—Contracts, Criminal Law, and Torts; and Civil Procedure

State Bar Memberships: District of Columbia and New Jersey

DEENA STURM
Professor of Law

As an associate at Kenyon & Kenyon LLP, Professor Sturm has experience in a wide variety of intellectual property matters including drafting and prosecuting patent applications, preparing patent invalidity and non-infringement opinions, and participating in patent and trademark litigations. Professor Sturm's work has primarily focused on clients in the software and mechanical fields. She has also worked on matters related to other areas including surgical devices, electronic management systems, foreign language learning systems, and entertainment and media matters.

Publications:

- "Foreign Use of a Mark May Establish Trademark Priority in the U.S.," 13:5 The Intellectual Property Strategist, 3-6 (2007).
- "Fair Use: Lawful Use of Another's Trademark," World Trademark Yearbook, 457-463 (2006).

Education: BS, York University; JD, Cardozo School of Law

Course: Patent Application Drafting

State Bar Membership: New York

JEFFREY VAN DETTA
Professor of Law

Professor Van Detta clerked for a federal appeals court and then was in private practice for 12 years at an international law firm. In his practice, he concentrated on labor law, employment discrimination law, international business counseling, and federal court litigation. He has published extensively in the law reviews and is on the faculty at the John Marshall Law School in Atlanta, Georgia.

Education: BA, Union College; JD, Albany Law School

Courses: Civil Procedure, Commercial Law, Conflicts of Laws, and Contract Drafting

State Bar Memberships: Georgia and New York

PAUL VIRGO
Professor of Law

Professor Virgo practices in Los Angeles, California, where he is of counsel to the Century Law Group. He specializes in the defense of attorneys in regulatory and licensure proceedings and civil actions. He is an adjunct professor of law in professional responsibility at Whittier Law School and the University of West Los Angeles School of Law. He is a frequent lecturer on legal ethics and professional responsibility before numerous organizations, associations, and committees. Professor Virgo retired from the State Bar of California after 25 years of service, the last 12 of which he was an assistant chief trial counsel.

Education: BA, California State University, Northridge; JD, Whittier Law School

Course: Professional Responsibility

State Bar Membership: California

TERRY L. WATT
Professor of Law

Dr. Watt is a director of an IP group for the Tulsa firm of Feller, Snider, Blankenship, Bailey and Tippens, P.C., and a twice-elected member of the firm's governing executive committee. His practice includes trademark, copyright, and patent law and litigation, with particular focus on computer and software law. Dr. Watt is a registered patent attorney and an adjunct professor at the College of Law, University of Tulsa.

Education: BA, JD, MBA, and PhD, University of Tulsa; MA, Princeton University

Course: Patent Law Fundamentals

State Bar Membership: Oklahoma

KATY YANG-PAGE
Professor of Law

Professor Yang-Page graduated with Phi Beta Kappa honors from Northwestern University and received her law degree from New York University in 1994. Professor Yang-Page has been a practicing lawyer for more than 10 years, focusing primarily on constitutional, employment, and immigration law. After graduating from law school, she clerked for federal district court judge Mary M. Lisi in the district of Rhode Island. She was an attorney for the Justice Department as well as for large private law firms in Los Angeles. Professor Yang-Page was also a staff attorney at the Indiana Civil Liberties Union, an affiliate of the American Civil Liberties Union. She has published in several areas of constitutional law and has lectured students, lawyers, and employers on such topics as the Fourth Amendment, campaign finance reform, and sexual harassment and diversity in the workplace. Professor Yang-Page is currently in private practice in Indianapolis, Indiana.

Education: BA, Northwestern University; JD, New York University

Courses: First Year Curriculum—Contracts, Criminal Law, and Torts; and Constitutional Law

State Bar Memberships: California, Hawaii, and Indiana

BARBARA YOUNGBERG
Professor of Law

Professor Youngberg is the former vice president of insurance, risk, quality, and legal services for the University Health System Consortium, an alliance of 92 academic medical centers located across the United States. She has served as an adjunct professor for 9 years at the Loyola University Chicago College of Law and Health Law Institute. She is the primary author of four textbooks related to health care risk management and patient safety, and serves on the editorial board for the *American Journal of Medical Quality and Patient Safety and Quality Health Care*.

Education: BSN, Illinois Wesleyan; JD, DePaul University, College of Law; MSW, University of Illinois, Jane Addams College of Social Work

Course: Risk Management

State Bar Membership: Illinois

DEANS EMERITI

BARRY CURRIER
Dean Emeritus and Professor of Law

Barry Currier became the dean of Concord Law School in June 2004. He brought to the position more than 30 years of experience in legal education and the legal profession, which helped Concord continue the growth in quality and reputation that was established by founding dean, Jack Goetz.

Dean Currier served as a law clerk in the United States Court of Appeals for the District of Columbia Circuit in 1971 to 1972. Thereafter, he practiced law at Latham & Watkins in Los Angeles, California.

Dean Currier began his law teaching career at the University of Kentucky College of Law in 1974. He spent a year as a visiting faculty member at Duke Law School (1976 to 1977) and a semester as a visiting faculty member at Monash University Faculty of Law in Melbourne, Australia (1985). From 1977 to 1996, he was a member of the faculty at the University of Florida College of Law. There, he was associate dean (1990 to 1996), acting director of the graduate tax program (1983 to 1984), professor of law (1980 to 1996), and associate professor of law (1977 to 1980). From 1996 until 2000, Dean Currier

served as dean and professor of law at Cumberland School of Law at Samford University in Birmingham, Alabama. His academic areas of interest are land finance, land use planning, real property, and income taxation.

In 2000, Dean Currier became deputy consultant on legal education at the American Bar Association located in Chicago, Illinois, the position he left to become the dean at Concord. At the ABA, Dean Currier worked closely with the consultant on legal education and the Council of the Section of Legal Education and Admissions to the Bar, the recognized accrediting agency for JD programs in the United States, on the law school approval and review process. He worked with various committees of the Section, including the Accreditation Committee, Standards Review Committee, and Bar Admissions Committee, on matters and projects of significance for legal education and the legal profession in the United States.

Dean Currier is a member of the Order of the Coif, the American Law Institute, and the Urban Land Institute. He is a Fellow of the American Bar Foundation. He has served on the Board of Directors of The Access Group, a company in the student loan business that is the major private lender to law students in the United States.

Dean Currier became dean emeritus and professor of law on March 15, 2010.

Education: BA, *University of California, Los Angeles*;

JD, *University of Southern California*

State Bar Membership: *California*

JACK R. GOETZ
Dean Emeritus

Dean Goetz, the founding dean of Concord Law School, is a recognized expert in the field of online learning. His vision and expertise contributed greatly to the creation of Concord in 1998 and its subsequent growth.

Dean Goetz has been active with the Distance Education and Training Council (DETC), serving on the Board of Trustees, on a task force on assessment of learning outcomes, as chair of the Business Standards Committee, and as vice chair of the Educational Standards Committee. In April 2002, the DETC recognized Dean Goetz with their Distinguished Recognition Award for outstanding contributions to the advancement of distance education.

The Board of Bar Governors of the State Bar of California appointed Dean Goetz to a 3-year term as a member of the Law School Council, which advises the Committee of Bar Examiners on various law school education matters. Dean Goetz also serves as a member of the State Bar of California's ad-hoc task force for online education, which is evaluating Internet legal education.

Education: BA, *San Diego State University*; JD, *Boston University School of Law*; MBA, *Pepperdine University*

State Bar Membership: *California*

VISITING AND SUPPLEMENTARY LECTURERS

The Concord curriculum also is enriched by visiting and supplementary lecturers. Working with the Concord faculty, nationally known subject-matter experts provide video lectures and guidance to the course content. The lecturers have over 150 years of combined law teaching experience, are recognized experts in their field, and have taught thousands of law students in their respective subjects. The lecturers include:

PROFESSOR JOHN BLUM
Health Law

Loyola University Chicago School of Law

PROFESSOR MARY CHEH
Constitutional Law

George Washington University School of Law

PROFESSOR RAFAEL GUZMAN
**Criminal Law, Criminal Procedure,
and Evidence**

University of Arkansas School of Law

PROFESSOR MARCI KELLY
Federal Taxation and Wills and Trusts

Golden Gate University School of Law

PROFESSOR LAUREL LEIFERT
Community Property

Private practice

PROFESSOR LAWRENCE LEVINE
Torts

McGeorge School of Law

PROFESSOR ARTHUR MILLER
Civil Procedure and Intellectual Property

Harvard Law School

JOHN MOYE, ESQ.
**Contracts and Corporations and
Business Organizations**

Private practice; former associate dean of the University of Denver and past president of the Colorado Bar Association

PROFESSOR DOUGLAS WHALEY
Commercial Law

The Ohio State University

PROGRAM DEVELOPERS AND COURSE DIRECTORS, SMALL BUSINESS PRACTICE LLM

DANIEL B. BOGART
Course Director

Professor Bogart is the Donley and Marjorie Chair in Real Estate Law at the Chapman University School of Law and a specialist in the area of commercial leasing. He is the coauthor of several textbooks, including *Commercial Leasing, A Transactional Primer*, the only law school text devoted to the subject. Professor Bogart is also a contributing editor of *Friedman on Leases* (Randolph Edition), the leading treatise on commercial leasing practice. His scholarly articles have appeared in the *UCLA Law Review*, *American Bankruptcy Law Journal*, and *Pittsburgh Law Review*, among others. He is a Fellow of both the American College of Real Estate Lawyers and the American Bar Foundation. Professor Bogart is also an elected member of the American Law Institute.

Education: BA, JD, and MA, *Duke University*

State Bar Membership: *Georgia*

JARED D. CORREIA
Course Director

Jared D. Correia, Esq., is the law practice management advisor at LOMAP. Prior to joining LOMAP, he was the publications attorney for the Massachusetts Bar Association (MBA). He was the first publications attorney for the MBA, and established the continuing legal education (CLE) publication protocols and standards. In addition to overseeing the MBA's CLE publications, he also managed the MBA's version of *Casemaker*, an online legal research product provided free of charge to MBA members. Prior to joining the MBA, Mr. Correia was a private practice attorney, working in the areas of general practice and disability law in small firms on the South Coast, north of Boston, and just outside of Boston. Mr. Correia's general practice encom-

passed a diverse range of legal subjects including the handling of administrative hearings, personal injury law, family law, tax law, and property law matters. Mr. Correia is active in raising funds for cancer research and has founded a charitable organization to benefit autistic children.

Education: BA, Saint Anselm College; JD, Suffolk University Law School

RODNEY S. DOWELL

Course Director

Professor Dowell is the director of the Law Office Management Assistance Program (LOMAP), which helps Massachusetts attorneys implement and institutionalize professional office practices and procedures to increase their ability to deliver high-quality legal services, strengthen client relationships, and enhance their quality of life. LOMAP's free and confidential assistance is provided through its consulting services, reference materials, educational programs, and referrals.

In addition to his work with LOMAP, Professor Dowell is a frequent lecturer on law practice management issues including presentations on law office technology, starting a new law office, improving client selection, terminating client relationships, law office finance, data security, and time management. He has lectured at that ABA's TECHSHOW, the Massachusetts Continuing Legal Education, Inc., the Massachusetts Bar Association, the Boston Bar Association, and the Women's Bar Association, among others. He has authored articles for the ABA's *Law Practice* magazine, the ABA LPM's e-zine *Law Practice Today*, the MBA, and the BBA. In addition, Professor Dowell is the co-chair of the Massachusetts Bar Association's Law Practice Management Section and an active participant in the American Bar Association's Law Practice Management Section where he is an editor of the *Law Practice* magazine. Prior to starting LOMAP, Professor Dowell was a founding partner at the litigation firm of Berman & Dowell, from 1998 through 2007, where he focused on employment law, tort defense, including attorney malpractice, and insurance coverage.

Education: BA, University of Colorado, Boulder; JD, Cornell Law School

State Bar Memberships: Colorado and Massachusetts

DAVID EPSTEIN

Program Developer and Course Director

Professor Epstein divides his time between practicing law and teaching law. He is currently of counsel to the Haynes and Boone law firm and the George E. Allen Chair of Law at the University of Richmond. Previously, he was a partner in the Atlanta-based law firm, King & Spalding, dean of two different law schools, and professor or visiting professor at twelve other law schools. He has authored and co-authored books on bankruptcy, creditors rights, and other subjects and regularly lectures on bankruptcy topics at continuing legal education programs and continuing judicial education programs around the country.

Education: BA and JD, University of Texas at Austin;
LLM, Harvard University

State Bar Membership: Texas

JON M. GARON

Course Director

Prior to joining Concord, Professor Garon joined Hamline in 2003, serving as the law school's ninth dean from 2003 to 2008. From 2005 to 2006, he also served as the interim dean of Hamline's Graduate School of Management. He is a nationally recognized authority on intellectual property, particularly entertainment practice, copyright law, cyberspace, and intellectual property entrepreneurship. Professor Garon is the author of *Own It—The Law and Business Guide to Launching a New Business through Innovation, Exclusivity and Relevance*, a concise and readable overview of the IP law issues related to starting a business and building it on IP.

Professor Garon began teaching full time in 1993 at Western State University College of Law in Orange County, California. There he taught all aspects of business law, entertainment, and intellectual property. He served as chairperson on the curriculum committee and served as founding president of the Western State Law Foundation. From 1996 to 1998, he served as the associate dean of academic affairs. From 1999 to 2001, he was on the Dean's Advisory Board, and from 1998 to 2001, he was a member of the Entrepreneurial Law

Center Advisory Board. In 2000, he joined the Franklin Pierce Law Center in Concord, New Hampshire, where he taught business law, entertainment law, and copyright. While in New Hampshire, he served as chairperson of the New Hampshire Film Commission.

Professor Garon also has extensive practice experience. From 1988 to 1989, he worked at Shea & Gould and its successor firm Myerson & Kuhn in Los Angeles, California, specializing in entertainment law, film financing, recording agreements, business formation, and copyright and trademark licensing. From 1990 to 1993, he ran a solo practice in Laguna Beach, California, where he practiced a wide range of entertainment, corporate, and transactional law. From 1994 to 1996, he worked for Hawes & Fischer in Newport Beach, California, facilitating growth of its entertainment law practice, and negotiating and drafting software development, multimedia, and music agreements. In 2000, he joined the law firm of Gallagher, Callahan, and Gartrell, where he remains an of-counsel member of the firm. He has extensive practice experience in the areas of entertainment law, business planning, copyright, software licensing, data privacy and security, and trademark law.

Publications:

- The Independent Filmmaker's Law and Business Guide to Financing, Shooting, and Distributing Independent and Digital Films (*A Cappella Books, 2d Ed. 2009*)
- Own It—The Law and Business Guide to Launching a New Business through Innovation, Exclusivity and Relevance (*Carolina Academic Press, 2007*)
- Entertainment Law and Practice (*Carolina Academic Press, 2005; supplement, 2007*)
- Theater Law: Cases and Materials (*Carolina Academic Press, 2004; coauthor*)
- "Content, Control and the Socially Networked Film", *Brandeis Law Journal*
- "Reintermediation", *International Journal of Private Law*
- "Playing in the Virtual Arena: Avatars and Identity Reconceptualized Through Virtual Worlds and Computer Games", *Chapman Law Review*
- "What if DRM Fails?: Seeking Patronage in the iWasteland and the Virtual O", *Michigan State Law Review*
- "Acquiring and Managing Identity Interests", *Entertainment Law Review at University of Florida*
- "Normative Copyright: A Conceptual Framework for Copyright Philosophy & Ethics", *Cornell Law Review*
- "Entertainment Law", *Tulane Law Review*

Education: BA, University of Minnesota; JD, Columbia University School of Law

Course: Protecting and Selling Intellectual Property

State Bar Memberships: California, Minnesota, and New Hampshire

STEPHANIE KIMBRO

Program Developer

Ms. Kimbro has operated a Web-based virtual law office in North Carolina since 2006 and delivers unbundled estate planning to clients online. She is the recipient of the 2009 ABA Keane Award for Excellence in eLawyering and has won the Wilmington Parent Magazine Family Favorite Attorney Award five years in a row for her virtual law office. Her book, *Virtual Law Practice: How to Deliver Legal Services Online*, was published by the ABA/LPM in October, 2010. She is also the cofounder of Virtual Law Office Technology (VLOTech), which was acquired by Total Attorneys in the fall of 2009.

Education: BA, Centre College; MA, Miami University;
JD, University of Dayton School of Law

Course: Virtual Law Practice

State Bar Membership: North Carolina

M. ELLEN MURPHY

Program Developer

Ms. Murphy is the program director for Concord's Small Business Practice LLM, as well as the developer and professor for the Law School's Cross Profession Ethics course. Prior to joining Concord Law School, Ms. Murphy served as the executive director for Lawyers Concerned for Lawyers (LCL), a private, nonprofit assistance program, serving the Massachusetts bar and

bench. While at LCL, she helped develop and establish Massachusetts' Law Office Management Assistance Program, which assists solo and small firm lawyers in establishing and institutionalizing best office practices and procedures, including the use of emerging technologies. Ms. Murphy is a graduate of Wake Forest University School of Law where she was editor-in-chief of the *Law Review*. Immediately after graduation, she served as a clerk to the Honorable Frank J. Magill, United States Court of Appeals for the Eighth Circuit in Fargo, North Dakota, followed by several years in private practice, where she represented public and private pharmaceutical and biotechnology corporations in commercial business transactions.

Education: BS, North Carolina State University; JD, Wake Forest University School of Law

Course: Cross Profession Ethics

State Bar Membership: North Carolina

STEVE H. NICKLES **Program Developer**

Mr. Nickles is the C.C. Hope Chair in Law and Management at the Wake Forest Schools of Law and Business and is recognized across the country as an outstanding scholar and teacher in the fields of business, commercial, and debtor-creditor law. He is the coauthor of multiple casebooks and textbooks on these subjects and of a three-volume treatise on bankruptcy that is used by judges and lawyers throughout the country. In addition to his many publications, Mr. Nickles frequently lectures in professional development programs for lawyers and judges and to law school faculty and academic meetings about the use of technology in teaching. He also created and teaches at the Wake Forest Divinity School the first course in the country that examines the legal implications of the church as a business.

For over a decade, Mr. Nickles has served as an advisor on academic technology to Thompson-West, the country's leading legal publisher, where he conceived and helped to develop TWEN (The West Educational Network), the only national, online course management system designed for legal education. He previously taught at the University of Arkansas and the University of Minnesota, where he was a distinguished professor. Throughout most of his adult life, Mr. Nickles has also worked and played in government and politics. He worked in Washington, DC, for David H. Pryor when he was a United States Representative from Arkansas and later when Pryor served as a U.S. Senator. When Pryor was governor of Arkansas, Mr. Nickles served in several roles including as an advisor on legislative policy and as director of the state-level Office of Budget and Management.

Education: BA, JD, and MPA, University of Arkansas;
LLM and JSD, Columbia University

Course: Debtor-Creditor Law

ANNA RICHARDSON SMITH **Course Director**

Professor Smith is a labor and employment lawyer with the Virginia law firm of Kaufman & Canoles. She frequently counsels small and large employers on compliance with federal and state employment laws including the Fair Labor Standards Act, Title VII of the Civil Rights Act, the Americans With Disabilities Act, and the Age Discrimination in Employment Act. Professor Smith provides ongoing employment advice to institutional employers, including professional corporations, colleges, and public school systems, as well as representing private and municipal employers in federal and state discrimination cases at both administrative and judicial levels. Prior to private practice, Professor Smith served as a clerk to the Honorable James E. Bradberry, U.S. Magistrate Judge, Eastern District of Virginia in Norfolk, Virginia. Professor Smith is a graduate of Wake Forest University School of Law where she was senior articles editor of the *Law Review* and a Carswell Scholar.

Education: BA and JD, Wake Forest University School of Law;
MA, University of New Mexico

State Bar Membership: Virginia

HOWARD P. WALTHALL, SR. **Course Director**

In addition to his work with Concord, Professor Walthall is a professor of Law at the Cumberland School of Law at Samford University. He is an expert in many aspects of small business law including unincorporated business entities, business planning, taxation, and Uniform Commercial Code issues. Prior to joining the Cumberland faculty, Professor Walthall was a partner at Berkowitz & Lefkowitz (now Baker, Donelson, Bearman, Caldwell & Berkowitz), in Birmingham, Alabama, where his practice focused on the representation of small business clients.

Professor Walthall is a member of the American Law Institute as well as: reporter for the Business Organizations Act, National Conference of Commissioners on Uniform State Laws; Fellow, Alabama Law Institute; reporter for the Alabama Limited Partnership Act, Alabama Model Business Corporation Act; reporter for Alabama UCC Investment Securities Article, Alabama Merger and Conversion Act, and Alabama Business and Nonprofit Entity Code; and member of the Alabama Limited Liability Act Committee, Alabama Revised Limited Partnership Act and Alabama Revised Uniform Partnership Act.

Education: BA and LLB, Harvard University

Policies for Nondegree-Seeking Students

The following program is effective **May 15, 2013**:

Early College Program

(Effective May 15, 2013)

High school juniors (second semester) and seniors in certain counties are eligible for the Early College Program, which is available at Kaplan University campuses in Maine.

COURSES

Students may take any course that has been preselected and approved by Kaplan University.

The effective date for changes to the courses available is listed below:

Appendix A: KUFs—General Population Courses

ARTS AND HEALTH SCIENCES

(Effective November 7, 2012)

CM 115: Communication—Concepts and Skills

HS 101: Medical Law and Bioethics

PS 115: Psychology Program and Profession

BUSINESS

CS 113: Academic Strategies for the Business Professional

MT 140: Introduction to Management

CRIMINAL JUSTICE

CJ 100: Preparing for a Career in Public Safety

CJ 101: Introduction to the Criminal Justice System

CJ 246: Human Relations in a Diverse Society

INFORMATION SYSTEMS AND TECHNOLOGY

CS 114: Academic Strategies for the IT Professional

IT 117: Introduction to Website Development

IT 190: Foundations in Information Technology

LEGAL STUDIES

LS 100: Eight Skills of the Effective Legal Studies Student

LS 102: Introduction to Law

PA 101: The Paralegal Professional

The effective dates for changes to the courses available are listed below:

Appendix C: General Nondegree-Seeking Option Courses

ARTS AND SCIENCES

Communication and Composition

CM 313: Tools for the Digital Age

Psychology

PS 124: Introduction to Psychology

PS 512: Research Design in Applied Behavior Analysis

PS 517: Advanced Principles of Applied Behavior Analysis

PS 522: Behavioral Measures and Interpretation of Data

PS 527: Implementing Behavioral Change

PS 532: Clinical Applications of Applied Behavior Analysis

BUSINESS

Accounting

AC 501: Financial Accounting and Reporting*

AC 502: Regulation*

AC 503: Advanced Auditing*

AC 504: Ethical Issues in Business and Accounting*

AC 505: Advanced Managerial/Cost Accounting*

AC 507: Corporate Tax Decisions and Strategies*

AC 550: Accounting Information Systems*

AC 551: Accounting Research*

AC 554: Enterprise Risk Analysis and Planning*

AC 555: Fraud Examination*

AC 556: Governmental and Not-for-Profit Accounting*

AC 557: Internal Control Assessment and Design*

AC 558: International Accounting Standards and Global Financial Reporting*

AC 559: International Tax Planning and Issues*

AC 560: Tax Research and the IRS*

AC 561: Taxation of Estates and Trusts*

General Business

AB 104: Personal Financial Management

AB 221: Customer Service* (*Effective September 19, 2012*)

GB 500: Business Perspectives*

GB 512: Business Communications*

GB 513: Business Analytics*

GB 514: Foundations of Entrepreneurship—FastTrac® NewVenture™

GB 515: FastTrac® NewVenture™ Lab

GB 518: Financial Accounting Principles and Analysis*

GB 519: Measurement and Decision Making*

GB 520: Strategic Human Resource Management*
 GB 530: Marketing Management*
 GB 531: Advertising*
 GB 532: Marketing Research*
 GB 533: Salesforce Management*
 GB 534: Consumer Behavior* (*Effective February 27, 2013*)
 GB 540: Economics for Global Decision Makers*
 GB 541: Employment Law*
 GB 542: Training and Development*
 GB 545: Strategic Reward Systems*
 GB 546: Recruitment and Selection*
 GB 550: Financial Management*
 GB 560: Designing, Improving, and Implementing Processes*
 GB 562: Small Business Administration
 GB 564: Corporate Venturing
 GB 565: The Entrepreneurial Lab
 GB 570: Managing the Value Chain*
 GB 580: Strategic Management*
 GB 590: Ethics in Business and Society*
 GB 600: Leadership Strategies for a Changing World*
 GB 601: MBA Capstone*

Finance

GF 500: Financial Institutions and Markets*
 GF 510: Risk Analysis and Management*
 GF 520: Corporate Finance*
 GF 530: Financial Statement Analysis*
 GF 540: Investment and Securities Analysis*
 GF 550: Retirement Planning and Employee Benefits*
 GF 560: Fixed-Income and Futures Investing*
 GF 570: Portfolio Management*
 GF 580: Ethics for Financial Professionals*
 GF 581: Financial Strategies for a Global Environment*
 GF 582: Statistical Methods of Decision Making*
 GF 590: Personal Financial Planning*
 GF 591: Individual Insurance Planning*
 GF 592: Income Tax Planning and Strategies*
 GF 593: Estate Planning*

Management

GM 500: Management Theories and Practices I*
 GM 501: Management Theories and Practices II*
 GM 502: Leadership Theory and Practice I*
 GM 503: Leadership Theory and Practice II*
 GM 504: Organizational Excellence and Change*
 GM 505: Action Research and Consulting Skills*
 GM 506: Strategic Financial Analysis*
 GM 541: Foundations of Organization Development*
 GM 543: Organization Diagnosis and Design*
 GM 585: Mentoring and Coaching*
 GM 586: Transformational Leadership*
 GM 591: Strategic Project Management*
 GM 592: Project Initiation, Planning, and Execution*

GM 593: Project Cost and Schedule Monitoring and Controlling*
 GM 594: Project Risk, Quality, and Procurement Monitoring and Controlling*
 GM 599: Applied Research Project*
 MT 140: Introduction to Management*
 MT 302: Organizational Behavior*
 MT 340: Conflict Management and Team Dynamics*
 MT 400: Business Process Management*
 MT 455: Salesforce Management*
 MT 475: Outcomes Assessment and Quality Management*

EDUCATION

(Subject to Minimum Enrollments)

ED 502: Transforming Teaching Practice
 ED 503: Educational Psychology
 ED 506: Educational Psychology
 ED 511: Teaching Methods Through Differentiated Instruction
 ED 512: Action Research
 ED 513: Child and Adolescent Development
 ED 517: Child and Adolescent Development
 ED 521: Reading in the Content Areas
 ED 522: Classroom Management
 ED 523: Research on Effective Teaching
 ED 526: Reading in the Content Areas (*Effective November 7, 2012*)
 ED 531: Secondary Student Assessment
 ED 532: Curriculum Design
 ED 533: Perspectives on Diversity
 ED 536: Secondary Student Assessment
 ED 541: Methods of Teaching Secondary English Language Arts (*Effective January 9, 2013*)
 ED 543: Education and Psychology of Exceptional Children
 ED 546: Education and Psychology of Exceptional Children
 ED 551: Methods of Teaching Secondary Mathematics (*Effective January 9, 2013*)
 ED 552: Educational Leadership
 ED 553: History and Philosophy of Education
 ED 555: Learning Theories
 ED 561: Methods of Teaching Secondary Science (*Effective January 9, 2013*)
 ED 562: Student Assessment
 ED 571: Methods of Teaching Secondary Social Studies (*Effective January 9, 2013*)
 ED 581: Secondary Classroom Management
 ED 586: Methods of Teaching a Foreign Language (*Effective January 9, 2013*)
 ED 587: Secondary Classroom Management (*Effective November 7, 2012*)
 ED 591: Methods of Teaching Visual and Performing Arts (*Effective January 9, 2013*)

Educational Leadership

ER 502: The Principalship
 ER 504: Management of Resources
 ER 506: Legal Issues in Education
 ER 508: Supervision and Instructional Leadership

Educational Technology

- ET 501: Using Technology—Fundamentals of Integration
 ET 502: Using Technology—Practical Applications
 ET 503: Using Technology—Applications in the Content Areas
 ET 513: Using Technology—Applications in the Content Areas
(Effective November 7, 2012)

Higher Education

- HE 543: Assessment of Online Learning Programs
(Effective November 7, 2012)
 HE 547: Effective Online Instruction—Design and Practice
 HE 557: Introduction to Assessment and Evaluation in
 Higher Education
 HE 559: Quantitative Methods and Instruments for Assessment

Instructional Technology

- IX 500: Foundations of Instructional Technology
 IX 510: Instructional Design
 IX 520: Needs Assessment and Evaluation in Education and Training
 IX 540: Research Methods for Education and
 Instructional Technology
 IX 550: Project Management and Implementation in
 Education and Training
 IX 560: Instructional Technologies Infrastructure
 IX 562: Technology Enhanced Learning Environments—K–12
 IX 570: Design of Online Instruction in K–12 Environments

Teaching Literacy

- LT 502: Teaching Reading Across the Curriculum (Grades K–6)
 LT 503: Teaching Writing Across the Curriculum (Grades K–6)
 LT 504: Reading Diagnosis and Remediation
 LT 505: Reading Diagnosis and Remediation
 LT 507: Reading and Writing Across the Curriculum
 LT 511: Teaching Writing Across the Curriculum (Grades 6–12)
 LT 512: Reading in the Content Areas (Grades 6–12)
 LT 516: Reading and Writing Across the Curriculum
(Effective January 9, 2013)
 LT 520: Approaches to Literacy *(Effective January 9, 2013)*
 LT 525: Approaches to Literacy

Teaching Mathematics

- MH 501: Developing Mathematical Proficiency—Numbers and
 Operations (Elementary Grades)
 MH 502: Developing Mathematical Proficiency—Geometry and
 Measurement (Elementary Grades)
 MH 503: Developing Mathematical Proficiency—Algebra
 (Elementary Grades)
 MH 511: Developing Mathematical Proficiency—Numbers and
 Operations (Grades 6–8)
 MH 512: Developing Mathematical Proficiency—Geometry and
 Measurement (Grades 6–8)
 MH 513: Developing Mathematical Proficiency—Algebra (Grades 6–8)
 MH 521: Principles, Pedagogy, and Standards for Mathematics
 MH 530: Number and Operations *(Effective January 9, 2013)*
 MH 531: Developing Mathematical Proficiency—Algebra
(Effective January 9, 2013)

Teaching Science

- SE 511: Planning and Teaching an Inquiry-Based Science Class
 (Grades K–6)
 SE 512: Physical and Life Science (Grades K–6)
 SE 521: Planning and Teaching an Inquiry-Based Science Class
 (Grades 6–12)

Teaching Special Needs

- SN 505: Teaching Exceptional Students in Inclusive Settings

GENERAL EDUCATION

- CM 107: College Composition I
 MM 150: Survey of Mathematics
 MM 212: College Algebra

HEALTH SCIENCES**Exercise and Fitness**

- EF 310: Current Trends in Exercise and Fitness—
 Aging Well Across the Life Span

Health Care Administration

- HA 515: Leadership in Health Care
 HA 540: Health Care Operations and Quality Assessment*
 HA 545: Health Policy*
 HA 575: Health Care Marketing*

Health Information Technology

- HI 255: Medical Coding II*

Health Science

- HS 111: Medical Terminology*
 HS 120: Anatomy and Physiology I*
 HS 130: Anatomy and Physiology II*
 HS 200: Diseases of the Human Body*
 HS 220: Medical Coding and Insurance*
 HS 225: Medical Coding I*
 HS 420: Advanced Health Informatics

Health and Wellness

- HW 205: Vitamins, Herbs, and Nutritional Supplements
 HW 410: Stress—Critical Issues in Management and Prevention

Medical Records

- MR 160: Pharmacology and Laboratory Medicine*
 MR 250: Medical Records Transcription I*
 MR 260: Medical Records Transcription II*
 MR 270: Medical Records Transcription III*

Nutrition Science

- NS 435: Ecological and Environmental Perspectives on Food

Public Health

- PU 615: Grant and Contract Writing
 PU 660: International Epidemiology and Global Health*

INFORMATION SYSTEMS AND TECHNOLOGY

- IT 301: Project Management I*
- IT 350: Structured Query Language* (*Effective January 9, 2013*)
- IT 388: Routing and Switching I* (*Effective February 27, 2013*)
- IT 390: Intrusion Detection and Incidence Response*
(*Effective February 27, 2013*)
- IT 401: Project Management II*
- IT 411: Digital Forensics* (*Effective February 27, 2013*)
- IT 478: Web Servers and Security* (*Effective February 27, 2013*)
- IT 484: Networking Security* (*Effective February 27, 2013*)
- IT 500: Critical Concepts and Competencies for the IT Professional*
- IT 501: Principles of Information Technology*
- IT 510: System Analysis and Design*
- IT 560: Managing Technology in a Business Environment*

NURSING

- MN 501: Advanced Nursing Roles*
- MN 502: Theoretical Foundations of Advanced Nursing*
- MN 506: Ethical and Legal Perspectives of the Health Care System*

Advanced Practice Nursing Core Essentials

- MN 551: Advanced Pathophysiology Across the Life Span
- MN 552: Advanced Health Assessment
- MN 553: Advanced Pharmacology Across the Life Span

Enrollment in the above courses is limited to students who meet the admissions requirements of the School of Nursing's postgraduate certificate programs.

Note: Students should be aware that, depending on the course(s) chosen and unless otherwise noted in the Catalog, additional prerequisites may apply. Please reference the full course description for a complete listing of these requirements.

*Enrollment in this course is limited to members of preselected organizations engaged in an educational alliance with the University.

Kaplan University Academic Leadership and Administration

SENIOR ADMINISTRATORS

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BBA, University of Wisconsin—Madison

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Dean of Students and Provost

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JODENE DEKORTE
Dean, School of General Education

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MA and BA, University of Northern Colorado

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MS, Claremont Graduate University
BS, California Polytechnic University

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MBA, Kaplan University
BGS, University of Michigan—Ann Arbor

LORRAINE WILLIAMS
Vice Provost, Curriculum Development
and Innovation

PhD, Union Institute & University
MA, Saint Michael's College
BA, Rutgers College

ACADEMIC LEADERSHIP

ARTS AND SCIENCES, GRADUATE EDUCATION, AND PUBLIC SAFETY

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Vice President

MBA and BS, Boston University

SARA SANDER
Dean, School of Arts and Sciences

PhD, Capella University
MA and BA, University of Arkansas at Fayetteville

DREW ROSS
Dean, School of Graduate Education

PhD and MSc, Oxford University
MS, University of Chicago
BA, Bard College

JOHN “MIKE” BRACKIN
Dean, School of Public Safety

EdD, University of Arkansas
MPA, Mississippi State University

BUSINESS, INFORMATION TECHNOLOGY, AND PROFESSIONAL AND CONTINUING EDUCATION

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President, Kaplan University School of
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BA, University of Wisconsin—La Crosse

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BS, Oakland University

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Dean, School of Information Technology

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MBA, Auburn University
BS, George Mason University

TIM SMABY, CFA, FRM
Chief Learning Officer, Kaplan
University School of Professional
and Continuing Education

PhD, University of Cincinnati
MBA, University of Wisconsin
BS, University of Minnesota

HEALTH SCIENCES AND NURSING

JOHN DANAHER
President, Schools of Nursing and
Health Sciences

MD, Dartmouth Medical School
MBA, Stanford University
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