

KAPLAN UNIVERSITY

2006–2007 CATALOG ADDENDUM

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Addenda are published on a regular basis and reflect changes to policies and programs based on decisions made by the University during the previous term.



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Policy Changes

UNIVERSITY INFORMATION

Accrediting Agencies, Approvals, and Memberships

The following changes to Kaplan University's Accrediting Agencies, Approvals, and Memberships are effective September 13, 2007:

- Kaplan University is accredited by The Higher Learning Commission (HLC) and a member of the North Central Association of Colleges and Schools (NCA). Their address is:
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
Tel: 800.621.7440 (Toll Free)
- The Bachelor of Science in Nursing program is nationally accredited by the Commission on Collegiate Nursing Education (CCNE). Their address is:
One DuPont Circle, NW, Suite 530
Washington, DC 20036
Tel: 202.887.6791
- The Master of Education is approved by the Iowa State Board of Education for the secondary teaching concentration area. Their address is:
Iowa State Board of Education
Grimes State Office Building
400 East 14th Street
Des Moines, IA 50319-0146
Tel: 515.281.5296
- The Bachelor of Science in Nursing program is approved by the Iowa Board of Nursing. Their address is:
400 SW 8th Street, Suite B
Des Moines, IA 50309-4685
Tel: 515.281.3255
- The Associate of Applied Science in Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (CRB-AAMAE). Their address is:
1361 Park Street
Clearwater, FL 33756
Tel: 727.210.2350
- The Kaplan University School of Business has been validated by the Committee on National Security Systems (CNSS) as meeting their standards for the following certificates:
Information Systems Security (INFOSEC) Professionals, NSTISSI-4011
Senior Systems Managers, CNSSI-4012

Students who successfully complete the following courses and their prerequisites—MT 300: Management of Information Systems, MT 460: Management Policy and Strategy, and IT 331: Technology Infrastructure—are eligible to receive the above two certifications accredited by CNSS. Their address is:

Committee on National Security Systems
CNSS Secretariat
National Security Agency
9800 Savage Road, Suite 6716

Fort George G. Meade, MD 20755-6716
Tel: 888.678.4772 (Toll Free)
Tel: 410.854.6805

- Kaplan University is recognized by the Iowa Department of Education. Qualified students of Kaplan University are eligible to receive Iowa state tuition grants. Kaplan University is approved by the Iowa and Illinois Divisions of Vocational Rehabilitation and the Iowa Private Industry Area Council.
- Kaplan University has operating authority granted by the Illinois Board of Higher Education. Additional information regarding this institution may be obtained by contacting the Board:
431 East Adams, 2nd Floor
Springfield, IL 62701
Tel: 217.782.2551
- Kaplan University is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission:
325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Tel: 888.224.6684 (Toll Free)
- Kaplan University is licensed by the Arizona State Board for Private Postsecondary Education. Additional information regarding this institution may be obtained by contacting the Board:
1400 West Washington, Room 260
Phoenix, AZ 85007
Tel: 602.542.5709
- Kaplan University is licensed by Nebraska's Coordinating Commission for Postsecondary Education. Additional information regarding this institution may be obtained by contacting the Commission:
140 North 8th Street, Suite 300
Lincoln, NE 68509-5005
Tel: 402.471.2847
- Kaplan University is a licensed testing center for the Institute of Certified Travel Agents (ICTA).
- Kaplan University is approved under the provisions of Title 38, United States Code, to train eligible persons and veterans.
- Kaplan University is approved to train eligible students by the Workforce Development Center.
- Kaplan University is authorized under federal law to enroll nonimmigrant, alien students.

ADMISSIONS INFORMATION

Acceptance to the University

The following changes to Kaplan University's Acceptance to the University policy are effective June 13, 2007:

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

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

Upon acceptance to a nursing program, students will receive the School of Nursing Handbook. This handbook outlines additional policies and procedures specific to the nursing programs.

Admissions Requirements and Procedures

GENERAL UNDERGRADUATE AND GRADUATE ADMISSIONS REQUIREMENTS

The following changes to Kaplan University's General Undergraduate and Graduate Admissions Requirements are effective September 13, 2007:

Listed below are general requirements and procedures that Kaplan University has established for undergraduate and graduate admissions. If a requirement or procedure does not apply to a specific group of students, that language is denoted.

1. All applicants to the University must complete an Enrollment Agreement and Student Information Form 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 must complete an informational interview. For Kaplan University campus interviews, parents or spouses are encouraged to be present.
3. All applicants are encouraged to tour the online learning environment or campus before enrolling.
4. All courses are taught in English. Students must be able to speak, read, and write English fluently. English abilities will be determined through the University's interview, application process, and placement exam.
5. Kaplan University is authorized under federal law to enroll nonimmigrant alien students. International students who wish to be admitted to any Kaplan University credit program must be 18 years or older, and must complete admission requirements and provide evidence of adequate financial resources. To ensure that international students are prepared to complete college-level coursework, they must demonstrate a command of oral and written English skills. Onsite students must attain a TOEFL score of 477/153 or higher, online undergraduate students must attain a TOEFL score of 525/159 or higher, and graduate students must attain a TOEFL score of 550/213 or higher.
6. Transcripts from foreign institutions must meet the same requirements as domestic institutions and must be translated and evaluated by an approved foreign credential evaluator prior to enrollment. The University does not guarantee the transferability of credits from other educational institutions.
7. All applicants must complete financial arrangements prior to starting class. If applicable, financial aid applications must be completed.
8. For nursing programs, documentation of any required health examinations, tests, and immunizations must be presented prior to clinical courses or externship experience. Health science programs require requested health examinations, pathology tests, and immunizations to be administered no earlier than 12 months prior to the end date of the externship. Documentation must be submitted prior to beginning clinical courses or the externship. Nursing and health science programs may require additional documentation as necessary to comply with specific federal and/or state requirements for student nurse candidates and health science profession candidates.

9. The state and various other agencies may require criminal background checks before a student can be placed in an externship or take professional licensing, certification, or registration exams. Students who have prior felony convictions may be denied the opportunity to take professional licensing, certification, or registration exams, or may be denied a license or certification to practice in some states even if the exam is taken and successfully completed. Students are responsible for inquiring about current requirements prior to enrolling in the program of their choice.

10. Students in the Master of Arts in Teaching and Learning and the Master of Science in Higher Education programs can enroll in no more than three courses per term. Students in a Master of Business Administration program, the Master of Science in Management program, and the Master of Science in Nursing program can enroll in no more than two courses per term. Students in the Master of Science in Criminal Justice program can enroll in no more than three courses per term without special permission from the Dean of the program.
11. Students in an advanced start program must furnish an official transcript indicating receipt of an associate's degree or bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education by the end of their first term. If transcripts are not submitted by the end of the first term, the student will be blocked from future classes until such documentation is provided. If, for any reason, the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.

UNDERGRADUATE

The following changes to Kaplan University's Undergraduate Admissions Requirements for the Nurse Assistant Preparation Certificate program are effective December 26, 2006; changes for the Bachelor of Science in Nursing program are effective September 13, 2007; changes for the Associate of Science in Nursing program are effective September 13, 2007; changes for the Health Science programs are effective June 13, 2007; changes for the Private Security Management Certificate are effective June 13, 2007; changes for the Crime Scene Technician Certificate are effective September 13, 2007; changes for the Arts and Sciences programs are effective September 13, 2007; changes for the Business programs are effective September 13, 2007:

Bachelor of Science in Nursing

In addition to the admissions requirements for all undergraduate students, Bachelor of Science in Nursing candidates must:

- 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 clinical practicum will be completed.
- Have a cumulative grade point average of 2.5 (out of 4.0) from all previous coursework or apply for admission through the alternative admissions procedures set forth in the University Catalog.
- Meet at least one of the following requirements:
 1. Be an actively practicing registered nurse in at least one U.S. state or in the U.S. military at the time of enrollment.
 2. Have actively practiced as a registered nurse for at least 1,000 hours within 3 years prior to enrollment.
 3. Be a student nurse or recent graduate who will have earned an associate's degree or diploma in nursing and will become licensed in at least one U.S. state prior to beginning their first nursing course.

Prior to the end of the first term, candidates enrolled in the Bachelor of Science in Nursing program will be required to submit the following:

- Proof of student nurse professional liability insurance coverage in the amount of at least \$1 million per incident/\$3 million aggregate.
- A completed criminal background check, as required by applicable federal and/or state regulatory agencies.

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

If official transcripts are not submitted by the end of the first term, the student will be blocked from future classes and their academic credentials will be withheld until such documentation is provided. If, for any reason, the student does not submit a transcript or the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.

Bachelor of Science in Nursing Student Progression

The following is required prior to beginning the Bachelor of Science in Nursing capstone course (NU 499): The student will meet all applicable health and safety requirements as requested by the practice site for NU 499: Bachelor's Capstone in Nursing. Failure to submit the required documentation to the clinical coordinator prior to beginning the clinical project will delay completion of this course and may result in dismissal from the Bachelor of Science in Nursing program.

Associate of Science in Nursing

In addition to the admissions requirements for all undergraduate students, Associate of Science in Nursing candidates must:

- Achieve a passing grade on the standardized admission examination that evaluates basic academic skills. Additional information about the exam is available through the School of Nursing.
- Submit an official high school and/or college transcript with a minimum cumulative GPA of 2.5 from all previous coursework.

Candidates must provide documentation of the following prior to beginning the first clinical course:

- Health assessment/physical examination completed within the six months prior to admission, including applicable immunization records and drug screening results.
- A criminal background check, as required by applicable federal and/or state regulatory agencies.

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

Nurse Assistant Preparation Certificate

(Offered in select locations in 2007.)

In addition to the admissions requirements for all undergraduate students, Nurse Assistant Preparation Certificate candidates must provide documentation of the following prior to beginning the first clinical course:

- Health assessment/physical examination completed within the six months prior to admission, including applicable immunization records and drug screening results.
- Other mandatory training certificates or records, including background checks, as required by applicable federal and/or state regulatory agencies.

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

Health Science Programs

In addition to the admissions requirements for all undergraduate students, the School of Health Sciences requires candidates to take and

pass two admissions assessments: a pre-admittance online assessment and a writing sample assessment.

Once admitted, all new health science students are required to take the New Student Orientation class prior to entering courses in their first term.

Associate of Applied Science in Medical Assisting and Associate of Applied Science in Medical Office Management candidates must provide documentation of completion of Basic Life Support for Health Care Providers and First Aid training through American Heart Association, American Red Cross, or National Safety Council prior to beginning the first clinical experience.

Associate of Applied Science in Medical Transcription candidates are recommended to obtain the ability to type a minimum of 40 words per minute prior to beginning MR 100: Advanced Keyboarding.

Health science candidates must also provide documentation for the following prior to beginning an externship:

- Health assessment/physical examination completed no more than 12 months prior to the end date of the externship, including applicable immunization records and drug screening results.
- Other mandatory training certificates or records as required by applicable federal and/or state regulatory agencies.
- A criminal background check.
- Additional documentation regarding health history and/or prior certifications if requested by a clinical site.

Failure to submit appropriate and timely documentation of required information may result in dismissal from the program or delay in enrollment.

Private Security Management Certificate

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

Crime Scene Technician Certificate

In addition to the admissions requirements for all undergraduate students, the School of Criminal Justice requires that applicants to the program possess prior law enforcement experience in the last 18 months or a least an associate's degree from an institution accredited by a regional or national accrediting agency recognized by the U.S. Department of Education.

Arts and Sciences Programs

In addition to the admissions requirements for all undergraduate students, the College of Arts and Sciences requires candidates for all programs except advanced start degrees to take two admissions assessments: an online scholastic assessment and a writing sample assessment. Students who do not successfully pass these two assessments will be required to take three additional courses beyond the required courses in their program. These courses are:

KU 120: Introduction to Reading Skills and Strategies
(Taken during the first term)

KU 121: Introduction to Writing Skills and Strategies
(Taken during the first term)

KU 122: Introduction to Math Skills and Strategies
(Taken prior to the required math course. Students will have the opportunity to test out of this course at a later date.)

GRADUATE

The following changes to Kaplan University's Graduate Admissions Requirements for the Professional Development for Teachers program are effective September 12, 2007; changes for the Master of Arts in Teaching and Learning program, the Master of Education program,

the Master of Science in Higher Education program, the Teacher Intern Certificate program, the Graduate School of Management programs, the Master of Science in Criminal Justice program, the Master of Science in Nursing program, and the graduate alternative admissions procedures are effective September 13, 2007; changes to the Mandatory Orientation section are effective July 20, 2007:

Master of Arts in Teaching and Learning (MATL)

The Master of Arts in Teaching and Learning program is primarily designed for K–12 educators. All activities within the courses are job-embedded or relate to real-world experiences in the classroom. Specific modifications will be made to the courses to include alternative job-embedded activities for non-practicing educators. Since the program is primarily designed for practicing teachers, the Dean may limit the emphasis area choices available to non-practicing educators.

The Master of Arts in Teaching and Learning program admits candidates with:

- An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the first term, students must provide the University with an official copy of the transcript. If official transcripts are not submitted by the end of the first term, the candidate will be blocked from future classes, and the candidate's academic credentials will be withheld until such documentation is provided. If, for any reason, the candidate does not furnish a transcript or the transcript submitted is found to be false or untrue, the candidate will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.
- A cumulative grade point average (CGPA) of 2.5 (out of 4.0) or greater from the institution that conferred the bachelor's degree. Candidates who do not meet this requirement may submit an official transcript indicating a minimum CGPA of 3.0 from a master's degree or higher or from at least three graduate courses taken at a regionally or nationally accredited university to be used in lieu of the minimum bachelor's degree CGPA required for admission.
- A minimum 250-word personal statement.

The Master of Arts in Teaching and Learning program and curriculum have been designed to provide students with the knowledge and practical experience that meet nationally recognized standards for such a degree. However, individual state or school system requirements vary and may change from time to time. Thus, Kaplan University makes no representations or warranties as to whether the degree program meets the specific requirements for any individual state or school system for certification or pay increase purposes. Kaplan University encourages its students to independently research the requirements in any state or school system in which they intend to seek certification or a pay increase.

Master of Education (MEd)

This program is intended for professionals considering entering the field of teaching and is offered in selected states/regions throughout the country.

The Master of Education program admits candidates with:

- An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the first term, students must provide the University with an official copy of the transcript. If official transcripts are not submitted by the end of the first term, the candidate will be blocked from future classes, and the candidate's academic credentials will be withheld until such documentation is provided. If, for any reason, the candidate does not furnish a transcript or the transcript submitted is found to be false or untrue, the candidate will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.

- A cumulative grade point average (CGPA) of 2.5 (out of 4.0) or greater from the institution that conferred the bachelor's degree. Candidates who do not meet this requirement may submit an official transcript indicating a minimum CGPA of 3.0 from a master's degree or higher or from at least three graduate courses taken at a regionally or nationally accredited university to be used in lieu of the minimum bachelor's degree CGPA required for admission.
- A minimum 250-word personal statement.

Prior to enrolling at the University, candidates will be required to:

- Provide proof of passing a background check.
- Submit passing scores on required Praxis I test or state-required exams. Kaplan University's Educational Testing Service (ETS) recipient code for Praxis test results is 5340. In lieu of Praxis tests, Kaplan University may accept passing scores on state exams required for licensure to teach. Specific deadlines will be determined for each region.

Minimum acceptable Praxis I scores are established by the state where the candidate will seek licensure and are listed at www.ets.org. Washington, DC, candidates must submit passing scores for both Praxis I and Praxis II tests prior to enrolling. In states that do not require Praxis tests, minimum acceptable Praxis I scores are established by the Dean and are as follows:

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

Candidates who have taken the Graduate Record Examination (GRE) may be exempt from submitting passing Praxis I scores. The Dean will review each candidate's scores on a case-by-case basis. Candidates should check their own state's requirements to see if they qualify for this exemption.

- Submit all transcripts showing subject area content to the Admissions Department. Transcripts will be evaluated for content requirements. If candidates do not meet the content requirements in their certification area, they must take the recommended additional coursework at a college or university of their choice accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. The recommended additional coursework must be completed prior to the start of student teaching.

Candidates enrolled in the Master of Education program will be required to:

- Complete a minimum of 100 hours of fieldwork prior to student teaching. Kaplan University prefers candidates spend at least eight hours per week in the field. Therefore, candidates must have flexible work schedules to ensure the minimum number of required hours is met.
- Provide proof of immunization, if required, prior to the start of student teaching.
- Submit passing scores on the Praxis II test to Kaplan University by Friday of the fifth week of the second term. Candidates may not be enrolled for the third term if passing scores are not submitted. For states that require their own exams, candidates must submit passing scores (as determined by their state) on subject area exam(s) by the middle of the second term (as defined, above). Washington, DC, candidates must show proof of passing the Praxis II prior to enrollment.

The Master of Education program and curriculum have been designed to provide students with the background and practical experience that meet nationally recognized standards for such a degree. However, individual state licensing requirements vary and may change from time to time. Thus, Kaplan University makes no representations or warranties as to whether the degree program meets the specific licensing requirements for any individual state. Kaplan University encourages its students to independently research the licensing requirements in any state in which they intend to seek licensure.

Master of Science in Higher Education

The Master of Science in Higher Education program admits candidates with:

- An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the first term, students must provide the University with an official copy of the transcript. If official transcripts are not submitted by the end of the first term, the candidate will be blocked from future classes, and the candidate's academic credentials will be withheld until such documentation is provided. If, for any reason, the candidate does not furnish a transcript or the transcript submitted is found to be false or untrue, the candidate will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.
- A cumulative grade point average (CGPA) of 2.5 (out of 4.0) or greater for the entire bachelor's degree program or 3.0 for the student's last year of the bachelor's degree program from the institution that conferred the degree. Candidates who do not meet this requirement may submit an official transcript indicating a minimum CGPA of 3.0 from at least three graduate courses taken at a regionally or nationally accredited university to be used in lieu of the minimum bachelor's degree CGPA required for admission.
- A curriculum vitae.
- A maximum 1000-word essay discussing the student's plans for graduate study and their professional career.
- A maximum 1000-word writing sample.

Teacher Intern Certificate

(This program is intended for professionals considering entering the field of teaching and will be offered in selected states/regions throughout the country.)

Admission to the Teacher Intern Certificate program requires the following:

- An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. Based on the outcome of the transcript evaluation, candidates may be required to take additional courses prior to their internship year. By the end of the first term, students must provide the University with an official copy of the transcript. If official transcripts are not submitted by the end of the first term, the candidate will be blocked from future classes, and the candidate's academic credentials will be withheld until such documentation is provided. If, for any reason, the candidate does not furnish a transcript or the transcript submitted is found to be false or untrue, the candidate will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.
- A submitted transcript verifying that the candidate meets the minimum state requirements for at least one secondary (7–12) endorsement area. Transcripts will be evaluated to ensure satisfactory coursework in mathematics, science, social studies, English, foreign languages, or visual and performing arts. All content area courses must be completed at a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education prior to the internship year.
- A cumulative grade point average (CGPA) of 2.5 (out of 4.0) or greater from the institution that conferred the bachelor's degree. Candidates who do not meet this requirement may submit an official transcript indicating a minimum CGPA of 3.0 from a master's degree or higher or from at least three graduate courses taken at a regionally or nationally accredited university to be used in lieu of the minimum bachelor's degree CGPA required for admission.

- A 250-word personal statement.

- Submit passing scores on required Praxis I test or state-required exams. Kaplan University's Educational Testing Service (ETS) recipient code for Praxis test results is 5340. In lieu of Praxis tests, Kaplan University may accept passing scores on state exams required for licensure to teach. Specific deadlines will be determined for each region.

Minimum acceptable Praxis I scores are established by the state where the candidate will seek licensure and are listed at www.ets.org. Washington, DC, candidates must submit passing scores for both Praxis I and Praxis II tests prior to enrolling. In states that do not require Praxis tests, minimum acceptable Praxis I scores are established by the Dean and are as follows:

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

Candidates who have taken the Graduate Record Examination (GRE) may be exempt from submitting passing Praxis I scores. The Dean will review each candidate's scores on a case-by-case basis. Candidates should check their own state's requirements to see if they qualify for this exemption.

- Appropriate documentation of postbaccalaureate work experience. Prospective intern candidates will be asked to submit a resume listing their work experience for the previous three or more years. This requirement may be waived at the discretion of the Dean and licensing official.
- Proof of passing a background check.
- An interview with and approval from the prospective local community school district in which the candidate intends to work during the internship year.
- A contract from a school district to work as a full-time teacher. If for any reason candidates do not secure a teaching contract, they will be automatically enrolled in the Kaplan University Master of Education program.

Candidates enrolled in the program will be required to:

- Submit passing scores on the Praxis II test to Kaplan University by Friday of the fifth week of the second term. Candidates may not be enrolled for the third term if passing scores are not submitted. For states that require their own exams, candidates must submit passing scores (as determined by their state) on subject area exam(s) by the middle of the second term (as defined, above). Washington, DC, candidates must show proof of passing the Praxis II prior to enrollment.
- Complete a minimum of 72 hours of fieldwork as teacher interns. Kaplan University prefers candidates spend at least eight hours per week in the field during the first two terms. Therefore, interns must have flexible work schedules to ensure the minimum number of required hours is met.
- Provide proof of immunization, if required.
- Apply for an initial teacher license from the state in which the internship was completed (recommended).

After certification requirements are met, candidates may complete an additional two courses to earn their Master of Education degree. Candidates continuing with this option will have the credits earned during completion of the Teacher Intern Certificate program directly applied to the Master of Education program.

Professional Development for Teachers (PDT)

The Professional Development for Teachers program has established the following guidelines for admission:

- Prior to enrollment, participants will be required to sign an attestation stating they have received a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education.
- Applicants should have a minimum CGPA of 2.5 (out of 4.0), though all eligible participants will be considered.
- The PDT program is for practicing educators with a valid U.S. teaching license, per the requirements of the issuing state, but a license is not a prerequisite for admission.
- At the time of enrollment, participants must be practicing K–12 teachers with a consistent group of learners. PDT courses are adapted for participants who will be taking these courses over their summer break. Job-embedded activities will be modified.

Graduate School of Management Programs

The Graduate School of Management programs admit candidates with:

- An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the second term, students must provide the University with an official copy of the transcript. If official transcripts are not submitted by the end of the second term, the candidate will be blocked from future classes, and the candidate's academic credentials will be withheld until such documentation is provided. If, for any reason, the candidate does not furnish a transcript or the transcript submitted is found to be false or untrue, the candidate will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.
- An undergraduate cumulative grade point average of 2.5 or greater (3.0 for the *Newsweek* Master of Business Administration program) from the institution that conferred the degree. Candidates who do not meet this requirement must apply for admission through the alternative admissions procedures set forth below.
- A resume that clearly describes professional experience.

Master of Science in Criminal Justice

The Master of Science in Criminal Justice program admits candidates with:

- An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the first term, students must provide the University with an official copy of the transcript. If official transcripts are not submitted by the end of the first term, the candidate will be blocked from future classes, and the candidate's academic credentials will be withheld until such documentation is provided. If, for any reason, the candidate does not furnish a transcript or the transcript submitted is found to be false or untrue, the candidate will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.
- A cumulative grade point average of 2.5 or greater from the institution that conferred the degree. Candidates who do not meet this requirement must apply for admission through the alternative admissions procedures set forth below.
- Students admitted under the alternative admissions procedures may be required to complete as many as three prerequisite courses prior to admission into the Master of Science in Criminal Justice program.
- Students must declare their choice of thesis or nonthesis track by the end of their second term.

Master of Science in Nursing

The Dean of the graduate program, upon recommendation of the faculty, determines final admission to the program. To further gauge a candidate's success in the program, the admission committee faculty may request a phone interview. The Master of Science in Nursing program admits candidates with:

- An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree with an upper-level major in nursing from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the first term, students must provide the University with an official copy of the transcript. If official transcripts are not submitted by the end of the first term, the candidate will be blocked from future classes, and the candidate's academic credentials will be withheld until such documentation is provided. If, for any reason, the candidate does not furnish a transcript or the transcript submitted is found to be false or untrue, the candidate will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.
- A grade point average (GPA) of 3.0 (out of 4.0) or greater for total credits completed during the second half of the bachelor's degree program from the institution that conferred the degree. Candidates who do not meet this requirement must apply for admission through the alternative admissions procedures set forth below.
- Documentation of a current, unencumbered license to practice as a registered nurse in the state where the student resides.
- A resume or curriculum vitae.
- A 300- to 500-word essay discussing the student's plans for graduate study and their professional career focus.
- Three letters of recommendation from nursing colleagues or academic instructors attesting to the candidate's professional and/or academic competence in nursing.
- A transcript indicating completion of the following courses with a grade of "C" or better: a basic or foundational statistics course and a nursing research course.

Master of Science in Nursing candidates must also provide documentation of the following prior to entering a residency course:

- TB testing or screening if PPD is positive (required annually).
- CPR certification from the American Heart Association (BLS Health Care Provider) or the American Red Cross (Professional Rescuer).
- Malpractice insurance.
- Additional requirements as stated by specific health care agencies. This may include requirements such as infection control training, criminal background investigation, and mandatory drug screening.

Alternative Admissions Procedures

With the exception of the graduate education programs, students with an undergraduate cumulative grade point average between 2.0 and 2.5 (between 2.5 and 3.0 for *Newsweek* Master of Business Administration and Master of Science in Nursing students) from a regionally accredited institution or an institution accredited by another agency recognized by the U.S. Department of Education may apply for admission to the program by completing an Alternative Admissions Dean's Evaluation.

To apply to the *Newsweek* Master of Business Administration program through the alternative admissions process, students also must have a minimum of five years full-time professional experience as a manager supervising others or as an individual contributor in a role with extensive management interaction.

The Dean will review the work history, transcripts, and resume of alternative admissions applicants, taking into consideration prior graduate-level coursework completed with a GPA between 3.0 and 4.0, and admit those for whom admission is deemed appropriate. Prior to being admitted through these procedures, Master of Science in Criminal Justice and Graduate School of Management students must successfully complete the course KU 500: Foundations of Graduate Learning. Any student with a CGPA below 2.5 (3.0 for *Newsweek* Master of Business Administration and Master of Science in Nursing students) who has not completed an Alternative Admissions Dean's Evaluation will not be admitted to the program.

Master of Science in Nursing

In addition, any student applying to the Master of Science in Nursing program via the alternative admissions procedures must complete a 300-500 word essay describing plans for success in graduate studies and submit it for review by the Dean prior to enrolling in the program.

To progress in the program, students admitted via alternative admissions procedures must pass MN 501 and MN 502 with a grade of "B" or higher without repeating the course. Failure of these courses will result in dismissal from the program.

Graduate School of Management Programs

In addition, any student applying to the *Newsweek* Master of Business Administration program or via the alternative admission procedures must complete a one- to two-page essay and submit it for review by the Dean prior to enrolling in the program. The essay should explore the following questions:

- Explain how obtaining your MBA or Master of Science in Management (MSM) from Kaplan University will assist you in achieving your personal and professional life goals. In addressing this question, please describe both your short- and long-term career goals.
- How does Kaplan University fit with your background, personality, and learning style? Why is now the best time for you to pursue this degree?
- What do you see as the biggest obstacle to completing your MBA or MSM?
- What resources and support do you have that will help you be successful in this program? What additional resources would be useful to you?
- What are your educational strengths and weaknesses? Please explain which courses you enjoy most and which courses you find most difficult. In addition, how might a former professor describe your academic ability?

Mandatory Orientation and Foundation Courses

Students in the *Newsweek* Master of Business Administration program or enrolling in any Graduate School of Management program through the alternative admissions process will be required to complete a mandatory online orientation course and a foundation course in graduate learning. Students must complete these courses no later than the first day of the term in order to start the degree program. Exposure to these courses will enhance a student's understanding of how to be a successful graduate student at Kaplan University.

Policy of Nondiscrimination

The following change to Kaplan University's Policy of Nondiscrimination is effective March 14, 2007:

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

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

- Title VI of the Civil Rights Act of 1964, as amended, and the implementing regulations 34 CFR Parts 100 and 101 (barring discrimination on the basis of race, color, or national origin);
- Title IX of the Education Amendments of 1972 and the implementing regulations 34 CFR Part 105 (barring discrimination on the basis of sex);
- The Family Educational Rights and Privacy Act of 1974 and the implementing regulations 34 CFR Part 99;
- Section 504 of the Rehabilitation Act of 1973 and the implementing regulations 34 CFR Part 104 (barring discrimination on the basis of physical handicap);
- The Age Discrimination Act of 1975 and the implementing regulations 45 CFR Part 90; and
- The Americans with Disabilities Act of 1990 and the implementing regulations in 29 CFR Part 1630 (1992).

The University is committed to full compliance with these laws and has appointed a Director of Compliance 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 the Director of Compliance are available through the University.

Pursuant to the Rehabilitation Act of 1973 (Section 504) and the 1990 Americans with Disabilities Act (ADA), Kaplan University will provide reasonable and individualized academic modifications for students who have provided proper documentation outlining their disabilities and have requested reasonable and appropriate accommodations. Because each student's disabilities may differ in degree and impact, reasonable accommodations will be made on an individual basis. However, it is the responsibility of persons with disabilities to seek available assistance and make their needs known at the time of enrollment. 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 overcome the effects of conditions that limit the participation of qualified disabled students.

At Kaplan University 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.

Prior Learning Assessment

TRANSFER OF CREDIT

The following changes to Kaplan University's Transfer of Credit policy are effective November 15, 2006; the Additional Guidelines for Health Sciences Programs section is no longer valid effective June 13, 2007; changes to the Specific Guidelines for Graduate Programs section are effective September 13, 2007:

All students are encouraged to apply for transfer credit evaluation. Those who receive veterans benefits through Kaplan University must submit documentation of previous education for review. Students must use the Kaplan University Transcript Request Form and/or follow the specified procedures for requesting ACE, AARTS, SMART, CLEP, AP, DSST, and other transcripts or test scores. All college-level transcripts for transfer credit evaluation must be received by the end of the first full term of enrollment (second term for Master of Business Administration students). Transcripts received after this time may be denied eligibility for official transfer credit evaluation. All transcripts should be sent directly from the issuing institution to the addresses listed below:

Onsite

Kaplan University

Prior Learning Assessment Center
1801 East Kimberly Road, Suite 1
Davenport, IA 52807

Online

Kaplan University

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

All undergraduate and graduate transcript reviews will be subject to program requirements and the general guidelines listed below. Specific requirements pertaining to the undergraduate programs, the Bachelor of Science in Nursing program, the health science programs, and the graduate programs follow this section.

General Guidelines for Undergraduate and Graduate Programs

The following general guidelines apply for all undergraduate and graduate programs:

1. Official transcripts documenting all previous college credit are required to conduct an official credit evaluation.
2. Coursework submitted for transfer credit must be from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. Students having completed professional certification or training may be eligible for college credit based on American Council on Education (ACE) credit recommendations or Kaplan University evaluations of curriculum.
3. Coursework must be equivalent to the course requirements of the program selected. Course syllabi, objectives, catalog descriptions, or other documentation may be requested to show equivalencies to Kaplan University course outcomes.
4. Conversions from semester credit to quarter credit systems will follow the standard conversion such that 90 quarter credit hours equals 60 semester hours. Conversions resulting in a surplus or deficit of credits cannot fulfill or be fulfilled by courses outside of the original core area.
5. If an applicant is denied credit, he or she may present a written appeal for reconsideration to the Dean of the program that offers the course.
6. Transcripts from foreign institutions must meet the same requirements as domestic institutions and must be translated and evaluated by an approved foreign credential evaluator. The University does not guarantee the transferability of credits from other educational institutions.

Specific Guidelines for Undergraduate Programs

In addition to the general guidelines outlined above, the following specific guidelines also apply to students enrolled in all undergraduate programs:

1. Official transcripts documenting all credit by examination and military experience are required to conduct an official credit evaluation.
2. Credit earned through any combination of Transfer Credit (TC), Challenge Exam Credit (CC), or Experiential Credit (EC) will not exceed 75 percent of the credits required for degree and diploma programs or 50 percent of the credits required for certificate programs.
3. Students must complete a minimum of 50 percent of the major requirements, including the capstone course, at Kaplan University.
4. Coursework submitted for transfer credit must have a corresponding grade of "C" or better.
5. Students in the advanced start bachelor's degree option must fulfill all prerequisites required for 300/400-level courses and, therefore, may be required to take more than 90 quarter credit hours.

6. Official Transfer Credit (TC), Challenge Exam Credit (CC), or Experiential Credit (EC) will be listed on a student degree plan and official transcript, recorded by the Office of the Registrar, and placed in the student's academic file. Neither grades nor grade points are transferable or calculable as part of the cumulative grade point average (CGPA).

7. Information technology transfer credits must be consistent with the current knowledge and skills taught in an information technology course to be awarded transfer credit.

Additional Guidelines for the Bachelor of Science in Nursing Program

Kaplan University's Bachelor of Science in Nursing program has an articulation plan by which RN to BSN degree completion students can obtain higher education academic credit and avoid a repetition of previous coursework. The articulation options are determined using the student's state of residency, current licensure, and original transcripts from the ADN or diploma/degree-granting institution. Each student's transcripts shall be evaluated in their entirety for possible transfer of prior academic credits.

Additional Guidelines for Health Sciences Programs

Kaplan University's associate of applied science in health sciences programs have articulation plans by which health science certificate or diploma students can obtain higher academic credit and avoid a repetition of previous coursework. The articulation options are determined by original transcripts and graduation date from the diploma/degree-granting institution, and current Certified Medical Assistant (CMA) or Registered Medical Assistant (RMA) credentials. Each student's transcripts shall be evaluated in their entirety for possible transfer of prior academic credit.

Students enrolled in the Associate of Applied Science in Medical Assisting program may not use transfer credit for MA 165: Clinical Competencies I, MA 265: Clinical Competencies II, or MA 142: Medical Office Management unless the student graduated from a Commission on Accreditation of Allied Health Education Programs (CAAHEP) or Accrediting Bureau of Health Education Schools (ABHES) diploma or certificate program within the last year or graduated from a CAAHEP or ABHES diploma or certificate program within the last three years and is a credentialed CMA or RMA.

Students enrolled in the Associate of Applied Science in Medical Transcription program may not use transfer credit for MR 220: Medical Records Transcription III.

Specific Guidelines for Graduate Programs

In addition to the general guidelines, a student may apply as many as three courses earned at another college or university toward the total number of credits required for graduation at Kaplan University and students in the Master of Science in Higher Education program may apply as many as one-third of the credits required for graduation, provided the following conditions are met:

1. Grades in the courses to be transferred must be of "B" or better. Grades in the courses transferred into the Master of Science in Management program can be of "B-" or better. 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.
2. Courses are relevant to the degree in which the student is enrolled.
3. Courses must have been completed prior to matriculation.
4. Official Transfer Credit (TC) will be listed on a student degree plan and official transcript, recorded by the Office of the Registrar, and placed in the student's academic file. Neither grades nor grade points are transferable or calculable as part of the cumulative grade point average (CGPA).
5. Candidates in the Graduate School of Education cannot apply transfer credits from courses that were used to attain another degree.

6. Candidates enrolled in the Master of Arts in Teaching and Learning program may not use transfer credit to replace ED 500, ED 512, ED 552, or ED 572. These courses must be completed at Kaplan University.
7. Candidates enrolled in the Master of Education program may not use transfer credit to replace ED 501. This course must be completed at Kaplan University.
8. Courses can be transferred or substituted between the Master of Education and Teacher Intern Certificate program upon approval by the Dean of Teacher Education.
9. Students who have completed the Teacher Intern Certificate program may transfer all their credits into the Master of Education program. For these students, ED 527, ED 528, ED 529, and ED 532 will fulfill the 10-credit requirement of ED 597. Also, the four-credit methods course in the teaching specialization area, either ED 541, ED 551, ED 561, or ED 571, will be fulfilled by an articulation agreement between the two programs.
10. By the middle of their second term of study (Friday of the fifth week), Master of Education and Teacher Intern Certificate candidates must provide proof that they have passed the Praxis II test with the minimum score established by ETS. For those states that require their own exams, candidates must submit passing scores (as set by their state) on their subject area exam(s) by the middle of the second term (Friday of the fifth week). Washington, DC, candidates must show proof of passing scores prior to enrollment.
11. Students enrolled in the Master of Science in Criminal Justice program may not use transfer credit to replace or substitute for core courses unless a waiver is granted by the Dean. A waiver is issued based upon an evaluation of common learning outcomes. CJ 600, CJ 601, and CJ 602 must be completed at Kaplan University.
12. Candidates enrolled in the Professional Development for Teachers program may not use transfer credit to replace or substitute for any course in the program, and may not transfer credit between Professional Development for Teachers degree plans.
13. Students enrolled in a Master of Business Administration program may not use transfer credit to replace GB 500/GN 500 or GB 599/GN 599. These courses must be completed at Kaplan University.
14. Students enrolled in the Master of Science in Management program may not use transfer credit to replace GM 500 or GM 599. These courses must be completed at Kaplan University.
15. Students enrolled in the Master of Science in Management program who would like to substitute a course for one of the required core courses must submit a Program Option Request form with documentation supporting the request to the Dean of the program. The decision to approve a core course substitution request rests with the Dean of the program or a designee, and is based on an evaluation of the student's exposure to equivalent subject matter. Regardless of the Dean's decision, the student will still have to complete the amount of credit hours required for the program.
16. Students enrolled in the Master of Science in Nursing program may not use transfer credit to replace or substitute for core courses unless a waiver is granted by the Dean. A waiver is issued based upon an evaluation of common learning outcomes. Specialization courses, MN 600, MN 601, and MN 602 must be completed at Kaplan University.
17. Candidates in the Graduate School of Education are prohibited from transferring credits between the Master of Arts in Teaching and Learning and the Master of Education programs.
18. Candidates in the Professional Development for Teachers program may transfer up to two credits toward ED 500: Introduction to the Master of Arts Program provided that they meet all admissions requirements. Students who elect to transfer credits toward ED 500 will be required to complete the Phase I portion of the E-Portfolio with a mentor by the end of the first term. This is a graduation requirement and Phase I is introduced in ED 500.
19. Candidates in the Professional Development for Teachers program may transfer up to four credits of specific, identified courses from the PDT program into the Master of Arts in Teaching and Learning program.
20. Candidates enrolled in the Professional Development for Teachers program may not transfer credits earned on a pass/fail basis into any other degree plan.
21. The E-Portfolio will not be required for graduates of the Teacher Intern Certificate program who enroll in the Master of Education program. The E-Portfolio submitted during completion of the Teacher Intern Certificate program will fulfill the E-Portfolio requirement for the Master of Education program.
22. Graduate transfer credit will not be granted for life experience, credit by examination, non-credit extension courses, or thesis supervision.
23. Graduate transfer work completed more than five years prior to admission to Kaplan University will be evaluated on a case-by-case basis in order to determine the applicability of the coursework.

Technology Requirements

The following changes to Kaplan University's Technology Requirements are effective June 13, 2007:

STUDENT TECHNOLOGY REQUIREMENTS FOR ONLINE COURSES

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

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

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

Hardware

- A PC capable of running Windows 2000, XP, or Vista, or Mac OS X
- 256 MB RAM or greater
- 3.0 GB of free hard-drive space
- 1024x768 monitor with a 16-bit or greater video card (24-bit preferred)
- DVD-ROM drive or CD-ROM drive
- DSL or cable modem preferred (minimum of 56.6 Kbps modem)
- Sound card with speakers and microphone (for selected courses)

Software

- Microsoft Windows Operating System (2000, XP, or Vista) or Mac OS X
- Microsoft Office 2000 or greater*
- A current antivirus application

- Internet Explorer 6.0 or greater, Firefox 1.5, Netscape Communicator 6.2 or greater, or Safari 1.2 or greater (In all cases, the most recent version is preferred.)
- Adobe Reader 7.0 or greater (free download)
- Adobe Flash Player 7.0 or greater (free download)
- Sun Java 1.4 or greater (free download)
- AOL Instant Messenger (free download)

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

Internet/Email

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

To be part of Kaplan University's program, students will need an Internet service provider (ISP). An ISP supplies access to the Internet for a fee. In many areas, cable television and digital Internet services offer high-speed Internet access. Kaplan University online education does not provide access to the Internet as part of its agreement. Some courses have additional software and hardware requirements. To enroll in the School of Information Systems and Technology, students are required to have Microsoft Office 2003 and may be required to purchase additional hardware or software for some classes.

STUDENT INFORMATION AND SERVICES

Problem Resolution, Student Complaints, and Grievance Procedures

The following changes to Kaplan University's Problem Resolution, Student Complaints, and Grievance Procedures are effective June 13, 2007:

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 professor or staff member.
- Step 2: Communicate with the Academic Advisor.
- Step 3: Communicate with the Dean of the academic program.
- Step 4: Unresolved concerns may be appealed to the Review Committee.

ONSITE

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

THE REVIEW COMMITTEE

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

Committee. Students wishing to submit a complaint must follow the procedure below:

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

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

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

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

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

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

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

ACADEMIC INFORMATION

Attendance/Tardiness Policy

ONLINE

The following changes to Kaplan University's Attendance/Tardiness Policy for online students are effective September 13, 2007:

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

The specific requirements for attendance are the following:

1. Any first-term student, or any student seeking reentry, who does not log into classes within the first seven days of the term will be withdrawn from their classes and their enrollment will be cancelled.
2. Students who have not participated in class by failing to log in for 21 consecutive calendar days (excluding scheduled breaks) will be administratively withdrawn from their program. Students who fail to log into any class within the first 21 days of the term will be dropped from the class or classes.
3. Students dismissed due to nonattendance must apply for readmission by following reentry procedures.
4. Students may appeal to their school's Dean or the Dean's designee if they feel an error has been made in their attendance calculation.

Graduate School of Management Programs

The specific requirements for attendance in the Graduate School of Management programs are the following:

1. Students are required to attend class by logging in to the course site at least two separate calendar days per week for each course. Courses are presented in weekly units. The weekly attendance period begins Wednesday at 12:00 am ET and ends on Tuesday at 11:59 pm ET.
2. A student failing to attend classes for 14 consecutive calendar days (excluding scheduled breaks) will be administratively withdrawn from the program.
3. Students dismissed due to nonattendance must apply for readmission by following reentry procedures.
4. Students may appeal to the Dean if they feel an error has been made in their attendance calculation.
5. Students must be either registered and enrolled or on an official leave of absence every term until their degrees are awarded. Failure to register or be on an official leave of absence for any term constitutes withdrawal from Kaplan University and students must reapply to continue their studies.

Master of Science in Nursing

In addition to the general requirements outlined above, the following requirement applies to students enrolled in the Master of Science in Nursing program:

1. Students are required to attend class by logging in to the course site at least three separate calendar days per week for each course.

Certification, State Board, and National Board Exams

The following changes to Kaplan University's Certification, State Board, and National Board Exams policy are effective September 13, 2007; changes to the Committee on National Security Systems Certificates section, the Associate of Applied Science in Medical Assisting section, and the Associate of Applied Science in Medical Transcription section are effective June 13, 2007; changes to the Master of Science in Nursing and Associate of Science in Nursing sections are effective September 13, 2007:

Certification, state board, or national board licensing examinations are the individual student's responsibility. The University makes every attempt to provide accurate information on test dates and fees for examinations. Some examinations may include a work experience requirement. No student is automatically certified in any way upon program completion.

A GED certificate or high school diploma may be required for graduates to take their state, national, or certification exams. The state and various other agencies may require criminal background checks before a student can be placed in an externship or take professional licensing, certification, or registration exams. These students may also be denied a license or certification to practice in some states, even if the certification or licensing exam is taken and successfully completed. Students are responsible for inquiring about current requirements prior to enrolling in the program of their choice.

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 pass those exams. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams.

Kaplan University's programs are designed to prepare graduates to pursue employment in their field of study, or in related fields. However, the University does not guarantee that graduates will be placed in any particular job or employed at all. While many of Kaplan University's degree

programs are designed to prepare graduates to pursue continued graduate- or doctorate-level education, the University cannot guarantee that students will be granted admission to any graduate or doctoral programs.

EDUCATION PROGRAMS

The Master of Education and Master of Arts in Teaching and Learning programs and curricula have been designed to provide students with the background, knowledge, and practical experience that meet nationally recognized standards for such degrees. However, individual state or school system requirements vary and may change from time to time. Thus, Kaplan University makes no representations or warranties as to whether the degree program meets the specific licensing, certification, or pay increase requirements for any individual state or school system. Kaplan University encourages its students to independently research the requirements of any state or school system in which they intend to teach.

INFORMATION SYSTEMS AND TECHNOLOGY PROGRAMS

Students may be eligible to take the following examinations:

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

ASSOCIATE OF SCIENCE IN NURSING

The Associate of Science in Nursing (ADN) program is designed to prepare students to become academically and clinically qualified to provide outstanding patient care. Upon successful completion of the program of study for the Associate of Science in Nursing, students will be academically prepared to apply to take the national licensure examination for registered nurses (NCLEX-RN).

The Associate of Science in Nursing program provides students with the background and practical experience that meet state and nationally recognized standards for such degrees; however, individual state licensing requirements vary and are subject to change. Thus, Kaplan University makes no representations or warranties as to whether the degree program meets the specific licensing requirements of any individual state. Kaplan University suggests that students independently research the licensing requirements of any state in which they intend to seek licensure.

ASSOCIATE OF APPLIED SCIENCE IN MEDICAL ASSISTING

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

ASSOCIATE OF APPLIED SCIENCE IN MEDICAL TRANSCRIPTION

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

ASSOCIATE OF APPLIED SCIENCE IN MEDICAL OFFICE MANAGEMENT

The Associate of Applied Science in Medical Office Management program is designed to prepare students academically and with the clinical and administrative skills necessary to provide outstanding patient care. The program is structured to provide appropriate academic preparation for students who wish to pursue national certification as medical administrative specialists. After completion of the program, students

will be eligible to take the Certified Medical Administrative Specialist examination, given by the American Medical Technologists.

COMMITTEE ON NATIONAL SECURITY SYSTEMS CERTIFICATES

Students who successfully complete the following courses and their prerequisites—MT 300: Management of Information Systems, MT 460: Management Policy and Strategy, and IT 331: Technology Infrastructure—are eligible to receive the following two certifications accredited by the Committee on National Security Systems (CNSS):

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

MASTER OF SCIENCE IN NURSING

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

The nurse administrator specialization prepares nurses to assume managerial positions and leadership roles in hospitals, community health organizations, long-term care facilities, and other health care systems. The graduate will be prepared to sit for the Nursing Administration or Nursing Administration, Advanced Certification examinations (depending on the level of leadership with their organization) provided by the American Nurses Credentialing Center.

Graduation Requirements

UNDERGRADUATE

Associate of Science in Nursing

The following changes to the Kaplan University Graduation Requirements for the Associate of Science in Nursing program are effective September 13, 2007:

To graduate from the Associate of Science in Nursing program, students must:

1. Complete with a passing grade all requirements for the program of study, within the maximum time frame permitted, and attain a minimum CGPA of 2.5,
2. 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,
3. Have no less than a "C" in any of the major requirements for the program,
4. Comply with all applicable policies and requirements related to the clinical educational experiences,
5. Return all property belonging to the University,
6. Fulfill all financial obligations to the University prior to graduation unless previous satisfactory arrangements have been made, and
7. Submit an Application for Graduation.

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

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

GRADUATE

The following changes to Kaplan University's Graduation Requirements for the Teacher Intern Certificate and the Master of Science in Criminal Justice programs are effective June 13, 2007; changes for the Master of

Arts in Teaching and Learning, the Master of Education, the Master of Science in Nursing, and the Master of Science in Higher Education programs are effective September 13, 2007:

Master of Arts in Teaching and Learning

Master of Arts in Teaching and Learning candidates must successfully complete the Action Research Project.

Master of Education

Master of Education candidates must successfully complete the student teaching requirements and the E-Portfolio prior to graduation.

Graduates of the Teacher Intern Certificate program enrolled in the Master of Education program will not have to complete the E-Portfolio requirement for graduation. The E-Portfolio submitted during completion of the Teacher Intern Certificate program will fulfill the E-Portfolio requirement for the Master of Education program.

Master of Science in Higher Education

Master of Science in Higher Education candidates must successfully complete the Assessment Portfolio.

Thesis-track students will be required to develop and submit, in writing, a formal, higher education research proposal to the thesis committee. This three-member committee is made up of a chair and two additional terminally degreed faculty members. While the chair must be a member of the higher education program faculty, the other two committee members may include a faculty member from another program within the University appointed by the Dean of Graduate Studies and, upon approval by the Dean, a terminally degreed practitioner in the area of the student's specialization from an outside, regionally accredited institution of higher learning.

Subsequent to the proposal, Master of Science in Higher Education thesis-track students will submit the final draft of their research project to the thesis committee for review and orally present their results during a scheduled thesis defense seminar. The research report shall be prepared according to Kaplan University guidelines and the final, approved product shall be submitted to the appropriate Kaplan University group for binding and acquisition.

Teacher Intern Certificate

Teacher Intern Certificate candidates must successfully complete the internship requirements and the E-Portfolio prior to graduation.

Master of Science in Criminal Justice

Nonthesis-track students must successfully complete CJ 602: Comprehensive Examination, a written course covering the core curriculum courses. Students are given one question covering each of the core courses, for a total of five questions, and have two weeks to complete the examination. It is recommended that the response to each question range from eight to ten typewritten, double-spaced pages. Students must take the examination within two weeks after successful completion of the core curriculum courses. The examination is graded as "satisfactory" or "unsatisfactory" and shall be evaluated by a terminally degreed criminal justice professor. If there is an unsatisfactory decision, a second terminally degreed criminal justice professor will be asked to evaluate the examination, and this evaluation will serve as the deciding vote. Should a student fail the examination, he or she shall be given remediation by criminal justice graduate personnel in preparation for the second and final attempt at the examination. If a student fails the examination a second time, he or she will be academically dismissed from the program.

Thesis-track students will be required to develop and submit, in writing, a formal proposal for research in criminal justice to their chosen thesis committee, made up of a chairperson and two additional members, all of whom must be terminally degreed criminal justice faculty members from Kaplan University. It is acceptable to have one terminally degreed faculty member from outside the Kaplan University criminal

justice program or from an outside, regionally accredited institution of higher learning with the approval of the Dean of the Master of Science in Criminal Justice program.

Subsequent to the proposal, Master of Science in Criminal Justice thesis-track students will submit the final draft of their research project to the thesis committee for review and orally present their results during a scheduled thesis defense hearing. The research report shall be prepared according to Kaplan University guidelines and the final, approved product shall be submitted to appropriate personnel for binding and acquisition.

Master of Science in Nursing

Master of Science in Nursing candidates must complete the residency requirements for their selected specialization.

Nonthesis-track students must successfully complete MN 600: Evidence-Based Project Proposal. Thesis-track students must successfully complete MN 601: Thesis I and MN 602: Thesis II.

Leave of Absence

The following changes to Kaplan University's Leave of Absence policy for online students are effective September 13, 2007:

The Dean of the student's school or the Dean's designee may grant, on a limited basis, an administrative leave of absence to students when the University is unable to schedule the student into the required externship, clinical, or required classes. Requests must be approved by the Campus President (onsite) or the Dean or Dean's designee (online) and the Financial Aid Officer.

ONLINE

Online students may request a leave of absence from Kaplan University under the following conditions:

1. A leave of absence may only be requested at the end of an academic term, and students must return at the beginning of a term. The leave may not exceed a single academic term. Students must have completed two consecutive terms of enrollment at Kaplan University to be eligible.
2. Leave of absence requests must be made in writing, including the student's signature, and submitted to the school's Dean or designee for approval.
3. A leave of absence may be requested for a change from one academic calendar track to the next available start of another track, or for one term to the start of the next term within one track.
4. Undergraduate students are only allowed one leave of absence within a 12-month period. Students enrolled in a graduate program may exceed a single academic term of leave, but the total number of days on leave cannot exceed 180 days within a 12-month period. The 12-month period begins on the first day of the student's initial leave of absence. In addition, students enrolled in Graduate School of Management programs without a specialization and those pursuing a specialization are allowed a maximum of six and eight terms of official leave of absence, respectively, during their degree programs.
5. A leave of absence does not provide debt relief from payments if the student has a balance due.
6. Students are not eligible for Title IV loans while on leave. Additionally, students who have received Title IV loans and fail to return from a leave of absence will have their grace period begin retroactively from the date the leave began, and may have their grace period reduced or eliminated.
7. Veterans Affairs will be notified immediately if a Veterans Affairs student is granted a leave of absence.

8. Students who fail to return to class at the end of drop/add week of the term following the leave of absence will be dropped from the program.

ACADEMIC STANDARDS

Academic Grading System

GRADUATE

Master of Science in Nursing

The following changes to Kaplan University's Academic Grading System for Master of Science in Nursing students are effective September 13, 2007:

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

Academic Progress Standards

The following changes to Kaplan University's Academic Progress Standards for health sciences programs are effective June 13, 2007; changes for nursing programs, graduate programs, and the Undergraduate Maximum Time Frame section are effective September 13, 2007:

UNDERGRADUATE

Maximum Time Frame

All students must complete their program in a period not exceeding 1.5 times the normal length of the program as measured in credit hours attempted. For example, if a program requires successful completion of 60 credit hours the student may not attempt more than 90 credit hours (1.5 x 60). To graduate, non-nursing and health science students must successfully complete 100 percent of the required courses and obtain a minimum CGPA of 2.0 within the 1.5 maximum time frame. Nursing and health science students must complete, with a passing grade, all requirements for the program of study within the maximum time frame permitted and attain a minimum CGPA of 2.5. Health science students must also have no less than a "C" in any required major or core course. Nursing students must also have no less than a "C" in any required major course. Associate's-level nursing and health science students must also achieve a minimum of "S" (satisfactory) for the clinical components of nursing and health science courses.

Any hours attempted for which a financial obligation is incurred, whether as a regular or extended enrollment student, will apply toward the maximum time frame permitted to complete a program. This includes courses with grades of "W," "WP," "WF," "R," or "I."

Health Sciences Programs

Systematic progression through the health sciences programs is dependent upon:

- In addition to meeting Kaplan University's requirements, students must achieve a minimum grade of "C" in each of the major or core requirements for the program and attain a minimum CGPA of 2.5.
- Health sciences students must also achieve a minimum of "S" (satisfactory) for the clinical components of courses.
- Students in the medical assisting program will be withdrawn from their program if unable to successfully complete MA 260: Clinical Competencies I, MA 270: Clinical Competencies II, or MA 290: Medical Assisting Externship and Evaluation on the second attempt.

- Students in the 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.
- Students in the medical transcription program will be withdrawn from their program if unable to successfully complete MR 290: Medical Transcription Externship and Evaluation on the second attempt.

Nursing Programs

Systematic progression through the nursing programs is dependent upon:

- In addition to meeting Kaplan University's requirements, students must achieve a minimum grade of "C" in each of the major or core requirements for the program and attain a minimum CGPA of 2.5.
- Associate of Science in Nursing (ADN) students must also achieve a minimum of "S" (satisfactory) for the clinical components of nursing courses.
- Students in nursing programs will be withdrawn from their program if unable to successfully complete a major or core course on the second attempt.

GRADUATE

Graduate School of Management Programs

Advancement to Candidacy

Students in Graduate School of Management programs are advanced to candidacy status after successfully completing four courses with a minimum CGPA of 3.0. Prerequisite courses for programs (if any) and credits transferred to Kaplan University do not count toward the four courses required for advancement. Students cannot have any incomplete grades at the time of advancement to candidacy. After advancement to candidacy, students must maintain a minimum cumulative grade point average of 3.0 for courses completed at Kaplan University. In addition, students must successfully complete at least 75 percent of the graduate credit hours submitted for a degree with an "A" or "B" grade. A student receiving an "F" grade must repeat the course and obtain a "C" grade or better in order to meet the degree requirement. Failure to earn a passing grade in the repeated course will result in the student's dismissal from the program. Failing a course and then failing a subsequent required repeat may interrupt the student's enrollment and may negatively impact financial aid eligibility and academic progress. Retaking a course(s) may result in additional charges.

Required Evaluation Schedule

Graduate School of Management students who do not meet satisfactory academic progress requirements in any given term will be placed on academic probation. Student dismissals are processed four times each year at the end of each evenly numbered term (terms two, four, six, and eight).

Master of Science in Higher Education

Students in the Master of Science in Higher Education program are advanced to candidacy after successfully completing all of the core courses and passing HE 600: Comprehensive Exam. Students who receive a grade of "F" in any one course or grades of "C" in two or more courses prior to advancement to candidacy are not advanced to candidacy and are academically dismissed from the program. After advancement to candidacy, students must maintain a cumulative grade point average of 3.0 for courses completed at Kaplan University.

Master of Science in Nursing

Students in the Master of Science in Nursing program are advanced to candidacy after successfully completing all of the core and specialization courses with grades of "B" or better. Students who receive a grade of "F" in any one course or grades of "C" in two or more courses prior to advancement to candidacy are not advanced to candidacy and are academically dismissed from the program. After advancement to candidacy, students must maintain a cumulative grade point average of 3.0 for courses completed at Kaplan University.

ACADEMIC PROBATION

The following changes to Kaplan University's Academic Progress Standards concerning academic probation are effective June 13, 2007:

Undergraduate

Non-Nursing Programs

Students not meeting standards at the 25 percent evaluation point will be placed on probation. They will have until the 50 percent evaluation point to achieve a minimum of 1.0 CGPA. Students not achieving a minimum of 1.0 by the 50 percent point will be academically dismissed.

Students not meeting the standards at the 50 percent and 100 percent point (but above 1.0) will be placed on probation. Those placed on probation at the 50 percent and 100 percent point will have one grading period to reach the standard in programs with eight or fewer grading periods. In programs with more than eight grading periods, the student will have two grading periods to achieve the standard. If the minimum standards are not achieved by the end of the probation period, the student will be academically dismissed.

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

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

Nursing and Health Science Programs

Immediate Probation

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

Final Probation

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

Graduate

Immediate Probation

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

Final Probation

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

Pass/Fail Option

ONLINE STUDENTS

Graduate Courses

The following changes to Kaplan University's Pass/Fail Option for the Professional Development for Teachers and Master of Education programs are effective June 13, 2007; changes for the Teacher Intern Certificate program are effective September 13, 2007:

Professional Development for Teachers (PDT)

Participants enrolled in the Professional Development for Teachers program may elect to take courses on a pass/fail basis. Participants must

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

Deadlines for filing pass/fail requests will be adhered to without exception. All participants should consider this criteria carefully before exercising the pass/fail option.

Master of Education

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

Teacher Intern Certificate

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

Plagiarism Policy

The following changes to Kaplan University's Plagiarism Policy are effective November 15, 2006; changes to the Academic Dishonesty Appeals section are effective September 13, 2007:

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

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

In essence, plagiarism is the theft of someone else's ideas and work. Whether a student copies verbatim or simply rephrases the ideas of another without properly acknowledging the source, it is still plagiarism. In the preparation of work submitted to meet course requirements,

whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from other sources.

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

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

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

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

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

Procedures for processing plagiarism offenses are as follows:

ONLINE STUDENTS

Charges of academic dishonesty brought against a student shall be made in writing by the professor to the Provost's Office. The Provost's Office maintains a database of plagiarism offenses and a file of all plagiarism charges. When an offense has been committed, the Provost's Office sends the student a copy of the plagiarism policy and a letter of the action taken, and informs the Academic Department Chair, the Academic Advisor, and the course professor of any plagiarism charges.

ONSITE STUDENTS

Charges of academic dishonesty brought against a student shall be made in writing by the professor to the Provost's Office. The Provost's Office maintains a database of plagiarism offenses and a file of all plagiarism charges. When an offense has been committed, the Provost's Office sends the student a copy of the plagiarism policy and a letter of the action taken and informs the Director of Academic Services, the Program Coordinator, and the course professor of any plagiarism charges.

ACADEMIC DISHONESTY APPEALS

Undergraduate

Academic Dishonesty Appeal Procedures

- Step 1: Within ten days of receiving notification of action for academic dishonesty, a student who wishes to appeal must first contact the faculty member of the class in which the incident occurred. The student should explain their reasoning for reconsideration. If the faculty member and the student agree to a resolution, the faculty member notifies the Provost's Office.
- Step 2: If the problem has not been resolved and the student wishes to pursue the appeal, the student must complete and send the Academic Appeal Form to the Provost's Office. The appeal will be forwarded to the Plagiarism Review Evaluator, an impartial expert on plagiarism. The Evaluator will consult academic department chairs and/or subject matter experts as needed. The Evaluator will review the documentation and share his/her opinion with the student.

Step 3: If the student wishes to pursue the appeal, he/she must notify the Provost's Office within ten days of the Evaluator's decision. Notice of the appeal will be sent to the faculty member and the appropriate Dean, and the appeal will be forwarded to the Academic Appeals Committee, which will review the case and make a decision.

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

Grade Appeals

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

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

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

Graduate

Academic Dishonesty Appeal Procedures

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

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

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

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

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

Grade Appeals

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

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

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

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

Reinstatement Procedures

GRADUATE

The following changes to Kaplan University's Reinstatement Procedures for graduate students are effective June 13, 2007:

Graduate School of Education

Students who are readmitted must repeat the last course in which they were enrolled and that resulted in their dismissal from the University. The decision to readmit a student rests with the Dean. A readmitted student must achieve successful candidacy pursuant to the Advancement to Candidacy policy and maintain a GPA of 3.0 in all coursework after candidacy. A student dismissed from the University a second time is ineligible for readmission.

Other Graduate Programs

A student dismissed from the University may reapply for admission by successfully completing the noncredit, self-paced course KU 500: Foundations of Graduate Learning and completing a readmission application that states the grounds for the applicant's belief that they will be successful in graduate school upon reentry. Students may repeat KU 500 until they successfully pass the course. Students who are readmitted must repeat the last course in which they were enrolled and that resulted in their dismissal from the University. The decision to readmit a student rests with the Dean. If insufficient grades from two courses in the same term resulted in academic dismissal, the student must repeat the course with the highest course number prefix. A readmitted student must achieve successful candidacy pursuant to the Advancement to Candidacy policy and maintain a GPA of 3.0 in all coursework after candidacy. A student dismissed from the University a second time is ineligible for readmission.

Repeated Courses

The following changes to Kaplan University's Repeated Courses policy are effective September 13, 2007:

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

Undergraduate, non-nursing students may repeat a course twice as scheduling permits. Undergraduate nursing students may repeat a major course once and all other courses twice as scheduling permits. Non-nursing graduate students may repeat a course once as scheduling permits. Master of Science in Nursing (MSN) students who earn less than a "B" in any course are required to repeat that course. MSN students may only repeat a course once, and only two courses may be repeated. Courses with a grade of "C" or less will not be applied toward MSN degree requirements. The grade received on the last repeat becomes the final grade and will replace all other grades for that course in the CGPA calculation and will appear on the student's transcript. All other instances of the course will also appear on the student's transcript, but will be designated as "R" for repeated course. Undergraduate, non-nursing students who fail a required course three times will be terminated from the University. Students in the medical assisting program who fail MA 260 twice will be terminated from the University. Students in the medical office management program who fail MO 290 twice will be terminated from the University. Students in the medical transcription program who fail MR 290 twice will be terminated from the University. Nursing and graduate students who fail a required course twice will be terminated from the University.

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

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

FINANCIAL INFORMATION

Scholarships

The following change to Kaplan University's Scholarship policy is effective July 20, 2007:

Kaplan University awards scholarships, awards, and discounts for a variety of reasons, including but not limited to: merit, military service, need, and to assist students in acceleration of their academic program. Scholarships and awards have specific requirements that must be met. Not all scholarships and awards are available on a continuous basis and all are subject to changes in criteria and funding. Kaplan University is pleased to offer five different scholarships for qualified students--the Kaplan University Success Scholarship, the Phi Theta Kappa Scholarship, the Criminal Justice Scholarship, the Accelerated Scholars Award, and the Kaplan University/*Newsweek* MBA Scholarship. Interested students should contact their Admissions Advisor for additional information or refer to www.kaplan.edu/ku/tuitionandfa/default.aspx?

Program Changes

ARTS AND SCIENCES

The following change to the mission statement for the School of Arts and Sciences is effective March 14, 2007:

The mission of the Kaplan University arts and sciences programs is to provide students with a substantive general education foundation, as well as the critical, interpersonal, and career-specific skills necessary to succeed in both their current and future professions.

The following program changes are effective September 13, 2007:

II. Bachelor of Science in Communication

Curriculum

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

EMPHASIS AREAS

Option I: Technical Writing	
CM 320: Interviewing Skills for the Technical Writer	6
CM 340: Advanced Technical Writing	6
CM 345: Proposal and Grant Writing	6
CM 445: Technical Writing for the Professions	6
CM 450: Professional Development in Technical Writing	6
Option II: Organizational Communication	
CM 312: Communication and Organizational Change	6
CM 318: Advocacy and Opposition in the Modern Workplace	6
CM 350: Public Relations Strategies	6
CM 420: Interpersonal Communication in Organizations	6
CM 430: Theories and Application in Organization Settings	6

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

The following program changes are effective September 13, 2007:

II. Advanced Start Bachelor of Science in Communication

Curriculum

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	90
PREREQUISITE REQUIREMENTS	
CM 220: Effective Writing II	
CM 240: Technical Writing	
CM 250: Fundamentals of Grammar and Editing	
100/200-level: Communication Course	
100/200-level: Communication Course	
200-level: Mathematics Course	
CORE REQUIREMENTS	
CM 310: Communication and Conflict	6
CS 410: Advanced Career Development Strategies	2
Elective: History 300/400-level	6
Elective: Social Science/Humanities 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Electives: 300/400-level	6
MAJOR REQUIREMENTS	
IT 315: Writing for the Web	6
CM 315: Group Dynamics and Team Building	6
CM 410: Organizational Communication	6
CM 415: Effective and Appropriate Communication in the Workplace	6
CM 460: Rhetorical Analysis of Non-Fiction Writing	6
CM 499: Bachelor's Capstone in Communication	4
Electives: 300/400-level Emphasis Area Electives	30
TOTAL PROGRAM REQUIREMENTS	180

The following program is effective September 13, 2007:

I. Bachelor of Science in Psychology

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

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

The Bachelor of Science in Psychology degree program consists of a minimum of 180 quarter credit hours.

Curriculum

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

EMPHASIS AREAS

Option I: Child Development	
PS 340: Exceptional Needs Children	6
PS 345: Language and Speech Development and Disorders	6
PS 350: Working With Children in a Diverse World	6
PS 410: Screening and Assessment	6
PS 420: Social Relationships in Childhood	6

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Option II: Applied Behavioral Analysis	
PS 340: Exceptional Needs Children	6
PS 360: Applied Behavioral Analysis I	6
PS 365: Applied Behavioral Analysis II	6
PS 410: Screening and Assessment	6
PS 430: Program Design and Evaluation	6
Option III: Substance Abuse	
PS 370: Health Psychology	6
PS 375: Substance Abuse Prevention and Treatment	6
PS 380: Clinical Psychology	6
PS 410: Screening and Assessment	6
PS 450: Case Management	6

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

Core Outcomes

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

Discipline-Specific Outcomes

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

The following program is effective September 13, 2007:

I. Advanced Start Bachelor of Science in Psychology

Kaplan University offers the Advanced Start Bachelor of Science in Psychology degree option for students who have earned an AAS, AS, AA, BA, or BS degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a two-year degree with the academic curriculum of a four-year program. The flexibility inherent in the two-step process is unparalleled: upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study is designed to prepare 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.

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

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

Kaplan University offers several options for personalizing your degree through focusing your electives and the subject of your capstone course on a particular emphasis area. The following emphasis areas are available in this degree: child development, applied behavioral analysis, and substance abuse.

Curriculum

Courses	Credits
ASSOCIATES/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	90
PREREQUISITES	
CM 220: Effective Writing II	
SC 235: General Biology I—Human Perspectives	
SS 124: Introduction to Psychology	
PS 200: Cognitive-Behavioral Theory	
PS 210: History of Psychology	
PS 220: Child and Adolescent Psychology	
200-level: Statistics Course	
CORE REQUIREMENTS	
CS 410: Advanced Career Development Strategies	2
Elective: Communication (300-400 level)	6
Elective: Diversity and Culture (300-400 level)	6
Elective: Social Science/Humanities (300-400 level)	6
OPEN ELECTIVE REQUIREMENTS	
Electives: 300/400-level	6
MAJOR REQUIREMENTS	
PS 300: Research Methods I	6
PS 320: Social Psychology	6
PS 400: Research Methods II	6
SS 350: Developmental Psychology	6
SS 440: Abnormal Psychology	6
PS 499: Bachelor's Capstone in Psychology	4
Electives: 300/400-level Emphasis Area Courses	30
TOTAL PROGRAM REQUIREMENTS	180

The following program changes are effective September 13, 2007:

IX. Associate of Science in Interdisciplinary Studies

Curriculum

Courses	Credits
CORE REQUIREMENTS	
CM 107: Effective Writing I for Arts and Sciences Majors*	5
CM 115: Communicating in the 21st Century	5
CM 220: Effective Writing II	5
CS 115: Academic Strategies†	5
CS 210: Career Development Strategies	2
IT 133: Software Applications	5
MM 201: College Algebra (or higher) OR MM 180: Math Topics for the Interdisciplinary Student	5
Elective: Diversity and Culture 100/200-level	5
Elective: Ethics 100/200-level	5
Elective: History 100/200-level	5
Elective: Humanities/Social Science 100/200-level	5
Elective: Science 100/200-level	5
MAJOR REQUIREMENTS	
IS 299: Associate's Capstone in Interdisciplinary Studies	3
Electives: 100/200-level Electives or Emphasis Area	30
TOTAL PROGRAM REQUIREMENTS	90
EMPHASIS AREAS	
Option I: Educational Paraprofessional‡	
SS 114: Child Development and Learning	5
EP 101: Introduction to Classroom Management	5
EP 210: Math Methods	5
EP 220: Reading and Writing Methods	5
EP 230: Survey of Special Needs	5
EP 240: Assisting ESL Learners	5
Option II: Early Childhood Development	
CE 101: Introduction to Early Childhood Education and Curriculum Planning	5
CE 114: Infant, Toddler, and Early Childhood Development	5
CE 210: Professionalism and Ethical Conduct in Child Care	5
CE 220: Child Safety, Nutrition, and Health	5
CE 230: Creative Activities for Young Children	5
CE 240: Caring for Infants and Toddlers with Special Needs	5
Option III: Communication	
BU 100: Introduction to Business	5
CM 202: Mass Communications	5
CM 206: Interpersonal Communications	5
CM 240: Technical Writing	5
CM 250: Fundamentals of Grammar and Editing	5
CM 270: Writing for Multimedia	5
Option IV: Open Concentration	
Electives: 100-level or above	10
Electives: 200-level or above	20

Option IV-I:

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

Option IV-II:

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

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

‡Emphasis area courses must be taken in the sequence listed.

BUSINESS

The following program changes are effective June 13, 2007:

III. Master of Business Administration

Curriculum

Courses	Credits
GB 500: Becoming an Effective Leader	4
GB 501: Leadership, Culture, and Change	4
GB 502: Managerial Economics	4
GB 503: Managerial Accounting	4
GB 504: Financial Management	4
GB 505: Marketing Management	4
GB 506: Information Systems Management	4
GB 507: Business Ethics	4
GB 508: The Legal Environment of Business	4
GB 509: Analytical Decision Making	4
GB 510: Project Management	4
GB 511: Strategic Human Resources Management	4
GB 599: Business Strategy	4
TOTAL PROGRAM REQUIREMENTS	52

SPECIALIZATIONS

Finance

GB 521: Capital Markets and Investments	4
GB 522: Mergers and Acquisitions	4
GB 523: International Finance	4
GB 572: International Management	4

Marketing

GB 531: Advertising	4
GB 532: Marketing Research	4
GB 533: Salesforce Management	4
GB 534: Marketing Psychology	4

Human Resources Management

GB 541: Employment Law	4
GB 542: Training and Development	4
GB 545: Strategic Reward Systems	4
GB 546: Recruitment and Selection of a Talented Workforce	4

Information Technology

GB 551: Managing Information Technology Projects	4
GB 552: Database Analysis and Design	4
GB 553: E-Business Principles and Practices	4
GB 554: Operations Management	4

Entrepreneurship

GB 543: Managing Change	4
GB 544: Quality Management	4
GB 561: Entrepreneurship	4
GB 562: Small Business Administration	4

Management, Communication, and Quality

GB 544: Quality Management	4
GB 554: Operations Management	4
GB 571: Power and Negotiation	4
GB 572: International Management	4

The following program is effective September 13, 2007:

I. Master of Science in Management

The Master of Science in Management program is designed to provide students with valuable knowledge about management and all its related aspects. Students are taught about organizational strategies and concepts, not just on paper, but through training and hands-on application that instructs students how to use these skills in practical life and in day-to-day managerial functions. The core curriculum is enhanced by four specialization areas designed to help students develop specific proficiencies: change leadership, health care management, project management, and supply chain management and logistics.

The Master of Science in Management is designed to prepare graduates to pursue innumerable career opportunities in various fields. It can be especially beneficial for those who wish to pursue high-level positions, such as managerial and executive-level jobs. The degree can be invaluable in careers such as health care administration, change leadership, supply chain management, project management, and government positions.

The Master of Science in Management program consists of a minimum of 52 quarter credit hours. Upon successful completion of the program, graduates will be awarded a master of science degree.

Curriculum

Courses	Credits
GM 500: Managers as Leaders	4
GM 501: Management Theories and Practices—Past, Current, and Future	4
GM 502: Skills for Professional Impact	4
GM 503: Foundations for Effective Management Practice	4
GM 504: Organizational Excellence and Change	4
GM 505: Action Research and Consulting Skills	4
GM 506: Strategic Financial Analysis	4
GM 507: Strategic Human Resources Management	4
GM 599: Applied Research Project	4
Electives: Specialization Courses	16
TOTAL PROGRAM REQUIREMENTS	52

SPECIALIZATIONS

Change Leadership

GM 541: Foundations of Organization Development	4
GM 542: Organization Change	4
GM 543: Organization Diagnosis and Design	4
GM 544: Applied Organization Research Methods	4

Health Care Management

GM 521: Health Care Systems	4
GM 522: Comprehensive Health Care Strategies	4
GM 523: Quality Health Care Management	4
GM 524: Leveraging IT in Health Care	4

Project Management

GM 591: Strategic Project Management	4
GM 592: Project Initiation, Planning, and Execution	4
GM 593: Project Cost and Schedule Monitoring and Controlling	4
GM 594: Project Risk, Quality, and Procurement Monitoring and Controlling	4

Supply Chain Management and Logistics

GM 581: Supply Chain Management	4
GM 582: Planning and Managing Inventories	4
GM 583: Analytical Techniques in Supply Chain Management	4
GM 584: Purchasing and Supply Chain Management	4

Program Outcomes

1. Assess personal leadership and management styles.
2. Critically evaluate the theoretical bases, current knowledge, best practices, and trends related to the ethical practice of management.
3. Think critically and holistically in diverse management settings.

The following program changes are effective September 13, 2007:

VII. Bachelor of Science in Business

Curriculum

Courses	Credits
CORE REQUIREMENTS	
BU 204: Macroeconomics	5
BU 224: Microeconomics	5
CM 105: Effective Writing I for Business Majors*	5
CM 220: Effective Writing II	5
CS 113: Academic Strategies for the Business Professional†	5
CS 410: Advanced Career Development Strategies	2
IT 133: Software Applications	5
MM 201: College Algebra (or higher)	5
MM 207: Statistics	5
MM 305: Quantitative Methods	6
MT 310: Ethics and the Legal Environment	6
Elective: Communications 100/200-level	5
Elective: Diversity and Culture 100/200-level	5
Elective: History 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Electives: 100-level or above	10
Elective: 300-level or above‡	6
MAJOR REQUIREMENTS	
AC 114: Accounting I	5
AC 116: Accounting II	5
BU 100: Introduction to Business	5
MT 211: Business Law	5
MT 217: Introduction to Finance	5
MT 219: Marketing	5
MT 300: Management of Information Systems	6
MT 320: Research and Presentation§	6
MT 340: Conflict Resolution and Team Dynamics	6
MT 425: Managerial Finance and Accounting	6
MT 435: Operations Management	6
MT 460: Management Policy and Strategy	6
MT 499: Bachelor's Capstone in Business and Management	4
Electives: 300/400-level Business/Management Electives or Emphasis Area	24
TOTAL PROGRAM REQUIREMENTS	180
EMPHASIS AREAS	
Option I: Accounting	
AC 239: Managerial Accounting#	5
AC 300: Intermediate Accounting I#	6
AC 301: Intermediate Accounting II	6
Select three of the following courses:	
AC 410: Auditing	6
AC 420: Cost Accounting	6
AC 430: Advanced Tax—Corporate**	6
AC 440: Advanced Auditing	6
AC 450: Advanced Financial Accounting	6

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Option II: Finance		
AC 300:	Intermediate Accounting I [#]	6
MT 480:	Corporate Finance	6
MT 481:	Financial Markets	6
MT 482:	Financial Statement Analysis	6
MT 483:	Investments	6
Option III: Management of Information Systems		
IT 163:	Database Management [#]	5
IT 273:	LAN Concepts [#]	5
Select four of the following courses:		
IT 331:	Technology Infrastructure	6
IT 350:	Structured Query Language	6
IT 430:	Project Management	6
IT 450:	Software Development Leadership	6
IT 456:	Database Administration [#]	6
IT 460:	Systems Analysis and Design	6
Option IV: Business Security and Assurance		
AC 239:	Managerial Accounting [#]	5
IT 273:	LAN Concepts [#]	5
SA 400:	Business Process Analysis	6
SA 410:	Risk Analysis and Strategy	6
SA 411:	Risk Management	6
Select one of the following three emphasis area courses:		
SA 421:	Ethics and Compliance—Sarbanes/Oxley and SEC Regulations	6
SA 422:	Ethics and Compliance—HIPAA and Health Industry Regulations	6
SA 423:	Ethics and Compliance—Federal Acts and Regulations	6
Option V: Retail Management		
RT 101:	Principles of Retailing [#]	5
RT 201:	Building Customer Sales and Loyalty [#]	5
RT 301:	Store Management	6
RT 401:	Merchandising Management	6
RT 441:	Supply Chain Management	6
RT 461:	Retail Strategy	6

*Onsite and developmental students will take CM 102: Effective Writing I.

[†]Onsite students will take CS 110: Human Dynamics.

^{*}Students choosing the business security and assurance emphasis area are suggested to take HU 345 as one of their 300-level or higher open electives.

[§]Students choosing the business security and assurance emphasis area will not take MT 320, but will take a 300-level or higher open elective in its place.

[#]Taken as an open elective requirement.

**Students choosing to take AC 430 to satisfy the accounting emphasis requirements must take AC 256 as an open elective requirement.

The following program changes are effective September 13, 2007:

VII. Advanced Start Bachelor of Science in Business

Curriculum

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	90
PREREQUISITE REQUIREMENTS	
CM 220: Effective Writing II	
IT 133: Software Applications*	
MM 201: College Algebra (or higher)	
100/200-level: Accounting Course	
100/200-level: Computer Course	
100/200-level: Management Course	
CORE REQUIREMENTS	
CS 410: Advanced Career Development Strategies	2
MM 305: Quantitative Methods	6
MT 310: Ethics and the Legal Environment	6
Elective: History 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Elective: 300-level or above	6
MAJOR REQUIREMENTS	
MT 300: Management of Information Systems	6
MT 320: Research and Presentation	6
MT 340: Conflict Resolution and Team Dynamics	6
MT 425: Managerial Finance and Accounting	6
MT 435: Operations Management	6
MT 460: Management Policy and Strategy	6
MT 499: Bachelor's Capstone in Business and Management	4
Electives: 300/400-level Management Electives or Emphasis Area	24
TOTAL PROGRAM REQUIREMENTS	180

*Students choosing the management of information systems emphasis area will take IT 101: Introduction to Information Technology.

†Students choosing to take AC 430 to satisfy the accounting emphasis requirements must complete AC 256 as a prerequisite.

Some emphasis areas have different or additional prerequisite requirements:

ACCOUNTING EMPHASIS PREREQUISITES

AC 114: Accounting I
 AC 116: Accounting II
 AC 239: Managerial Accounting
 AC 256: Federal Tax†

FINANCE EMPHASIS PREREQUISITES

AC 114: Accounting I
 AC 116: Accounting II
 MM 207: Statistics
 MT 217: Introduction to Finance

MANAGEMENT OF INFORMATION SYSTEMS EMPHASIS PREREQUISITES

AC 114: Accounting I
 AC 116: Accounting II
 IT 101: Introduction to Information Technology
 IT 163: Database Management
 IT 273: LAN Concepts

BUSINESS SECURITY AND ASSURANCE EMPHASIS PREREQUISITES

AC 114: Accounting I
 AC 116: Accounting II
 AC 239: Managerial Accounting
 IT 273: LAN Concepts

RETAIL MANAGEMENT EMPHASIS PREREQUISITES

AC 114: Accounting I
 AC 116: Accounting II
 MT 217: Introduction to Finance
 RT 101: Principles of Retailing
 RT 201: Building Customer Sales and Loyalty

The following program changes are effective September 13, 2007:

VII. Bachelor of Science in Management

Curriculum

Courses	Credits
CORE REQUIREMENTS	
CM 105: Effective Writing I for Business Majors*	5
CM 220: Effective Writing II	5
CS 113: Academic Strategies for the Business Professional†	5
CS 410: Advanced Career Development Strategies	2
IT 133: Software Applications	5
MM 201: College Algebra (or higher)	5
MM 207: Statistics	5
MT 310: Ethics and the Legal Environment‡	6
Elective: Communications 100/200-level	5
Elective: Diversity and Culture 100/200-level	5
Elective: Social Science 100/200-level	10
Elective: Communications 300/400-level	6
Elective: History 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Electives: 100-level or above	10
Elective: 300-level or above	6
MAJOR REQUIREMENTS	
AC 114: Accounting I	5
BU 100: Introduction to Business	5
MT 203: Human Resource Management	5
MT 211: Business Law	5
MT 217: Introduction to Finance	5
MT 219: Marketing	5
MT 300: Management of Information Systems	6
MT 302: Organizational Behavior	6
MT 320: Research and Presentation	6
MT 340: Conflict Resolution and Team Dynamics	6
MT 435: Operations Management	6
MT 460: Management Policy and Strategy	6
MT 499: Bachelor's Capstone in Business and Management	4
Electives: 300/400-level Business/Management Electives or Emphasis Area	24
TOTAL PROGRAM REQUIREMENTS	180
EMPHASIS AREAS	
Option I: E-Business	
IT 117: Introduction to Web Design§	5
IT 255: E-Commerce Development§	5
Select four of the following courses:	
IT 430: Project Management	6
IT 476: Web Marketing and E-Commerce	6
MT 351: Issues in Economic Policy	6
MT 355: Marketing Research	6
MT 359: Advertising in the 21st Century	6
MT 451: Business and Technological Change	6
Option II: Health Care Management	
IT 430: Project Management	6
MT 305: Health Care Organization and Delivery	6
MT 315: Operations Management in Health Care	6
MT 471: The Legal and Ethical Environment of Health Care‡	6
MT 475: Outcomes Assessment and Quality Management	6
Option III: Sales and Marketing	
MT 355: Marketing Research	6
MT 359: Advertising in the 21st Century§	6
MT 450: Marketing Management	6
MT 455: Salesforce Management	6
MT 459: Consumer Behavior	6

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Option IV: Human Resource Management	
HR 400: Employment and Staffing [§]	6
HR 410: Employee Training and Development	6
HR 420: Employment Law	6
HR 435: Compensation	6
HR 485: Strategic Human Resource Management	6

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

‡Students in the health care management emphasis area will take MT 471 instead of MT 310.

§Taken as an open elective requirement.

The following program changes are effective September 13, 2007:

VII. Advanced Start Bachelor of Science in Management

Curriculum

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	90
PREREQUISITE REQUIREMENTS	
CM 220: Effective Writing II	
MM 201: College Algebra (or higher)	
MM 207: Statistics	
100/200-level: Accounting Course	
100/200-level: Computer Course	
100/200-level: Management Course	
CORE REQUIREMENTS	
CS 410: Advanced Career Development Strategies	2
MT 310: Ethics and the Legal Environment*	6
Elective: Communications 300/400-level	6
Elective: History 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Elective: 300/400-level	6
MAJOR REQUIREMENTS	
MT 300: Management of Information Systems	6
MT 302: Organizational Behavior	6
MT 320: Research and Presentation	6
MT 340: Conflict Resolution and Team Dynamics	6
MT 435: Operations Management	6
MT 460: Management Policy and Strategy	6
MT 499: Bachelor's Capstone in Business and Management	4
Electives: 300/400-level Management Electives or Emphasis Area	24
TOTAL PROGRAM REQUIREMENTS	180

Some emphasis areas have different prerequisite requirements:

E-BUSINESS EMPHASIS PREREQUISITES

IT 117: Introduction to Web Design OR IT 255: E-Commerce Development
 MT 217: Introduction to Finance†
 MT 219: Marketing†

HEALTH CARE MANAGEMENT EMPHASIS PREREQUISITES

MT 203: Human Resource Management

SALES AND MARKETING EMPHASIS PREREQUISITE

MT 219: Marketing

HUMAN RESOURCE MANAGEMENT EMPHASIS PREREQUISITE

MT 203: Human Resource Management

*Students in the health care management emphasis area will take MT 471: The Legal and Ethical Environment of Health Care instead of MT 310.

†Students choosing to take MT 355 or MT 451 to satisfy the e-business emphasis requirements must take MT 219 or MT 217, respectively, as prerequisites.

The following program changes are effective September 13, 2007:

VIII. Associate of Applied Science in Business Administration/Accounting

Curriculum

Courses	Credits
CORE REQUIREMENTS	
CM 105: Effective Writing I for Business Majors*	5
CM 220: Effective Writing II	5
CS 113: Academic Strategies for the Business Professional†	5
CS 210: Career Development Strategies	2
IT 133: Software Applications	5
MM 201: College Algebra (or higher)	5
MM 207: Statistics	5
Elective: Communications 100/200-level	5
Elective: Diversity and Culture 100/200-level	5
Elective: Economics 100/200-level	5
OPEN ELECTIVE REQUIREMENTS	
Elective: 100/200-level	5
MAJOR REQUIREMENTS	
AC 114: Accounting I	5
AC 116: Accounting II	5
AC 122: Payroll Accounting	5
AC 239: Managerial Accounting OR AC 256: Federal Tax	5
BU 100: Introduction to Business	5
MT 211: Business Law	5
MT 217: Introduction to Finance	5
MT 299: Associate's Capstone in Management	3
TOTAL PROGRAM REQUIREMENTS	90

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

The following program changes are effective September 13, 2007:

VIII. Associate of Applied Science in Business Administration/Management

Curriculum

Courses	Credits
CORE REQUIREMENTS	
CM 105: Effective Writing I for Business Majors*	5
CM 220: Effective Writing II	5
CS 113: Academic Strategies for the Business Professional†	5
CS 210: Career Development Strategies	2
IT 133: Software Applications	5
MM 201: College Algebra (or higher)	5
MM 207: Statistics	5
Elective: Communications 100/200-level	5
Elective: Diversity and Culture 100/200-level	5
Elective: Economics 100/200-level	5
OPEN ELECTIVE REQUIREMENTS	
Elective: 100/200-level	5
MAJOR REQUIREMENTS	
AC 114: Accounting I	5
AC 116: Accounting II	5
BU 100: Introduction to Business	5
MT 203: Human Resource Management	5
MT 211: Business Law	5
MT 217: Introduction to Finance	5
MT 219: Marketing	5
MT 299: Associate's Capstone in Management	3
TOTAL PROGRAM REQUIREMENTS	90

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

The following program is effective September 13, 2007:

I. Associate of Applied Science in Global Travel and Hospitality Management

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

The Associate of Applied Science in Global Travel and Hospitality Management degree program consists of a minimum of 90 quarter credit hours.

Curriculum

Courses	Credits
CORE REQUIREMENTS	
CM 105: Effective Writing I for Business Majors*	5
CM 220: Effective Writing II	5
CS 113: Academic Strategies for the Business Professional†	5
MM 201: College Algebra (or higher)	5
Elective: Communications 100/200-level	5
Elective: Diversity and Culture 100/200-level	5
Elective: Ethics 100/200-level	5
MAJOR REQUIREMENTS	
TH 101: Travel Concepts	5
TH 102: Sales, Marketing, and Customer Service	5
TH 110: Domestic Geography	5
TH 115: Cruises	5
TH 117: Global Hospitality	5
TH 200: International Geography	5
TH 206: Hotel Management and Operations	5
TH 210: Travel Technology Systems	5
TH 230: Dynamics of Trip/Event Planning	5
TH 260: Legal Environment	5
TH 299: Associate's Capstone in Global Travel and Hospitality Management	5
TOTAL PROGRAM REQUIREMENTS	90

*Onsite and developmental students will take CM 102: College Composition I

†Onsite students will take CS 110: Human Dynamics

Core Outcomes

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

Discipline-Specific Outcomes

1. Industry Communication: Communicate effectively in a diverse society using case study analysis and other written modes within the travel/hospitality industry.
2. Data Application: Evaluate global travel and e-resource trends in travel and hospitality utilizing quantitative information.
3. Critical Thinking: Apply critical thinking skills to arrive at reasoned decisions in solving event and travel planning issues within the travel/hospitality industry.
4. Ethical Decision Making: Analyze ethical decisions based on an understanding of the impact of historical, political, social, and economic events and factors within the travel/hospitality industry.
5. Industry Competencies: Apply program-specific competencies in a travel/hospitality industry setting.
6. Travel Agent Proficiencies: Apply the competencies expected of the industry professional set forth by the Travel Institute (National Travel Agent Proficiency [TAP]) to professional situations.
7. Legal Applications: Analyze legal concepts related to the travel and hospitality field.

The following program is effective September 13, 2007:

I. Global Travel and Hospitality Management Certificate

The Global Travel and Hospitality Management Certificate is designed to supply students with knowledge of ethics and the global, technical, marketing, service, and planning skills to pursue an entry-level position in the travel and hospitality industry. This certificate program is designed to provide students with the opportunity to apply learned concepts and prepare for the Travel Institute's National Travel Agent Proficiency (TAP) Test to become a certified travel associate. Successful graduates of this program can transition into the Associate of Applied Science in Global Travel and Hospitality Management, should they choose to continue their education. This program is only available onsite.

The Global Travel and Hospitality Management Certificate program consists of a minimum of 50 quarter credit hours.

Curriculum

Courses	Credits
TH 101: Travel Concepts	5
TH 102: Sales, Marketing, and Customer Service	5
TH 110: Domestic Geography	5
TH 117: Global Hospitality	5
TH 200: International Geography	5
TH 206: Hotel Management and Operations	5
TH 210: Travel Technology Systems	5
TH 220: E-Resources	5
TH 230: Dynamics of Trip/Event Planning	5
TH 299: Associate's Capstone in Global Travel and Hospitality Management	5
TOTAL PROGRAM REQUIREMENTS	50

Program Outcomes

1. Industry Communication: Communicate effectively in a diverse society using visual and written modes within the travel/hospitality industry.
2. Data Application: Identify and evaluate new trends in travel and hospitality utilizing quantitative information.
3. Critical Thinking: Apply critical thinking skills to arrive at reasoned decisions in solving everyday travel/hospitality industry issues.
4. Ethical Decision Making: Apply ethical decisions based on an understanding of the impact of historical, political, social, and economic events and factors within the travel and hospitality industry.
5. Industry Competencies: Apply program-specific competencies in a travel/hospitality industry setting.
6. Travel Agent Proficiencies: Identify the competencies expected of the industry professional set forth by the Travel Institute (National Travel Agent Proficiency [TAP]).

The following program changes are effective November 15, 2006:

I. Information Assurance Certificate

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

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

Students successfully completing the Information Assurance Certificate program are eligible to receive these two certifications accredited by CNSS. Credits earned in fulfillment of this certificate are transferable to Kaplan University degree programs.

CURRICULUM

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

Program Outcomes

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

The following program is effective September 13, 2007:

I. Professional Courses for CPA Candidates

The Professional Courses for CPA Candidates program is designed to provide a variety of high-quality, online, professional development opportunities for those who need to take extra courses to meet the educational requirements to sit for the CPA Exam.

The Professional Courses for CPA Candidates program is designed to provide students with courses that meet nationally recognized standards. While these courses can be used to meet the educational requirements needed to sit for the CPA Exam, the University cannot guarantee students will pass the exam. Individual state requirements vary and may change from time to time. Thus, Kaplan University makes no representations or warranties as to whether the Professional Courses for CPA Candidates program meets specific state requirements.

Kaplan University suggests and encourages its students to research independently the requirements in any state where they intend to seek licensure. The National Association of State Boards of Accountancy (www.nasba.org) is a good starting point for your research.

Students in this program are attending solely for professional development and therefore are not required to meet the course prerequisites. It is the student's responsibility to determine if they are adequately prepared to take the courses they select.

Students in this program are not eligible to receive:

1. Placement assessment
2. Credit by examination through institutional prior learning assessment
3. Career services support
4. Tutoring
5. Refresher courses
6. Federal financial aid
7. Honors and awards
8. Pass/fail credit

Students in this program are eligible to:

1. Return to the University within twelve months following their last completed term; thereafter, single-course admissions students seeking reentry to the University are subject to the Returning Students policy through the Office for Returning Students. A leave of absence does not provide debt relief from payments if the student has a balance due. Veterans Affairs will be notified immediately if a Veterans Affairs student is granted a leave of absence.
2. Take up to a total of 45 credits before they need to convert to a degree program. Students who want to take more than 45 credits in this program need the permission of the Dean.

Academic progress standards as stated in the Catalog for degree-seeking students do not apply to single-course admissions students.

Curriculum

Courses	Credits
AC 114: Accounting I	5
AC 116: Accounting II	5
AC 239: Managerial Accounting	5
AC 256: Federal Tax	5
AC 300: Intermediate Accounting I	6
AC 301: Intermediate Accounting II	6
AC 410: Auditing	6
AC 420: Cost Accounting	6
AC 430: Advanced Tax—Corporate	6
AC 440: Advanced Auditing	6
AC 450: Advanced Accounting	6
BU 204: Macroeconomics	5
BU 224: Microeconomics	5
MM 207: Statistics	5
MT 211: Business Law	5
MT 217: Introduction to Finance	5
MT 219: Marketing	5
MT 300: Management of Information Systems	6
MT 310: Ethics and the Legal Environment	6
MT 482: Financial Statement Analysis	6
SA 421: Ethics and Compliance—Sarbanes-Oxley and SEC Regulations	6
SA 423: Ethics and Compliance—Federal Acts and Regulations	6

CRIMINAL JUSTICE

The following program changes are effective September 13, 2007:

VII. Bachelor of Science in Criminal Justice

Curriculum

Courses	Credits
CORE REQUIREMENTS	
CJ 105: History of Criminal Justice	5
CM 103: Effective Writing I for Criminal Justice Majors*	5
CM 220: Effective Writing II	5
CJ 100: Eight Skills of the Effective Criminal Justice Online Student†	5
CS 410: Advanced Career Development Strategies	2
IT 133: Software Applications	5
KU 102: Introduction to Undergraduate Online Learning for the Profession—Criminal Justice	5
MM 201: College Algebra (or higher)	5
Elective: Diversity and Culture 100/200-level	5
Elective: Ethics 100/200-level	5
Elective: Science 100/200-level	5
Elective: Communications 300/400-level	6
Elective: Humanities 300/400-level	6
Elective: Social Science 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Elective: 100/200-level	5
Electives: 300/400-level	18
MAJOR REQUIREMENTS	
CJ 101: Introduction to the Criminal Justice System	5
CJ 102: Criminology	5
CJ 230: Criminal Law for Criminal Justice	5
CJ 490: Research Methods in Criminal Justice	6
CJ 340: Applied Criminal Justice Ethics	6
CJ 343: Comparative Justice Systems OR CJ 350: Organized Crime	6
CJ 345: Supervisory Practices in Criminal Justice OR CJ 444: Managing Criminal Justice Organizations	6
CJ 499: Bachelor's Capstone in Criminal Justice	4
Electives: 100-level or above Criminal Justice Electives or Emphasis Area	20
Electives: 300-level or above Criminal Justice Electives or Emphasis Area	24
TOTAL PROGRAM REQUIREMENTS	180
EMPHASIS AREAS	
Option I: Law Enforcement	
CJ 140: Introduction to Constitutional Law	5
CJ 210: Criminal Investigation	5
CJ 211: Police Operations	5
CJ 333: Family and Domestic Violence	6
CJ 370: Crime Scene Investigation II	6
Option II: Corrections	
CJ 130: Introduction to Corrections	5
CJ 150: Juvenile Delinquency	5
CJ 242: Critical Issues in Corrections	5
CJ 411: Drugs and Alcohol in the Criminal Justice System	6
CJ 433: Probation and Parole	6
Option III: Private Security	
CJ 140: Introduction to Constitutional Law	5
CJ 180: Private Security	5
CJ 264: White-Collar Crime	5
CJ 350: Organized Crime	6
CJ 443: Security Management and Administration	6

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Option IV: Forensic Psychology		
CJ 233:	Introduction to Forensic Psychology	5
CJ 325:	Psychology for Law Enforcement	6
CJ 440:	Crisis Intervention	6
SS 124:	Introduction to Psychology	5
SS 440:	Abnormal Psychology	6
Option V: Fraud Examination and Investigation		
CJ 125:	Introduction to Fraud Examination	5
CJ 225:	Fraud Investigation	5
CJ 341:	Ethics of Fraud Investigation	6
CJ 441:	Financial Investigation and Forensic Accounting	6
CJ 442:	Legal Elements of Fraud	6
Option VI: Crime Analysis		
CJ 110:	Introduction to Crime Analysis	5
CJ 220:	Introduction to Criminal Intelligence Analysis	5
CJ 330:	Crime Analysis Methodology and Practice	6
CJ 425:	Crime Mapping	6
CJ 430:	Psychological Profiling	6
Option VII: Crime Scene Investigation		
CJ 140:	Introduction to Constitutional Law	5
CJ 210:	Criminal Investigation	5
CJ 305:	Legal Foundations of Criminal Evidence	6
CJ 320:	CSI—Photography and Fingerprinting	6
CJ 370:	Crime Scene Investigation II	6
CJ 380:	Criminalistics	6
Option VIII: Homeland Security and Counterterrorism		
CJ 290:	Terrorism Today	5
CJ 293:	Investigating Terrorism	5
CJ 295:	World Conflict	5
CJ 307:	Terrorism, WMD, and Disaster Response Methodologies	6
CJ 407:	Crisis Negotiation	6
Option IX: Computer Crime		
CJ 215:	Exploration of Computer Crime	5
CJ 216:	Computers, Technology, and Criminal Justice Information Systems	5
CJ 315:	Internet Vulnerabilities and the Legal Implications of Monitoring Activity in Cyberspace	6
CJ 316:	Investigating Cybercrime	6
CJ 416:	Protecting Digital Assets OR CJ 317: Computer Forensics—Tools and Methods	6
Option X: Juvenile Justice		
CJ 150:	Juvenile Delinquency	5
CJ 333:	Family and Domestic Violence	6
CJ 420:	Juvenile Justice	6
SS 440:	Abnormal Psychology	6
CJ 445:	Case Management	6

NOTE: In lieu of KU 102: Introduction to Undergraduate Online Learning for the Profession—Criminal Justice, students who have earned college credit or demonstrated proficiency in writing and math on the required placement test will be enrolled in the Option A degree plan, where they will select a 100/200-level elective course to meet degree plan requirements. The Option A degree plan requires 10 credits of 100/200-level open electives. Students enrolled in the Option A degree plan will take this additional open elective course later in the degree plan sequence than KU 102: Introduction to Undergraduate Online Learning for the Profession—Criminal Justice.

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

The following program changes are effective June 13, 2007:

VII. Advanced Start Bachelor of Science in Criminal Justice

Curriculum

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	90
PREREQUISITE REQUIREMENTS*	
CJ 101: Introduction to the Criminal Justice System	
CJ 102: Criminology	
CJ 230: Criminal Law for Criminal Justice	
CM 220: Effective Writing II	
100-level or above: Computer Course	
200-level or above: Mathematics Course	
CORE REQUIREMENTS	
CS 410: Advanced Career Development Strategies	2
Elective: Communications 300/400-level	6
Elective: Humanities 300/400-level	6
Elective: Social Science 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Electives: 300-level or above	18
MAJOR REQUIREMENTS	
CJ 490: Research Methods in Criminal Justice	6
CJ 340: Applied Criminal Justice Ethics	6
CJ 343: Comparative Justice Systems OR CJ 350: Organized Crime	6
CJ 345: Supervisory Practices in Criminal Justice OR CJ 444: Managing Criminal Justice Organizations	6
CJ 499: Bachelor's Capstone in Criminal Justice	4
Electives: 300/400-level Criminal Justice Electives or Emphasis Area	24
TOTAL PROGRAM REQUIREMENTS	180

*Students pursuing a Criminal Justice emphasis area in forensic psychology, law enforcement, corrections, private security, crime analysis, fraud examination and investigation, crime scene investigation, homeland security and counterterrorism, computer crime, and juvenile justice must complete 5 to 15 100/200-level Criminal Justice credits as prerequisites.

The following program changes are effective June 13, 2007:

VII. Associate of Applied Science in Criminal Justice

Curriculum

Courses	Credits
CORE REQUIREMENTS	
CM 103: Effective Writing I for Criminal Justice Majors*	5
CM 220: Effective Writing II	5
CJ 100: Eight Skills of the Effective Criminal Justice Online Student†	5
CS 210: Career Development Strategies	2
IT 133: Software Applications	5
KU 102: Introduction to Undergraduate Online Learning for the Profession—Criminal Justice	5
MM 201: College Algebra (or higher)	5
Elective: Communications 100/200-level	5
Elective: Diversity and Culture 100/200-level	5
Elective: Ethics 100/200-level	5
Elective: Social Science 100/200-level	5
OPEN ELECTIVE REQUIREMENTS	
Elective: 100-level or above	5
MAJOR REQUIREMENTS	
CJ 101: Introduction to the Criminal Justice System	5
CJ 102: Criminology	5
CJ 230: Criminal Law for Criminal Justice	5
CJ 299: Associate's Capstone in Criminal Justice	3
Electives: Criminal Justice Emphasis Area or 100/200-level Electives	15
TOTAL PROGRAM REQUIREMENTS	90

EMPHASIS AREAS

Option I: Law Enforcement

CJ 140: Introduction to Constitutional Law	5
CJ 210: Criminal Investigation	5
CJ 211: Police Operations	5

Option II: Corrections

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

Option III: Private Security

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

NOTE: In lieu of KU 102: Introduction to Undergraduate Online Learning for the Profession—Criminal Justice, students who have earned college credit or demonstrated proficiency in writing and math on the required placement test will be enrolled in the Option A degree plan, where they will select an emphasis area or 100/200-level elective to meet degree plan requirements. The Option A degree plan requires 20 credits of criminal justice emphasis area or 100/200-level electives. Students enrolled in the Option A degree plan will take this additional elective or emphasis area course later in the degree plan sequence than KU 102: Introduction to Undergraduate Online Learning for the Profession—Criminal Justice.

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

The following program changes are effective November 15, 2006:

I. Corrections Certificate

The Kaplan University Corrections Certificate program is intended to prepare students to successfully undertake entry-level and supervisory positions in today's complex corrections environment. The field of corrections is rapidly expanding and provides a variety of job opportunities. Correctional officers perform a variety of law enforcement roles in supervising and maintaining security in correctional facilities. Corrections professionals also interact with probation and parole officials. The Corrections Certificate program consists of a minimum of 36 quarter credit hours. Credits earned in fulfillment of this certificate are transferable to Kaplan University criminal justice degree programs.

Curriculum

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

The following program is effective September 13, 2007:

VI. Crime Scene Technician Certificate

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

The Crime Scene Technician Certificate program consists of a minimum of 44 quarter credit hours.

Curriculum

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

Program Outcomes

1. Describe analytical procedures used by forensic scientists in the application of science to law.
2. Initiate procedures used in the documentation, collection, and preservation of physical evidence.
3. Ethically apply appropriate investigative methods used in forensic science.
4. Apply investigative theory and methodology with scientific theory and methodology in the resolution of criminal cases.
5. Process a crime scene.

The following program changes are effective June 13, 2007:

I. Private Security Management Certificate

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

Curriculum

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

Program Outcomes

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

EDUCATION

The following program changes are effective September 13, 2007:

II. Master of Arts in Teaching and Learning

The Master of Arts in Teaching and Learning program is primarily designed for K–12 educators. All activities within the courses are designed to be job-embedded or relate to real-world experiences in the classroom. Specific modifications will be made to the courses to include alternative job-embedded activities for non-practicing educators. Candidates are taught to consider how to most effectively promote student learning and development and school achievement, and demonstrate their understanding of the program's four knowledge goals: diverse learners, academic content and pedagogy, assessment, and professional responsibilities and relationships.

The degree program is also designed to help candidates become proficient in five program competencies (outcomes), which are based upon national and professional standards for practicing teachers.

Candidates will choose to focus their studies in one of nine emphasis areas: Teaching Literacy and Language—Grades K–6; Teaching Literacy and Language—Grades 6–12; Teaching with Technology; Teaching Students With Special Needs; Teaching Mathematics—Grades K–5; Teaching Mathematics—Grades 6–8; Teaching Mathematics—Grades 9–12; Teaching Science—Grades K–6; and Teaching Science—Grades 6–12. Since the program is primarily designed for practicing teachers, the Dean may limit the emphasis area choices available to non-practicing educators.

The Master of Arts in Teaching and Learning degree program consists of a minimum of 48 quarter credit hours.

Curriculum

Courses	Credits
CORE REQUIREMENTS	
ED 500: Introduction to the Master of Arts Program	2
ED 502: Transforming Teaching Practice	4
ED 512: Classroom Research Practice	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 (Capstone Course)	5
Electives: Emphasis Area Courses	12
TOTAL PROGRAM REQUIREMENTS:	48*

EMPHASIS AREAS

Choose 12 credits from one of the following emphasis areas:

Option I: Teaching Literacy and Language—Grades K–6

LT 502: Teaching Reading Across the Curriculum (Grades K–6)	4
LT 503: Teaching Writing Across the Curriculum (Grades K–6)	4
LT 504: Reading Diagnosis and Remediation	4

Option II: Teaching Literacy and Language—Grades 6–12

LT 504: Reading Diagnosis and Remediation	4
LT 511: Teaching Writing Across the Curriculum (Grades 6–12)	4
LT 512: Reading in the Content Areas (Grades 6–12)	4

Option III: Teaching With Technology

ET 501: Using Technology—Fundamentals of Integration	4
ET 502: Using Technology—Practical Applications	4
ET 503: Using Technology—Applications in the Content Areas	4

Option IV: Teaching Students With Special Needs

SN 501: Teaching Exceptional Students in Inclusive Settings	4
SN 502: Teaching Students With Learning Disabilities	4
SN 503: Teaching Students With Behavior Disorders	4

Option V: Teaching Mathematics—Grades K–5

MH 501: Developing Mathematical Proficiency—Numbers and Operations (Grades K–5)	4
MH 502: Developing Mathematical Proficiency—Geometry and Measurement (Grades K–5)	4
MH 503: Developing Mathematical Proficiency—Algebra (Grades K–5)	4
MH 504: Developing Mathematical Proficiency—Data Analysis and Probability (Grades K–5)	4

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Option VI: Teaching Mathematics—Grades 6–8	
MH 511: Developing Mathematical Proficiency—Numbers and Operations (Grades 6–8)	4
MH 512: Developing Mathematical Proficiency—Geometry and Measurement (Grades 6–8)	4
MH 513: Developing Mathematical Proficiency—Algebra (Grades 6–8)	4
MH 514: Developing Mathematical Proficiency—Data Analysis and Probability (Grades 6–8)	4
Option VII: Teaching Mathematics—Grades 9–12	
MH 521: Principles, Pedagogy, and Standards for High School Mathematics (Grades 9–12)	4
MH 522: Measurements, Number, and Operations (Grades 9–12)	4
MH 523: Algebra	4
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
Choose 16 credits from the following emphasis area:	
Option IX: Teaching Science—Grades 6–12	
SE 521: Planning and Teaching an Inquiry-Based Science Class (Grades 6–12)	4
SE 522: Science as Inquiry (Grades 6–12)	4
SE 523: Historical and Social Perspectives on Science and Technology (Grades 6–12)	4
Choose one of the following:	
SE 524: Physical Science (Grades 6–12)	4
SE 525: Life Science (Grades 6–12)	4
SE 526: Earth and Space Science (Grades 6–12)	4

*Students choosing the Teaching Science—Grades 6–12 emphasis area will complete 16 emphasis area credits for a program total of 52 credits.

The following program changes are effective June 13, 2007:

V. Master of Education

Curriculum

Courses	Credits
CORE REQUIREMENTS	
ED 501: Introduction to the Master of Education Program	2
ED 503: Educational Psychology	4
ED 513: Child and Adolescent Development	4
ED 523: Research on Effective Teaching	4
ED 533: Perspectives on Diversity	4
ED 543: Education and Psychology of Exceptional Children	4
ED 553: History and Philosophy of Education	4
SECONDARY TEACHING REQUIREMENTS	
ED 511: Teaching Methods Through Differentiated Instruction	4
ED 521: Reading in the Content Areas	4
ED 531: Secondary Student Assessment	4
ED 581: Secondary Classroom Management	4
Choose one of the following six Methods courses:	
ED 541: Methods of Teaching Secondary English Language Arts	4
ED 551: Methods of Teaching Secondary Mathematics	4
ED 561: Methods of Teaching Secondary Science	4
ED 571: Methods of Teaching Secondary Social Studies	4
ED 586: Methods of Teaching a Foreign Language	4
ED 591: Methods of Teaching Visual and Performing Arts	4
ED 597: Student Teaching/Internship	10
TOTAL PROGRAM REQUIREMENTS	56

The following program is effective September 13, 2007:

I. Master of Science in Higher Education

The Master of Science in Higher Education is designed to prepare students to pursue higher education professions or to help enhance their current higher education career. Students are taught the knowledge and skills necessary for a solid basis for professional practice. The program is designed to help students pursue positions in a wide range of post-secondary educational settings, including universities, four-year colleges, community colleges, private colleges and universities, and various credit and non-credit technical colleges and schools.

To help further their career goals, students can specialize their degree by selecting one of two specializations—student services or college teaching and learning. Students choosing the student services specialization are given the opportunity to gain hands-on experience through two, 150-hour internship experiences. This specialization meets the standards of the Council for the Advancement of Standards in Higher Education (CAS) for graduate programs in student affairs and the standards of the Professional Preparation Commission of the American College Personnel Association (ACPA). In either specialization, students may elect to complete a thesis as the program's culminating experience or choose two additional courses designed to provide additional knowledge and practical skills.

The Master of Science in Higher Education consists of a minimum of 50 to 65 quarter credit hours depending on the student's choice of specialization. Upon successful completion of the program, graduates will be awarded a master of science degree.

Curriculum

Courses	Credits
THESIS TRACK	
HE 510: Foundations of Higher Education in the United States	5
HE 520: Higher Education Laws and Regulations	5
HE 530: Higher Education Organization and Governance	5
HE 540: Multiculturalism and Diversity in Higher Education	5
HE 550: Higher Education Finance	5
HE 560: Research Methods in Higher Education	5
HE 600: Comprehensive Exam	0
HE 601: Master's Thesis Proposal	5
HE 602: Master's Thesis Defense	5
Electives: Specialization Courses	10 or 25
TOTAL PROGRAM REQUIREMENTS	50 or 65*
NONTHESIS TRACK	
HE 510: Foundations of Higher Education in the United States	5
HE 520: Higher Education Laws and Regulations	5
HE 530: Higher Education Organization and Governance	5
HE 540: Multiculturalism and Diversity in Higher Education	5
HE 550: Higher Education Finance	5
HE 560: Research Methods in Higher Education	5
HE 600: Comprehensive Exam	0
Electives: Specialization Courses	20 or 35
TOTAL PROGRAM REQUIREMENTS	50 or 65†
SPECIALIZATIONS	
College Teaching and Learning[‡]	
HE 521: Teaching Adult Learners	5
HE 523: Curriculum Design and Implementation	5
HE 525: Student Learning Assessment Methods	5
HE 545: Teaching and Learning Online	5

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Student Services[§]

HE 523:	Curriculum Design and Implementation	5
HE 525:	Student Learning Assessment Methods	5
HE 551:	Student Services Foundation and Philosophy	5
HE 553:	Current Issues in Student Affairs in Higher Education	5
HE 555:	Student Services Administration in Ground and Virtual Environments	5
HE 585:	Practicum in Student Affairs I	5
HE 586:	Practicum in Student Affairs II	5

*Thesis-track students choosing the college teaching and learning specialization will complete 10 quarter credits of specialization courses for a program total of 50 quarter credit hours. Nonthesis-track students choosing the student services specialization will complete 25 quarter credits of specialization courses for a program total of 65 quarter credit hours.

†Nonthesis-track students choosing the college teaching and learning specialization will complete 20 quarter credits of specialization courses for a program total of 50 quarter credit hours. Nonthesis-track students choosing the student services specialization will complete 35 quarter credits of specialization courses for a program total of 65 quarter credit hours.

‡Thesis-track students will choose two of the four specialization courses.

§Thesis-track students will take five of the seven specialization courses, excluding HE 523 and HE 525.

Program Outcomes

1. Research Methods and Evaluation: Apply research methodology in designing and evaluating research studies in higher education.
2. Organizational Behavior and Governance: Apply theories and principles of organizational behavior, governance, and leadership to operations within the profession of higher education.
3. Assessment: Integrate assessment theory and methods along institutional mission, values, goals, and objectives to evaluate specific higher education programs.
4. Ethics, Law, and Regulatory Compliance: Apply appropriate policies and practices using a range of ethical values, legal principles, and regulatory standards to the practices of the higher education community.
5. Professional Practice: Contribute to the profession by making reasoned decisions informed by historical underpinnings and relevant theory in the performance of service and engaging in applied scholarship.
6. Finance: Make reasoned financial decisions that maximize efficiency and efficacy of a broad range of resources available within higher education.
7. Diversity/Multiculturalism: Assess cultural, individual, and role differences of various constituent and stakeholder groups that constitute the entire higher education community.

The following program changes are effective June 13, 2007:

I. Teacher Intern Certificate

The Teacher Intern Certificate is designed to provide schools with qualified interns who are pursuing state licensure. The program is designed to prepare highly qualified, secondary-level teacher interns to teach in critical content-shortage areas, including math, science, English/language arts, social studies, foreign languages, and visual and performing arts. After successful completion of 44 quarter credit hours of coursework, the internship, a minimum 72 hours of field experience, and the E-Portfolio, the intern will receive a certificate and be eligible to receive state licensure. All field experiences and internships must be conducted in the state/region where the program is offered and the candidate is seeking licensure.

Curriculum

Courses	Credits
CORE REQUIREMENTS	
ED 501: Introduction to the Master of Education Program	2
ED 503: Educational Psychology	4
ED 511: Teaching Methods Through Differentiated Instruction	4
ED 513: Child and Adolescent Development	4
ED 521: Reading in the Content Areas	4
ED 531: Secondary Student Assessment	4
ED 532: Curriculum Design	5
ED 543: Education and Psychology of Exceptional Children	4
ED 553: History and Philosophy of Education	4
ED 581: Secondary Classroom Management	4
INTERNSHIP COURSES	
ED 527: Internship Seminar I	2
ED 528: Internship Seminar II	2
ED 529: Internship Seminar III	1
TOTAL PROGRAM REQUIREMENTS	44

The following program changes are effective November 15, 2006:

III. Professional Development for Teachers

Curriculum

Courses	Credits
PROFESSIONAL DEVELOPMENT FOR TEACHERS—2 CREDITS	
Choose 2 credits (1 course) from the following:	
MH 526: Topics in Mathematics—Principles of Number and Operation (Grades 9–12)	2
MH 527: Topics in Mathematics—Principles of Algebra (Grades 9–12)	2
SE 527: Topics in the Sciences—Inquiry in Life Science (Grades 9–12)	2
SE 528: Topics in the Sciences—Inquiry in Physical Science (Grades 9–12)	2
TOTAL PROGRAM REQUIREMENTS	2
PROFESSIONAL DEVELOPMENT FOR TEACHERS—4 CREDITS	
Choose 4 credits (2 courses) from the following:	
MH 526: Topics in Mathematics—Principles of Number and Operation (Grades 9–12)	2
MH 527: Topics in Mathematics—Principles of Algebra (Grades 9–12)	2
SE 527: Topics in the Sciences—Inquiry in Life Science (Grades 9–12)	2
SE 528: Topics in the Sciences—Inquiry in Physical Science (Grades 9–12)	2
TOTAL PROGRAM REQUIREMENTS	4
PROFESSIONAL DEVELOPMENT FOR TEACHERS—5 CREDITS	
Choose 5 credits (1 course) from the following:	
ED 516: Classroom Management Strategies for Effective Teaching	5
LT 514: Differentiated Instruction	5
LT 515: Reading and Writing Across the Curriculum Featuring Leonard Rosen	5
TOTAL PROGRAM REQUIREMENTS	5
PROFESSIONAL DEVELOPMENT FOR TEACHERS—6 CREDITS	
Choose 6 credits (3 courses) from the following:	
MH 526: Topics in Mathematics—Principles of Number and Operation (Grades 9–12)	2
MH 527: Topics in Mathematics—Principles of Algebra (Grades 9–12)	2
SE 527: Topics in the Sciences—Inquiry in Life Science (Grades 9–12)	2
SE 528: Topics in the Sciences—Inquiry in Physical Science (Grades 9–12)	2
TOTAL PROGRAM REQUIREMENTS	6
PROFESSIONAL DEVELOPMENT FOR TEACHERS—7 CREDITS	
Choose 2 credits (1 course) from the following:	
MH 526: Topics in Mathematics—Principles of Number and Operation (Grades 9–12)	2
MH 527: Topics in Mathematics—Principles of Algebra (Grades 9–12)	2
SE 527: Topics in the Sciences—Inquiry in Life Science (Grades 9–12)	2
SE 528: Topics in the Sciences—Inquiry in Physical Science (Grades 9–12)	2
Choose 5 credits (1 course) from the following:	
ED 516: Classroom Management Strategies for Effective Teaching	5
LT 514: Differentiated Instruction	5
LT 515: Reading and Writing Across the Curriculum Featuring Leonard Rosen	5
TOTAL PROGRAM REQUIREMENTS	7
PROFESSIONAL DEVELOPMENT FOR TEACHERS—8 CREDITS	
MH 526: Topics in Mathematics—Principles of Number and Operation (Grades 9–12)	2
MH 527: Topics in Mathematics—Principles of Algebra (Grades 9–12)	2
SE 527: Topics in the Sciences—Inquiry in Life Science (Grades 9–12)	2
SE 528: Topics in the Sciences—Inquiry in Physical Science (Grades 9–12)	2
TOTAL PROGRAM REQUIREMENTS	8

(continued on next page)

PROFESSIONAL DEVELOPMENT FOR TEACHERS—9 CREDITS

Choose 4 credits (2 courses) from the following:

MH 526: Topics in Mathematics—Principles of Number and Operation (Grades 9–12)	2
MH 527: Topics in Mathematics—Principles of Algebra (Grades 9–12)	2
SE 527: Topics in the Sciences—Inquiry in Life Science (Grades 9–12)	2
SE 528: Topics in the Sciences—Inquiry in Physical Science (Grades 9–12)	2

Choose 5 credits (1 course) from the following:

ED 516: Classroom Management Strategies for Effective Teaching	5
LT 514: Differentiated Instruction	5
LT 515: Reading and Writing Across the Curriculum Featuring Leonard Rosen	5

TOTAL PROGRAM REQUIREMENTS	9
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PROFESSIONAL DEVELOPMENT FOR TEACHERS—10 CREDITS

Choose 10 credits (2 courses) from the following:

ED 516: Classroom Management Strategies for Effective Teaching	5
LT 514: Differentiated Instruction	5
LT 515: Reading and Writing Across the Curriculum Featuring Leonard Rosen	5

TOTAL PROGRAM REQUIREMENTS	10
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HEALTH SCIENCES

The following program is effective September 13, 2007:

I. Bachelor of Science in Health Science

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

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

The Bachelor of Science in Health Science degree program consists of a minimum of 180 quarter credit hours.

Curriculum

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

EMPHASIS AREAS

Option I: Health and Wellness

EF 310:	Current Trends in Exercise and Fitness—Aging Well Across the Lifespan	6
HW 410:	Stress—Critical Issues in Management and Prevention	6
HW 420:	Creating Wellness—Psychological and Spiritual Aspects of Healing	6
HW 425:	Health and Wellness Programming—Design and Administration	6
NS 325:	Nutrition Across the Human Life Cycle	6

Option II: Nutrition

NS 315:	Nutritional Biochemistry	6
NS 320:	Nutritional Research	6
NS 325:	Nutrition Across the Human Life Cycle	6
NS 420:	Nutritional Counseling	6
NS 425:	Sports Nutrition	6

Option III: Pregraduate/Preprofessional

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

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

Core Outcomes

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

Discipline-Specific Outcomes

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

The following program is effective September 13, 2007:

I. Advanced Start Bachelor of Science in Health Science

Kaplan University offers the Advanced Start Bachelor of Science in Health Science degree option for students who have earned an AAS, AS, AA, BA, or BS degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a two-year degree with the academic curriculum of a four-year program. The flexibility inherent in the two-step process is unparalleled: upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study is designed to prepare 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.

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

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

Kaplan University offers several options for personalizing your degree through focusing your electives and the subject of your capstone course on a particular emphasis area. The following emphasis areas are available in this degree: health and wellness, nutrition, and pregraduate/preprofessional.

Curriculum

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	90
PREREQUISITE REQUIREMENTS	
CM 220: Effective Writing II	
EF 205: Scientific Foundations of Exercise and Fitness	
HS 120: Anatomy and Physiology I	
HS 130: Anatomy and Physiology II	
HS 230: Health Care Administration	
HW 215: Models for Health and Wellness	
SC 115: Principles of Nutrition	
SC 155: Chemistry in Context	
Elective: Diversity and Culture (100/200-level)	
CORE REQUIREMENTS	
CS 410: Advanced Career Development Strategies	2
Elective: History (300/400-level)	6
Elective: Humanities (300/400-level)	6
Elective: Social Science (300/400-level)	6
OPEN ELECTIVE REQUIREMENTS	
Elective: 300/400-level	6
MAJOR REQUIREMENTS	
HS 305: Research Methods for Health Sciences	6
HS 310: Epidemiology and Biostatistics	6
HS 315: Public Health	6
HS 320: Microbiology	6
HS 415: Environmental Health	6
HS 499: Bachelor's Capstone in Health Science	4
Electives: 300/400-level Electives or Emphasis Area	30
TOTAL PROGRAM REQUIREMENTS	180

The following program is effective September 13, 2007:

I. Bachelor of Science in Health and Wellness

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

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

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

The Bachelor of Science in Health and Wellness degree program consists of a minimum of 180 quarter credit hours.

Curriculum

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

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EMPHASIS AREAS

Option I: Health Science

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

Option II: Nutrition

NS 315: Nutritional Biochemistry	6
NS 320: Nutritional Research	6
NS 325: Nutrition Across the Human Life Cycle	6
NS 420: Nutritional Counseling	6
NS 425: Sports Nutrition	6

Option III: Pregraduate/Preprofessional

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

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

Core Outcomes

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

Discipline-Specific Outcomes

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

The following program is effective September 13, 2007:

I. Advanced Start Bachelor of Science in Health and Wellness

Kaplan University offers the Advanced Start Bachelor of Science in Health and Wellness degree option for students who have earned an AAS, AS, AA, BA, or BS degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a two-year degree with the academic curriculum of a four-year program. The flexibility inherent in the two-step process is unparalleled: upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study is designed to prepare 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.

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

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

Kaplan University offers several options for personalizing your degree through focusing your electives and the subject of your capstone course on a particular emphasis area. The following emphasis areas are available in this degree: health science, nutrition, and pregraduate/preprofessional.

Curriculum

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	90
PREREQUISITE REQUIREMENTS	
CM 220: Effective Writing II	
EF 205: Scientific Foundations of Exercise and Fitness	
HS 120: Anatomy and Physiology I	
HS 130: Anatomy and Physiology II	
HW 205: Vitamins, Herbs, and Nutritional Supplements	
HW 210: Complementary and Alternative Medicine	
HW 215: Models for Health and Wellness	
HW 220: Contemporary Diet and Nutrition	
SC 115: Principles of Nutrition	
SC 155: Chemistry in Context	
Elective: Diversity and Culture (100/200-level)	
CORE REQUIREMENTS	
CS 410: Advanced Career Development Strategies	2
Elective: History (300/400-level)	6
Elective: Humanities (300/400-level)	6
Elective: Social Science (300/400-level)	6
OPEN ELECTIVE REQUIREMENTS	
Elective: 300/400-level	6
MAJOR REQUIREMENTS	
EF 310: Current Trends in Exercise and Fitness—Aging Well Across the Lifespan	6
HW 305: Research Methods for Health Sciences	6
HW 410: Stress—Critical Issues in Management and Prevention	6
HW 420: Creating Wellness—Psychological and Spiritual Aspects of Healing	6
HW 425: Health and Wellness Programming—Design and Administration	6
HW 499: Bachelor's Capstone in Health and Wellness	4
Electives: 300/400-level Electives or Emphasis Area	30
TOTAL PROGRAM REQUIREMENTS	180

The following program is effective September 13, 2007:

I. Bachelor of Science in Nutrition Science

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

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

The Bachelor of Science in Nutrition Science degree program consists of a minimum of 180 quarter credit hours.

Curriculum

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

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EMPHASIS AREAS

Option I: Health and Wellness*

EF 310:	Current Trends in Exercise and Fitness—Aging Well Across the Lifespan	6
NS 335:	Nutrition for Special Populations	6
HW 410:	Stress—Critical Issues in Management and Prevention	6
HW 420:	Creating Wellness—Psychological and Spiritual Aspects of Healing	6
HW 425:	Health and Wellness Programming—Design and Administration	6

Option II: Health Science[§]

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

Option III: Dietetics

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

Option IV: Pregraduate/Preprofessional

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

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

‡Students choosing the health and wellness emphasis must take EF 205 as their 100/200-level open elective.

§Students choosing the health science emphasis must take HS 305 as their 300/400-level open elective.

Core Outcomes

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

Discipline-Specific Outcomes

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

The following program is effective September 13, 2007:

I. Advanced Start Bachelor of Science in Nutrition Science

Kaplan University offers the Advanced Start Bachelor of Science in Nutrition Science degree option for students who have earned an AAS, AS, AA, BA, or BS degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a two-year degree with the academic curriculum of a four-year program. The flexibility inherent in the two-step process is unparalleled: upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study is designed to prepare 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.

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

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

Kaplan University offers several options for personalizing your degree through focusing your electives and the subject of your capstone course on a particular emphasis area. The following emphasis areas are available in this degree: health and wellness, health science, dietetics, and pregraduate/preprofessional.

Curriculum

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	90
PREREQUISITE REQUIREMENTS	
CM 220: Effective Writing II	
HS 120: Anatomy and Physiology I	
HS 130: Anatomy and Physiology II	
HW 215: Models of Health and Wellness	
NS 205: Food Safety and Microbiology	
NS 210: Nutritional Analysis and Assessment	
NS 215: Pharmacology of Nutrition	
NS 220: Nutrition Planning and Management	
SC 115: Principles of Nutrition	
SC 155: Chemistry in Context	
Elective: Diversity and Culture (100/200 Level)	
CORE REQUIREMENTS	
CS 410: Advanced Career Development Strategies	2
Elective: History 300/400-level	6
Elective: Humanities 300/400-level	6
Elective: Social Science 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Elective: 300/400-level*	6
MAJOR REQUIREMENTS	
NS 315: Nutritional Biochemistry	6
NS 320: Nutritional Research	6
NS 325: Nutrition Across the Human Life Cycle	6
NS 420: Nutritional Counseling	6
NS 425: Sports Nutrition	6
NS 499: Bachelor's Capstone in Nutrition Science	4
Electives: 300-level or above Electives or Emphasis Area	30
TOTAL PROGRAM REQUIREMENTS	180

*Students choosing the health science emphasis must take HS 305 as their 300/400-level open elective.

Some emphasis areas have different or additional prerequisite requirements:

HEALTH AND WELLNESS EMPHASIS PREREQUISITES

EF 205: Scientific Foundations of Exercise and Fitness

The following program changes are effective June 13, 2007:

II. Associate of Applied Science in Medical Assisting

The objective of the Associate of Applied Science in Medical Assisting degree program is to prepare students with the knowledge, technical skills, and work habits required to pursue an entry-level position in the medical field. This program concentrates on helping students acquire knowledge and develop skills in performing laboratory, clinical, and medical office procedures. The associate's degree program is designed to provide a broad education that helps the student develop advanced technical and communication skills. Students must complete all coursework and maintain grades of 73 percent ("C") or better in every course to graduate. Although the program is designed to prepare students to take various certification exams, the University cannot guarantee the student will pass those exams. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams. Graduates are eligible to take the examination to become a Certified Medical Assistant (CMA). Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

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

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

The Associate of Applied Science in Medical Assisting degree program consists of a minimum of 92 quarter credit hours.

Curriculum

Courses	Credits
CORE REQUIREMENTS	
CM 109: Effective Writing I for the Health Care Professional*	5
CM 220: Effective Writing II	5
CS 119: Academic Strategies for the Health Care Professional†	5
CS 210: Career Development Strategies	2
HS 101: Medical Law and Bioethics	5
HS 120: Anatomy and Physiology I	5
IT 133: Software Applications	5
MM 201: College Algebra (or higher)	5
SS 124: Introduction to Psychology	5
Elective: Communications 100/200-level	5
MAJOR REQUIREMENTS	
HS 111: Medical Terminology	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 260: Clinical Competencies I	5
MA 270: Clinical Competencies II	5
MA 290: Medical Assisting Externship and Evaluation	5
TOTAL PROGRAM REQUIREMENTS	92

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

The following program changes are effective June 13, 2007:

II. Associate of Applied Science in Medical Office Management

Courses	Credits
CORE REQUIREMENTS:	
CM 109: Effective Writing I for the Health Care Professional*	5
CM 220: Effective Writing II	5
CM 240: Technical Writing	5
CS 119: Academic Strategies for the Health Care Professional†	5
CS 210: Career Development Strategies	2
HS 101: Medical Law and Bioethics	5
HS 120: Anatomy and Physiology I	5
IT 133: Software Applications	5
MM 201: College Algebra (or higher)	5
SS 124: Introduction to Psychology	5
MAJOR REQUIREMENTS	
HS 111: Medical Terminology	5
HS 130: Anatomy and Physiology II	5
HS 200: Diseases of the Human Body	5
HS 210: Medical Office Management	5
HS 220: Medical Coding and Insurance	5
MR 100: Advanced Keyboarding	5
MO 260: Clinical Competencies for the Medical Office Manager	5
MO 270: Advanced Medical Office Management	5
MO 290: Medical Office Management Externship and Evaluation	3
TOTAL PROGRAM REQUIREMENTS	90

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

The following program changes are effective June 13, 2007:

III. Associate of Applied Science in Medical Transcription

Courses	Credits
CORE REQUIREMENTS	
CM 109: Effective Writing I for the Health Care Professional*	5
CM 220: Effective Writing II	5
CS 119: Academic Strategies for the Health Care Professional†	5
CS 210: Career Development Strategies	2
HS 101: Medical Law and Bioethics	5
HS 120: Anatomy and Physiology I	5
IT 133: Software Applications	5
MM 201: College Algebra (or higher)	5
SS 124: Introduction to Psychology	5
Elective: Communications 100/200-level	5
MAJOR REQUIREMENTS	
HS 111: Medical Terminology	5
HS 130: Anatomy and Physiology II	5
HS 140: Pharmacology	5
HS 200: Diseases of the Human Body	5
MR 100: Advanced Keyboarding	5
MR 250: Medical Records Transcription I	5
MR 260: Medical Records Transcription II	5
MR 270: Medical Records Transcription III	5
MR 290: Medical Transcription Externship and Evaluation	5
TOTAL PROGRAM REQUIREMENTS	92

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

INFORMATION SYSTEMS AND TECHNOLOGY

The following program changes are effective November 15, 2006:

VIII. Bachelor of Science in Information Technology

Curriculum

Courses	Credits
CORE REQUIREMENTS	
CM 106: Effective Writing I for IT Majors*	5
CM 220: Effective Writing II	5
CS 114: Academic Strategies for the IT Professional†	5
CS 410: Advanced Career Development Strategies	2
IT 101: Introduction to Information Technology	5
MM 201: College Algebra (or higher)	5
MM 250: Introductory Discrete Mathematics	5
Elective: Diversity and Culture 100/200-level	5
Elective: Economics 100/200-level	5
Elective: Ethics 100/200-level	5
Elective: Communications 300/400-level	6
Elective: History/Humanities 300/400-level	6
Elective: Social Science 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Elective: 100/200-level	5
Electives: 300/400-level	12
MAJOR REQUIREMENTS	
IT 102: Introduction to Information Technology II	5
IT 117: Introduction to Web Design	5
IT 163: Database Management	5
IT 182: Introduction to Programming	5
IT 190: Computer Hardware and Operating Systems	5
IT 273: LAN Concepts	5
IT 331: Technology Infrastructure	6
IT 430: Project Management	6
IT 460: Systems Analysis and Design	6
IT 499: Bachelor's Capstone in Information Technology	4
Electives: Information Technology 300-level	12
Electives: Emphasis Area Courses 200-level	10
Electives: Emphasis Area Courses 300/400-level	24
TOTAL PROGRAM REQUIREMENTS	180
EMPHASIS AREAS	
Option I: Programming	
IT 193: Introduction to Visual Basic	5
IT 293: Advanced Visual Basic	5
IT 350: Structured Query Language	6
IT 461: Advanced Visual Basic II	6
IT 464: Object-Oriented Programming	6
IT 466: Advanced Object-Oriented Programming	6
Option II: Network Administration	
IT 278: Network Administration	5
IT 283: Networking Cases	5
IT 380: Network Operating Systems	6
IT 386: Wide Area Networking	6
IT 482: Network Design	6
IT 484: Networking Security	6
Option III: Web Development	
IT 245: Website Development	5
IT 247: Website Tools	5
IT 373: Graphics and Multimedia for Web Design	6
IT 470: Advanced Web Languages for Web Design	6
IT 476: Web Marketing and E-Commerce	6
IT 478: Web Servers and Security	6

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Option IV: Database	
Electives: 200-level	10
IT 350: Structured Query Language	6
IT 354: Database Design	6
IT 452: Advanced Query Design and Reporting	6
IT 456: Database Administration	6
Option V: Multimedia and Animation	
IT 245: Website Development	5
IT 247: Website Tools	5
IT 373: Graphics and Multimedia for Web Design	6
IT 490: Animation Behaviors	6
IT 492: Website Animation Integration	6
IT 496: Animation for Gaming	6

The following program changes are effective November 15, 2006:

VIII. Advanced Start Bachelor of Science in Information Technology

Curriculum

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	90
PREREQUISITE REQUIREMENTS	
CM 220: Effective Writing II	
IT 101: Introduction to Information Technology	
IT 117: Introduction to Web Design	
IT 163: Database Management	
IT 182: Introduction to Programming	
IT 273: LAN Concepts	
MM 201: College Algebra (or higher)	
CORE REQUIREMENTS	
CS 410: Advanced Career Development Strategies	2
Elective: Communications 300/400-level	6
Elective: History/Humanities 300/400-level	6
Elective: Social Science 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Electives: 300/400-level	12
MAJOR REQUIREMENTS	
IT 331: Technology Infrastructure	6
IT 430: Project Management	6
IT 460: Systems Analysis and Design	6
IT 499: Bachelor's Capstone in Information Technology	4
Electives: Information Technology 300-level	12
Electives: Emphasis Area Courses 300/400-level	24
TOTAL PROGRAM REQUIREMENTS	180

Some emphasis areas have additional prerequisite requirements:

PROGRAMMING EMPHASIS PREREQUISITES

- IT 193: Introduction to Visual Basic
- IT 293: Advanced Visual Basic

NETWORK ADMINISTRATION EMPHASIS PREREQUISITES

- IT 278: Network Administration
- IT 283: Networking Cases

WEB DEVELOPMENT EMPHASIS PREREQUISITES

- IT 245: Website Development
- IT 247: Website Tools

MULTIMEDIA AND ANIMATION EMPHASIS PREREQUISITES

- IT 245: Website Development
- IT 247: Website Tools

The following program changes are effective November 15, 2006:

I. Bachelor of Science in Networking Technology

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

The Bachelor of Science in Networking Technology degree program consists of a minimum of 180 quarter credit hours.

Curriculum

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

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Core Outcomes:

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. Communication: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.
3. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.
4. Ethics: Demonstrate sound ethical reasoning and judgment skills through analysis and debate of significant ethical issues by explaining, defending, and assessing personal ethical perspectives.
5. History: Reflect critically on the impact of historical and contemporary events on society.

OR

- Humanities: Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.
6. Mathematics: Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.
 7. Professional: Evaluate and apply skills that enhance academic, professional, and personal success.
 8. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes:

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

The following program changes are effective November 15, 2006:

Advanced Start Bachelor of Science in Networking Technology

Kaplan University offers the Advanced Start Bachelor of Science in Networking Technology degree option for students who have earned an AAS, AS, AA, BA, or BS degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a two-year degree with the academic curriculum of a four-year program. The flexibility inherent in the two-step process is unparalleled: upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study is designed to prepare 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.

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

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

Curriculum

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS, AS, AA, BA, BS Degree	90
PREREQUISITE REQUIREMENTS	
CM 220: Effective Writing II	
IT 101: Introduction to Information Technology	
IT 102: Introduction to Information Technology II	
MM 201: College Algebra (or higher)	
MM 250: Introductory Discrete Mathematics	
IT 182: Introduction to Programming	
IT 190: Computer Hardware and Operating Systems	
IT 261: Desktop Administration	
IT 273: LAN Concepts	
IT 283: Networking Cases	
IT 276: Windows System Administration	
IT 275: Linux System Administration	
IT 284: Introduction to Wireless Technologies	
IT 285: Wireless Cases	
CORE REQUIREMENTS	
Elective: Communications 300/400-level	6
Elective: History/Humanities 300/400-level	6
CS 410: Advanced Career Development Strategies	2
MAJOR REQUIREMENTS	
IT 320: Operating Systems Concepts	6
IT 374: Linux System Administration II	6
IT 375: Windows Enterprise Administration	6
IT 386: Wide Area Networking	6
IT 388: Routing and Switching I	6
IT 430: Project Management	6
IT 471: Routing and Switching II	6
IT 482: Network Design	6
IT 484: Networking Security	6
IT 475: Network Management	6
Electives: Information Technology 300/400-level	12
IT 497: Bachelor's Capstone in Networking Technology	4
TOTAL PROGRAM REQUIREMENTS	180

The following program changes are effective November 15, 2006:

I. Bachelor of Science in Software Development

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

The Bachelor of Science in Software Development degree program consists of a minimum of 180 quarter credit hours.

Curriculum

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

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Core Outcomes:

1. Composition: Demonstrate college-level writing, research, documentation, and critical thinking skills.
2. Communication: Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.
3. Diversity and Culture: Recognize and critically evaluate the impact of diversity on individual and group behavior.
4. Ethics: Demonstrate sound ethical reasoning and judgment skills through analysis and debate of significant ethical issues by explaining, defending, and assessing personal ethical perspectives.
5. History: Reflect critically on the impact of historical and contemporary events on society.

OR

- Humanities: Critically evaluate human experience as expressed through literary, artistic, religious, philosophical, or other cultural achievements.
6. Mathematics: Use quantitative information to systematically arrive at reasoned decisions in solving everyday problems.
 7. Professional: Evaluate and apply skills that enhance academic, professional, and personal success.
 8. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes:

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

The following program changes are effective November 15, 2006:

Advanced Start Bachelor of Science in Software Development

Kaplan University offers the Advanced Start Bachelor of Science in Software Development degree option for students who have earned an AAS, AS, AA, BA, or BS degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a two-year degree with the academic curriculum of a four-year program. The flexibility inherent in the two-step process is unparalleled: upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first two years of study is designed to prepare 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.

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

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

CURRICULUM

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	90
PREREQUISITE REQUIREMENTS	
CM 220: Effective Writing II	
IT 101: Introduction to Information Technology	
IT 102: Introduction to Information Technology II	
MM 201: College Algebra (or higher)	
MM 260: Linear Algebra	
IT 182: Introduction to Programming	
IT 185: Introduction to Software Development	
IT 190: Computer Hardware and Operating Systems	
IT 193: Introduction to Visual Basic	
IT 200: Software Engineering	
IT 215: Programming Language Structures	
IT 254: Programming II	
IT 258: Introduction to Java Programming	
IT 267: Systems Programming and UNIX	
IT 274: Component-Based Software Development Using C#	
IT 280: Technical Writing and Documentation	
IT 293: Advanced Visual Basic	
CORE REQUIREMENTS	
Elective: Communications 300/400-level	6
Elective: History/Humanities 300/400-level	6
CS 410: Advanced Career Development Strategies	2
MAJOR REQUIREMENTS	
IT 310: Data Structures and Algorithms	6
IT 325: Compilers	6
IT 355: Web Programming Development	6
IT 460: Systems Analysis and Design	6
IT 461: Advanced Visual Basic II	6
IT 430: Project Management	6
Electives: Information Technology 300/400-level	24
Electives: Programming 300/400-level	12
IT 498: Bachelor's Capstone for Software Development	4
TOTAL PROGRAM REQUIREMENTS	180

The following program changes are effective September 13, 2007:

VI. Introduction to Computer Programming Language Certificate

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

Curriculum

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

The following program changes are effective September 13, 2007:

VI. Internet and Website Development Certificate

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

Curriculum

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

The following program changes are effective September 13, 2007:

Computer Systems Technician Diploma

Curriculum

Courses	Credits
GENERAL EDUCATION COURSES	
BU 204: Macroeconomics OR BU 224: Microeconomics	5
CM 102: Effective Writing I	5
CS 110: Human Dynamics	5
CS 210: Career Development Strategies	2
MM 201: College Algebra (or higher)	5
CORE COURSES	
IT 101: Introduction to Information Technology	5
IT 163: Database Management	5
IT 182: Introduction to Programming	5
IT 190: Computer Hardware and Operating Systems	5
IT 273: LAN Concepts	5
TOTAL PROGRAM REQUIREMENTS	47

LEGAL STUDIES

The following program changes are effective September 13, 2007:

II. Bachelor of Science in Legal Studies

Curriculum

Courses	Credits
CORE REQUIREMENTS	
CM 104: Effective Writing I for Legal Studies Majors*	5
CM 220: Effective Writing II	5
IT 133: Software Applications	5
MM 201: College Algebra (or higher)	5
PA 253: Legal Ethics	5
Elective: Communications 100/200-level	5
Elective: Diversity and Culture 100/200-level	5
Elective: History 100-200-level	5
Elective: Communications 300/400-level	6
Elective: Humanities 300/400-level	6
Electives: Social Science 300/400-level	12
OPEN ELECTIVE REQUIREMENTS	
Electives: 100/200-level	25
Electives: 300/400-level	36
MAJOR REQUIREMENTS	
LS 102: Introduction to Law	5
PA 201: Legal Research	5
PA 205: Introduction to Legal Analysis and Writing	5
LS 308: Law and Society	6
LS 490: Legal Philosophy	6
Choose one of the following three BSLS Capstone options:	
LS 493: Legal Studies Capstone (Internship)	4
LS 498: BSLS Capstone (Research Option)	4
LS 499: BSLS Capstone (Comprehensive Exam)	4
Electives: 300/400-level Legal Studies Electives or Emphasis Area	24
TOTAL PROGRAM REQUIREMENTS	180

EMPHASIS AREA

Option I: Health Care†	
LS 320: Health Law Survey‡	6
LS 420: Health Care Policy	6
LS 425: Health Care Legislation and Regulation	6
LS 430: Managed Care and Insurance Issues	6
LS 435: Bioethics in Health Care	6

*Onsite and developmental students will take CM 102: Effective Writing I.

†Students in the health care emphasis area take one emphasis area course in place of one 300/400-level open elective.

‡Students choosing the health care emphasis area must take PA 110, PA 301, PA 360, and MT 310 as open elective requirements.

The following program changes are effective June 13, 2007:

II. Advanced Start Bachelor of Science in Legal Studies

Curriculum

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS	90
PREREQUISITE REQUIREMENTS	
CM 220: Effective Writing II	
LS 102: Introduction to Law	
PA 253: Legal Ethics	
IT 133: Software Applications	
MM 201: College Algebra (or higher)	
OPEN ELECTIVE REQUIREMENTS	
Electives: 100/200-level	10
Electives: 300/400-level	30
MAJOR REQUIREMENTS	
PA 201: Legal Research	5
PA 205: Introduction to Legal Analysis and Writing	5
LS 308: Law and Society	6
LS 490: Legal Philosophy	6
Choose one of the following three BSLS Capstone options:	
LS 493: Legal Studies Capstone (Internship)	4
LS 498: BSLS Capstone (Research Option)	4
LS 499: BSLS Capstone (Comprehensive Exam)	4
Electives: 300/400-level Legal Studies Electives or Emphasis Area*	24
TOTAL PROGRAM REQUIREMENTS	180

*Students choosing the health care emphasis area must take PA 110, PA 301, PA 360, and MT 310 as open elective requirements

The following program changes are effective September 13, 2007:

X. Bachelor of Science in Paralegal Studies

Curriculum

Courses	Credits
CORE REQUIREMENTS	
CM 114: Effective Writing I for Paralegal Studies Majors*	5
CM 220: Effective Writing II	5
PA 100: Eight Skills of the Effective Paralegal Online Student†	5
CS 410: Advanced Career Development Strategies‡	2
IT 133: Software Applications	5
KU 105: Introduction to Undergraduate Online Learning for the Profession—Paralegal Studies	5
MM 201: College Algebra (or higher)	5
PA 253: Legal Ethics	5
Elective: Diversity and Culture 100/200-level	5
Elective: History 100/200-level	5
Elective: Communications 300/400-level	6
Elective: Humanities 300/400-level	6
Elective: Social Science 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Electives: 100/200-level	10
Electives: 300/400-level	24
MAJOR REQUIREMENTS	
PA 101: The Paralegal Professional	5
PA 110: Civil Litigation I	5
PA 130: Contracts	5
PA 165: Introduction to Torts	5
PA 201: Introduction to Legal Research	5
PA 205: Introduction to Legal Analysis and Writing	5
PA 300: Real Estate Law	6
PA 310: Tort Law	6
PA 401: Advanced Legal Writing	6
PA 499: Bachelor's Capstone in Paralegal Studies§	4
Elective: 200-level Paralegal Elective	5
Electives: 300/400-level Paralegal Electives or Emphasis Area Courses	24
TOTAL PROGRAM REQUIREMENTS	180
EMPHASIS AREAS	
Option I: Office Management#	
MT 302: Organizational Behavior	6
MT 340: Conflict Resolution and Team Dynamics	6
PA 305: Law Office Management	6
PA 402: Employment Law	6
Option II: Alternative Dispute Resolution	
CM 310: Communication and Conflict	6
PA 412: Alternative Dispute Resolution	6
PA 415: Family Law and Divorce Mediation	6
PA 416: Employment Dispute Resolution	6
Option III: Personal Injury	
PA 326: Product Liability	6
PA 330: Medical Records Summary and Review	6
PA 342: Insurance Law	6
PA 450: Medical Malpractice Litigation	6
Option IV: Corporate Law#	
MT 310: Ethics and the Legal Environment	6
MT 302: Organizational Behavior	6
PA 328: Intellectual Property	6
CM 410: Organizational Communication	6
PA 233: The Role of the Paralegal in a Corporate Law Practice‡	2

(continued on next page)

Options V: Employment Law	
PA 402: Employment Law	6
PA 412: Alternative Dispute Resolution	6
PA 416: Employment Dispute Resolution	6
CM 310: Communication and Conflict	6
PA 237: The Role of the Paralegal in an Employment Law Practice [‡]	2
Option VI: Real Estate Law	
CM 310: Communication and Conflict	6
PA 303: Landlord and Tenant Law	6
PA 403: Real Estate Transactions	6
PA 231: The Role of the Paralegal in a Real Estate Law Practice [‡]	2
Option VII: Social Security Law**	
PA 350: Social Security Disability Law	6
PA 352: Principles of Supplemental Security Income (SSI)	6
PA 407: Preparing for an Administrative Law Hearing	6
PA 423: Handling Childhood Disability Claims	6
PA 427: Principles of Medicaid and Medicare	6
PA 235: The Role of the Paralegal in a Social Security Law Practice [‡]	2
Option VIII: Family Law**	
PA 250: Family Law	5
Elective: Paralegal 400-level	6
PA 425: Elder Law	6
Elective: Criminal Justice 300-level	6
PA 234: The Role of the Paralegal in a Family Law Practice [‡]	2
Option IX: Legal Technology**	
IT 153: Spreadsheet Applications	5
IT 190: Computer Hardware and Operating Systems	5
PA 230: Introduction to Legal Technology	5
PA 305: Law Office Management	6
PA 321: Time, Billing, and Records Management	6
PA 335: Trial and Courtroom Presentation	6
PA 495: Practicum in Paralegal Studies [§]	4

NOTE: In lieu of KU 105: Introduction to Undergraduate Online Learning for the Profession—Paralegal Studies, students who have earned college credit or demonstrated proficiency in writing and math on the required placement test will be enrolled in the Option A degree plan, where they will select a 200-level paralegal elective to meet degree plan requirements. The Option A degree plan requires 10 credits of 200-level paralegal electives. Students enrolled in the Option A degree plan will take this additional elective later in the degree plan sequence than KU 105: Introduction to Undergraduate Online Learning for the Profession—Paralegal Studies.

*Onsite and developmental students will take CM 102: Effective Writing I.

[†]Onsite students will take CS 110: Human Dynamics.

[‡]For the emphasis areas noted, students enrolled in the Bachelor of Science in Paralegal Studies program will take the following course instead of CS 410: students enrolled in the corporate law emphasis area take PA 233; students enrolled in the employment law emphasis area take PA 237; students enrolled in the real estate law emphasis area take PA 231; students enrolled in the social security law emphasis area take PA 235; and students enrolled in the family law emphasis area take PA 234.

[§]Students enrolled in the legal technology emphasis area will take PA 495: Practicum in Paralegal Studies in place of PA 499: Bachelor's Capstone in Paralegal Studies.

[#]Students choosing the office management or corporate law emphasis area must take a 200-level business/management course as an open elective requirement.

**Students enrolled in the social security law emphasis area take one 6 credit emphasis area course in place of one 6 credit open elective. Students enrolled in the family law emphasis area take one 6 credit open elective course in place of one 5 credit open elective. Students enrolled in the legal technology emphasis area take two 5 credit emphasis area courses in place of two 5 credit open electives.

The following program changes are effective September 13, 2007:

X. Advanced Start Bachelor of Science in Paralegal Studies

Curriculum

Courses	Credits
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
AAS/AS/AA/BA/BS Degree	90
PREREQUISITE REQUIREMENTS	
CM 220: Effective Writing II	
PA 101: The Paralegal Professional	
PA 110: Civil Litigation I	
PA 130: Contracts	
PA 201: Introduction to Legal Research	
PA 205: Introduction to Legal Analysis and Writing	
PA 253: Legal Ethics	
200-level: Mathematics Course	
CORE REQUIREMENTS	
CS 410: Advanced Career Development Strategies*	2
Elective: Communications 300/400-level	6
Elective: Humanities 300/400-level	6
Elective: Social Science 300/400-level	6
OPEN ELECTIVE REQUIREMENTS	
Electives: 300/400-level	24
MAJOR REQUIREMENTS	
PA 300: Real Estate Law	6
PA 310: Tort Law	6
PA 401: Advanced Legal Writing	6
PA 499: Bachelor's Capstone in Paralegal Studies*	4
Electives: 300/400-level Paralegal Electives or Emphasis Area Courses†	24
TOTAL PROGRAM REQUIREMENTS	180

Some emphasis areas have different prerequisite requirements:

LEGAL TECHNOLOGY

IT 101: Introduction to Information Technology OR IT 133: Software Applications

OFFICE MANAGEMENT

200-level: Business/Management Course

CORPORATE LAW

200-level: Business/Management Course

*Students enrolled in the legal technology emphasis area will take PA 495: Practicum in Paralegal Studies in place of PA 499: Bachelor's Capstone in Paralegal Studies.

†For the emphasis areas noted, students enrolled in the Advanced Start Bachelor of Science in Paralegal Studies program will take the following course instead of CS 410: students enrolled in the corporate law emphasis area take PA 233; students enrolled in the employment law emphasis area take PA 237; students enrolled in the real estate law emphasis area take PA 231; students enrolled in the social security law emphasis area take PA 235; and students enrolled in the family law emphasis area take PA 234.

The following program changes are effective September 13, 2007:

X. Associate of Applied Science in Paralegal Studies

Curriculum

Courses	Credits
CORE REQUIREMENTS	
CM 114: Effective Writing I for Paralegal Studies Majors*	5
CM 220: Effective Writing II	5
PA 100: Eight Skills of the Effective Paralegal Online Student†	5
CS 210: Career Development Strategies	2
IT 133: Software Applications	5
KU 105: Introduction to Undergraduate Online Learning for the Profession—Paralegal Studies	5
MM 201: College Algebra (or higher)	5
PA 253: Legal Ethics	5
Elective: Communications 100/200-level	5
Elective: Diversity and Culture 100/200-level	5
Elective: History 100/200-level	5
OPEN ELECTIVE REQUIREMENTS	
Elective: 100-level or above	5
MAJOR REQUIREMENTS	
PA 101: The Paralegal Professional	5
PA 110: Civil Litigation I	5
PA 130: Contracts	5
PA 165: Introduction to Torts	5
PA 201: The Paralegal Professional	5
PA 205: Introduction to Legal Analysis and Writing	5
PA 299: Associate's Capstone in Paralegal Studies	3
TOTAL PROGRAM REQUIREMENTS	90

NOTE: In lieu of KU 105: Introduction to Undergraduate Online Learning for the Profession—Paralegal Studies, students who have earned college credit or demonstrated proficiency in writing and math on the required placement test will be enrolled in the Option A degree plan, where they will select a 200-level paralegal elective to meet degree plan requirements. The Option A degree plan requires 10 credits of 200-level or above paralegal electives. Students enrolled in the Option A degree plan will take this additional elective later in the degree plan sequence than KU 105: Introduction to Undergraduate Online Learning for the Profession—Paralegal Studies.

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

NURSING

The following program is effective September 13, 2007:

I. Master of Science in Nursing

The Master of Science in Nursing degree program is designed to build on previous nursing education and clinical experience, prepare students to pursue advanced practice in a variety of health care settings, and lay a foundation to pursue doctoral education. The overall purpose of the master's program is to provide high-quality graduate education for advanced nursing roles that respond to the needs of individuals, families, and communities.

The program of study includes completion of the core curriculum, specialization courses, and a thesis or project proposal. The core courses focus on the acquisition of a theoretical base in nursing, evidence-based decision making, health policy, financing and organization of the health care delivery system, advanced practice issues, ethics, health promotion and disease prevention in a diverse community, and biostatistics. Courses are designed to give the student further knowledge in their chosen specialty and their specific advanced role. A residency program is designed to provide for applications of theoretical knowledge with a mentor in a health care agency selected by the student, in consultation with faculty. Students complete a culminating experience that is designed to serve as evidence of successful integration of the diverse content areas in the curriculum via the submission of a research project for thesis-track students or completion of an evidence-based practice project proposal for nonthesis-track students. The decision should be made in conjunction with the student's Specialization Chair, with whom the student can discuss the appropriateness of the option.

Students will choose from two specializations designed to provide further knowledge specific to their advanced role. The nurse educator specialization is designed to prepare nurses to teach in schools of nursing, continuing education programs, staff development, clinical education, and patient and community education. The graduate will be prepared to sit for the National League for Nursing's Certified Nurse Educator (CNE) examination. The nurse administrator specialization prepares nurses to assume managerial positions and leadership roles in hospitals, community health, long-term care facilities, and other health care systems. The graduate will be prepared to sit for the Nursing Administration or Nursing Administration, Advanced Certification examinations (depending on the level of leadership with their organization) provided by the American Nurses Credentialing Center.

Although the program is designed to prepare students to take various certification exams, the University cannot guarantee the student will pass those exams.

The Master of Science in Nursing program consists of a minimum of 63 to 68 quarter credit hours depending on the student's decision to pursue a thesis or nonthesis track. Upon successful completion of the program, graduates will be awarded a master of science degree.

Curriculum

Courses	Credits
THESIS TRACK	
CORE REQUIREMENTS	
MN 501: Advanced Nursing Roles	5
MN 502: Theoretical Foundations of Advanced Nursing	5
MN 503: Advanced Statistics for the Health Sciences	5
MN 504: Inquiry and Evidence-Based Practice	5
MN 505: Health Promotion and Disease Prevention in a Diverse Community	5
MN 506: Ethical and Legal Perspectives of the Health Care System	5
MN 507: Health Policy, Financing, and Organization of Health Care Delivery Systems	5
MN 601: Thesis I	5
MN 602: Thesis II	5
ELECTIVE REQUIREMENTS	
Specialization Courses	23
TOTAL PROGRAM REQUIREMENTS	68

(continued on next page)

NONTHESIS TRACK

CORE REQUIREMENTS

MN 501: Advanced Nursing Roles	5
MN 502: Theoretical Foundations of Advanced Nursing	5
MN 503: Advanced Statistics for the Health Sciences	5
MN 504: Inquiry and Evidence-Based Practice	5
MN 505: Health Promotion and Disease Prevention in a Diverse Community	5
MN 506: Ethical and Legal Perspectives of the Health Care System	5
MN 507: Health Policy, Financing, and Organization of Health Care Delivery Systems	5
MN 600: Evidence-Based Project Proposal	5

ELECTIVE REQUIREMENTS

Specialization Courses	23
TOTAL PROGRAM REQUIREMENTS	63

SPECIALIZATIONS

Nurse Educator

MN 508: Teaching and Learning Strategies	5
MN 509: Curriculum Design	5
MN 510: Instructional Technology Integration	3
MN 511: Assessment and Evaluation	5
MN 519: Nurse Educator Residency	5

Nurse Administrator

MN 512: Organizational Theory and Behavior	5
MN 513: Health Care Finance, Strategic Planning, and Budgeting	5
MN 514: Human Resources Management	5
MN 515: Information and Health Care Technologies	3
MN 520: Nurse Administrator Residency	5

Program Outcomes

1. Theoretical Foundations: Synthesize theories and concepts from nursing and other disciplines for application in advanced nursing roles.
2. Evidence-based Practice: Critique current scientific research for application of findings to initiate change and to improve practice.
3. Health Promotion, Disease Prevention, and Human Diversity: Create comprehensive plans of action that address the health promotion and disease prevention needs of individual, family, and community populations.
4. Health Care Policy, Organization, and Finance: Formulate a plan for ongoing contributions to improvement of health care delivery and development of health policy in a cost-effective manner.
5. Ethics: Apply an ethical decision-making process in professional practice and in analysis of systems of health care.
6. Professional Role Development: Exert a professional leadership role that fosters improvement of health care and advocates scholarly activities to advance self and profession.
7. Informatics and Technology: Employ informatics and technology in various aspects of the advanced nursing leadership role.

The following program changes are effective September 13, 2007:

IX. Bachelor of Science in Nursing

The Bachelor of Science in Nursing program is designed to provide registered nurses with the education needed to enhance their skills, better meet the complex demands of health care, and pursue employment in numerous nursing and management specialties. Additionally, the program is designed as a foundation from which students can pursue graduate nursing studies.

The Bachelor of Science in Nursing degree is considered essential for registered nurses seeking broader professional responsibilities and career opportunities. Kaplan University's degree program emphasizes professional growth and continuous learning. The program features a capstone course and a professional development plan that include career planning.

In addition to possessing an associate's degree or diploma in nursing, students applying for admission must also complete all prerequisites for the bachelor's degree courses. Thus, students may need to complete more than the minimum of 48 quarter credit hours.

This program blends online coursework with a community-based experience. Students participate in a supervised learning experience, which is the capstone course (NU 499). The capstone experience will need to be completed in the state of licensure. Upon successful completion of the program, graduates will receive a bachelor of science degree.

The Bachelor of Science in Nursing degree program consists of a minimum of 180 quarter credit hours.

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CM 102/CM ELE: Composition/Communication	8
MA 104: Anatomy and Physiology I	5
MA 107: Anatomy and Physiology II	5
MA 126: Pharmacology	5
SC 115: Principles of Nutrition	5
Elective: History/Humanities 100/200-level	5
Elective: Mathematics 100/200-level	5
Elective: Science (Microbiology) 100/200-level	5
Elective: Social Science (Human Growth and Development) 100/200-level	5
Electives: Prior Nursing Credit	42
CORE REQUIREMENTS	
CM 220: Effective Writing II	5
HU 280: Bioethics	5
IT 133: Software Applications	5
MM 207: Statistics	5
SS 124: Introduction to Psychology OR SS 144: Sociology	5
Elective: Diversity and Culture 100/200-level	5
Electives: 300/400-level electives must be completed from two of the following areas: Communication, History, Humanities, Mathematics, Science, or Social Science	12
MAJOR REQUIREMENTS	
NU 300: Professional Leadership Transitions	6
NU 304: Health/Wellness Assessment and Strategies	6
NU 310: Nursing Research	6
NU 420: Leadership and Management in the Changing Health Care Environment	6
NU 450: Leadership Concepts in Population-Focused Nursing	6
NU 499: Bachelor's Capstone in Nursing	6
Electives: Nursing 300/400-level	12
TOTAL PROGRAM REQUIREMENTS	180

The following program changes are effective September 13, 2007:

II. Associate of Science in Nursing

The Associate of Science in Nursing degree 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 will receive an associate's degree in nursing and be academically prepared to apply to take the licensing examination for registered nurses (NCLEX-RN). Students who complete the associate's degree and successfully pass the National Council Licensure Examination (NCLEX-RN) will be eligible to enter the Kaplan University Bachelor of Science in Nursing degree-completion program.

The program blends online coursework with on-ground, facility-based clinical practicum experiences. Students will be required to successfully complete both components of the coursework to fulfill program requirements.

The Associate of Science in Nursing degree program consists of a minimum of 94 quarter credit hours. Due to state-specific nursing education requirements, the student may need to take more than 94 credits to complete the prelicensure program.

Enrollment in this program is limited. Contact an Admissions Advisor for details.

Curriculum

Courses	Credits
CORE REQUIREMENTS	
CM 108: Effective Writing I for the Nursing Professional*	5
CS 118: Academic Strategies for the Nursing Professional†	5
MM 201: College Algebra (or higher)	5
SS 124: Introduction to Psychology	5
SS 144: Sociology	5
Elective: Science 100/200-level	5
MAJOR REQUIREMENTS	
MA 104: Anatomy and Physiology I	5
MA 107: Anatomy and Physiology II	5
NU 101: Nursing Fundamentals	5
NU 110: Medical-Surgical Nursing I	5
NU 120: Care of Special Populations—Obstetrics	5
NU 130: Medical-Surgical Nursing II	7
NU 220: Care of Special Populations, Family II—Pediatrics	5
NU 230: Pharmacology	5
NU 240: Care of Special Populations—Mental Health Nursing II	5
NU 260: Medical Surgical Nursing III	7
NU 270: Transitions Course—Issues and Trends	5
NU 299: Associate's Degree Integrated Care Strategies Capstone	5
Electives: Additional Nursing Electives†	0–10
TOTAL PROGRAM REQUIREMENTS	94–104

*Onsite and developmental students will take CM 102: Effective Writing I.

†Onsite students will take CS 110: Human Dynamics.

†The number of additional nursing electives required will be based on the number of credits needed to meet individual state education requirements for nursing students. Students entering the program as licensed practical nurses (LPNs) will take NU 200: LPN Professional Role Transition as one of these additional nursing electives.

DISCONTINUED COURSES

ED 596: SECONDARY STUDENT TEACHING (CLINICAL INTERNSHIP)*
IT 118: INTRODUCTION TO WEB DESIGN I[§]
IT 119: INTRODUCTION TO WEB DESIGN II[§]
MA 111: MEDICAL LABORATORY I*
MA 121: MEDICAL LABORATORY II*
MA 131: MEDICAL LABORATORY III*
MA 206: MEDICAL TERMINOLOGY II*
MA 241: MEDICAL LABORATORY IV*
MR 166: MEDICAL TRANSCRIPTION*
MT 209: SMALL BUSINESS MANAGEMENT[§]
MT 216: FINANCE A*
MT 218: FINANCE B*
MT 225: ASSOCIATE'S CAPSTONE IN MANAGEMENT[§]
PA 112: CIVIL LITIGATION II*
PA 323: EVIDENCE*

CJ 292, 294, 296, AND 298: ASSOCIATE'S-LEVEL CRIMINAL JUSTICE INTERNSHIP will replace
CJ 292, 294, 296, AND 298: ASSOCIATE'S-LEVEL CRIMINAL JUSTICE EXTERNSHIP†
CJ 370: CRIME SCENE INVESTIGATION II will replace
CJ 370: COURTROOM PRESENTATION OF SCIENTIFIC EVIDENCE*
CJ 490: RESEARCH METHODS IN CRIMINAL JUSTICE will replace
CJ 300: RESEARCH METHODS IN CRIMINAL JUSTICE*
CM 350: PUBLIC RELATIONS STRATEGIES will replace
CM 350: TOPICS IN ADVERTISING AND PUBLIC RELATIONS[§]
CM 420: INTERPERSONAL COMMUNICATION IN ORGANIZATIONS will replace
CM 420: INTERPERSONAL RELATIONSHIPS AND ORGANIZATIONAL COMMUNICATION*
CM 445: TECHNICAL WRITING FOR THE PROFESSIONS will replace
CM 445: WRITING FOR THE PROFESSIONS*
CM 450: PROFESSIONAL DEVELOPMENT IN TECHNICAL WRITING will replace
CM 450: PROFESSIONAL COMMUNICATION IN TECHNICAL WRITING*
ED 511: TEACHING METHODS THROUGH DIFFERENTIATED INSTRUCTION will replace
ED 511: INTRODUCTION TO TEACHING METHODS*
ED 531: SECONDARY STUDENT ASSESSMENT will replace
ED 531: METHODS OF SECONDARY STUDENT ASSESSMENT*
ED 581: SECONDARY CLASSROOM MANAGEMENT will replace
ED 581: METHODS OF SECONDARY CLASSROOM MANAGEMENT*
HS 101: MEDICAL LAW AND BIOETHICS will replace
MA 208: MEDICAL LAW AND BIOETHICS*
HS 111: MEDICAL TERMINOLOGY will replace
MA 146: MEDICAL TERMINOLOGY*
HS 120: ANATOMY AND PHYSIOLOGY I will replace
MA 104: ANATOMY AND PHYSIOLOGY I (HEALTH SCIENCE PROGRAMS ONLY)*
HS 130: ANATOMY AND PHYSIOLOGY II will replace
MA 107: ANATOMY AND PHYSIOLOGY II (HEALTH SCIENCE PROGRAMS ONLY)*
HS 140: PHARMACOLOGY will replace
MA 126: PHARMACOLOGY (HEALTH SCIENCE PROGRAMS ONLY)*
HS 200: DISEASES OF THE HUMAN BODY will replace
MA 156: PATHOPHYSIOLOGY (HEALTH SCIENCE PROGRAMS ONLY)*
HS 210: MEDICAL OFFICE MANAGEMENT will replace
MA 142: MEDICAL OFFICE MANAGEMENT*
HS 220: MEDICAL CODING AND INSURANCE will replace
MA 178: MEDICAL CODING AND INSURANCE*
IT 450: SOFTWARE DEVELOPMENT LEADERSHIP will replace
IT 450: PROGRAMMING LANGUAGE CONCEPTS[§]
LS 498: BSLS CAPSTONE (RESEARCH OPTION) will replace
LS 498: LEGAL STUDIES CAPSTONE (THESIS)*

DISCONTINUED PROGRAMS

ASSOCIATE OF APPLIED SCIENCE IN BUSINESS/TRAVEL AND HOSPITALITY MANAGEMENT[§]

ASSOCIATE OF APPLIED SCIENCE IN CRIMINAL JUSTICE/HOMELAND SECURITY AND COUNTERTERRORISM EMPHASIS*

MEDICAL ASSISTANT DIPLOMA*

NURSE ASSISTANT PREPARATION CERTIFICATE[§]

TRAVEL PROFESSIONAL DIPLOMA[§]

REVISED COURSE TITLES/NUMBERS

BU 204: MACROECONOMICS will replace
SS 204: MACROECONOMICS[§]

BU 224: MICROECONOMICS will replace
SS 224: MICROECONOMICS[§]

CE 114: INFANT, TODDLER, AND EARLY CHILDHOOD DEVELOPMENT will replace
CE 114: INFANT AND TODDLER DEVELOPMENT[§]

CE 210: PROFESSIONALISM AND ETHICAL CONDUCT IN CHILD CARE will replace
CE 210: PROFESSIONALISM IN CHILD CARE[§]

CE 220: CHILD SAFETY, NUTRITION, AND HEALTH will replace
CE 220: CHILD NUTRITION AND HEALTH[§]

CJ 215: EXPLORATION OF COMPUTER CRIME will replace
CJ 215: COMPUTER CRIME—LEGAL ISSUES AND INVESTIGATIVE PROCEDURES[§]

LS 499: BSLS CAPSTONE (COMPREHENSIVE EXAM) will replace	NU 220: CARE OF SPECIAL POPULATIONS, FAMILY II—PEDIATRICS will replace
LS 499: LEGAL STUDIES CAPSTONE (COMPREHENSIVE EXAM) [‡]	NU 220: CARE OF SPECIAL POPULATIONS—FAMILY NURSING II [§]
LT 514: DIFFERENTIATED INSTRUCTION will replace	NU 230: PHARMACOLOGY will replace
PD 504: DIFFERENTIATED INSTRUCTION [*]	NU 230: PHARMACOLOGY AND NUTRITIONAL THERAPY [§]
LT 515: READING AND WRITING ACROSS THE CURRICULUM FEATURING LEONARD ROSEN will replace	NU 270: TRANSITIONS COURSE—ISSUES AND TRENDS will replace
PD 541: READING AND WRITING ACROSS THE CURRICULUM FEATURING LEONARD ROSEN [*]	NU 270: TRANSITIONS—ETHICS, ISSUES, AND TRENDS [§]
MA 260: CLINICAL COMPETENCIES I will replace	NU 299: ASSOCIATE'S DEGREE INTEGRATED CARE STRATEGIES CAPSTONE will replace
MA 165: CLINICAL COMPETENCIES I [‡]	NU 299: INTEGRATED CARE STRATEGIES CAPSTONE [§]
MA 270: CLINICAL COMPETENCIES II will replace	NU 304: HEALTH/WELLNESS ASSESSMENT AND STRATEGIES will replace
MA 265: CLINICAL COMPETENCIES II [‡]	NU 304: HEALTH/WELLNESS ASSESSMENT (LAB COURSE) [§]
MA 290: MEDICAL ASSISTING EXTERNSHIP AND EVALUATION will replace	NU 499: BACHELOR'S CAPSTONE IN NURSING will replace
MA 205: MEDICAL EXTERNSHIP AND EVALUATION (MA) [‡]	NU 499: BACHELOR'S CLINICAL (CAPSTONE IN NURSING) [§]
MH 526: TOPICS IN MATHEMATICS—PRINCIPLES OF NUMBER AND OPERATION (GRADES 9–12) will replace	PA 201: INTRODUCTION TO LEGAL RESEARCH will replace
PD 521: TOPICS IN MATHEMATICS—PRINCIPLES OF NUMBER AND OPERATION (GRADES 9–12) [*]	PA 201: LEGAL RESEARCH [†]
MH 527: TOPICS IN MATHEMATICS—PRINCIPLES OF ALGEBRA (GRADES 9–12) will replace	PA 350: SOCIAL SECURITY DISABILITY LAW will replace
PD 522: TOPICS IN MATHEMATICS—ALGEBRA (GRADES 9–12) [*]	PA 350: SOCIAL SECURITY AND DISABILITY LAW [§]
MO 260: CLINICAL COMPETENCIES FOR THE MEDICAL OFFICE MANAGER will replace	SE 527: TOPICS IN THE SCIENCES—INQUIRY IN LIFE SCIENCE (GRADES 9–12) will replace
MA 166: CLINICAL COMPETENCIES FOR THE MEDICAL OFFICE ASSISTANT [†]	PD 531: TOPICS IN THE SCIENCES—INQUIRY IN LIFE SCIENCE (GRADES 9–12) [*]
MO 270: ADVANCED MEDICAL OFFICE MANAGEMENT will replace	SE 528: TOPICS IN THE SCIENCES—INQUIRY IN PHYSICAL SCIENCE (GRADES 9–12) will replace
MA 242: ADVANCED MEDICAL OFFICE MANAGEMENT [‡]	PD 532: TOPICS IN THE SCIENCES—INQUIRY IN PHYSICAL SCIENCE (GRADES 9–12) [*]
MO 290: MEDICAL OFFICE MANAGEMENT EXTERNSHIP AND EVALUATION will replace	TH 107: TOURISM AND WORLD GEOGRAPHY will replace
MA 210: MEDICAL OFFICE EXTERNSHIP AND EVALUATION [‡]	TH 107: TOURISM WORLD GEOGRAPHY [§]
MR 100: ADVANCED KEYBOARDING will replace	TH 117: GLOBAL HOSPITALITY will replace
MR 109: ADVANCED KEYBOARDING [‡]	TH 117: INTRODUCTION TO HOSPITALITY [§]
MR 250: MEDICAL RECORDS TRANSCRIPTION I will replace	TH 206: HOTEL MANAGEMENT AND OPERATIONS will replace
MR 182: MEDICAL RECORDS TRANSCRIPTION I [‡]	TH 206: HOTEL FRONT OFFICE MANAGEMENT [§]
MR 260: MEDICAL RECORDS TRANSCRIPTION II will replace	TH 210: TRAVEL TECHNOLOGY SYSTEMS will replace
MR 192: MEDICAL RECORDS TRANSCRIPTION II [‡]	TH 210: AUTOMATED RESERVATION SYSTEMS [§]
MR 270: MEDICAL RECORDS TRANSCRIPTION III will replace	TH 230: DYNAMICS OF TRIP/EVENT PLANNING will replace
MR 220: MEDICAL RECORDS TRANSCRIPTION III [‡]	TH 230: GLOBAL TOUR PLANNING [§]
MR 290: MEDICAL TRANSCRIPTION EXTERNSHIP AND EVALUATION will replace	TH 299: ASSOCIATE'S CAPSTONE IN GLOBAL TRAVEL AND HOSPITALITY MANAGEMENT will replace
MR 213: MEDICAL EXTERNSHIP AND EVALUATION (MT) [‡]	TH 299: ASSOCIATE'S CAPSTONE IN TRAVEL AND HOSPITALITY
MT 351: ISSUES IN ECONOMIC POLICY will replace	
MT 351: ECONOMICS OF INFORMATION [§]	
NU 120: CARE OF SPECIAL POPULATIONS—OBSTETRICS will replace	
NU 120: CARE OF SPECIAL POPULATIONS—OBSTETRICS, PEDIATRICS, AND MENTAL HEALTH [§]	

COURSE PREREQUISITE CHANGES

AC 122: PAYROLL ACCOUNTING[§]

Prerequisite: AC 114

AC 152: COMPUTERIZED ACCOUNTING[§]

Prerequisite: AC 114

AC 239: MANAGERIAL ACCOUNTING[§]

Prerequisites: AC 114 and AC 116

AC 256: FEDERAL TAX[§]

Prerequisites: AC 114 and AC 116

AC 300: INTERMEDIATE ACCOUNTING I[§]

Prerequisites: AC 114 and AC 116

AC 300: INTERMEDIATE ACCOUNTING[†]

Prerequisites: AC 114 and IT 133

AC 301: INTERMEDIATE ACCOUNTING II[§]

Prerequisites: AC 114, AC 116, and AC 300

AC 410: AUDITING[§]

Prerequisites: AC 114, AC 116, AC 300, and AC 301

AC 410: AUDITING[†]

Prerequisites: AC 116, AC 300, AC 301, and IT 133

AC 420: COST ACCOUNTING[§]

Prerequisites: AC 114, AC 116, and AC 239

AC 430: ADVANCED TAX—CORPORATE[§]

Prerequisites: AC 114, AC 116, and AC 256

AC 440: ADVANCED AUDITING[§]

Prerequisites: AC 114, AC 116, AC 300, AC 301, and AC 410

AC 450: ADVANCED ACCOUNTING[§]

Prerequisites: AC 114, AC 116, AC 300, and AC 301

CJ 240: LEGAL ISSUES IN CORRECTIONS[§]

Prerequisite: CJ 130 or Permission of the Dean of Undergraduate Criminal Justice Studies

CJ 307: TERRORISM, WMD, AND DISASTER RESPONSE METHODOLOGY[†]

Prerequisites: CJ 101 and CM 103, or permission of the Dean

CJ 370: CRIME SCENE INVESTIGATION II[§]

Prerequisites: CJ 210 and CJ 305

CJ 407: CRISIS NEGOTIATION[†]

Prerequisites: CJ 101 and CM 103, or permission of the Dean

CM 104: EFFECTIVE WRITING I FOR LEGAL STUDIES MAJORS[†]

Prerequisite: None

CM 214: PUBLIC SPEAKING[§]

Prerequisite: CM 107 or any Effective Writing I course

CM 315: GROUP DYNAMICS AND TEAM BUILDING[†]

Prerequisites: CM 220 and 100/200-level communications elective

CM 340: ADVANCED TECHNICAL WRITING[†]

Prerequisites: CM 240 and CM 250

ED 522: CLASSROOM MANAGEMENT[§]

Prerequisite: ED 500

ED 581: SECONDARY CLASSROOM MANAGEMENT[§]

Prerequisites: ED 501 and ED 511

HR 420: EMPLOYMENT LAW[§]

Prerequisites: MT 203 and HR 400

HR 435: COMPENSATION[§]

Prerequisites: MT 203 and HR 400

HR 485: STRATEGIC HUMAN RESOURCE MANAGEMENT[§]

Prerequisites: MT 203, HR 400, and HR 420

IT 117: WEBSITE DESIGN[†]

Prerequisite: 100-level computer course

IT 153: SPREADSHEET APPLICATIONS[†]

Prerequisite: 100-level computer course

IT 163: DATABASE ADMINISTRATION[†]

Prerequisite: 100-level computer course

IT 190: COMPUTER HARDWARE AND OPERATING SYSTEMS[†]

Prerequisite: 100-level computer course

IT 245: WEBSITE DEVELOPMENT[§]

Prerequisite: IT 117

IT 273: LAN CONCEPTS[†]

Prerequisite: 100-level computer course

IT 293: ADVANCED VISUAL BASIC[†]

Prerequisite: IT 193

IT 315: WRITING FOR THE WEB[†]

Prerequisites: IT 117 and 100-level computer course

IT 380: NETWORKING OPERATING SYSTEMS[§]

Prerequisite: IT 278

IT 386: WIDE AREA NETWORKING[§]

Prerequisite: IT 283

IT 430: PROJECT MANAGEMENT[†]

Prerequisites: IT 190, and IT 182 or IT 331

IT 452: ADVANCED QUERY DESIGN AND REPORTING[§]

Prerequisite: IT 350

IT 464: OBJECT-ORIENTED PROGRAMMING[†]

Prerequisite: IT 182

IT 478: WEB SERVERS AND SECURITY[§]

Prerequisites: IT 190 and IT 273

LS 302: ENVIRONMENTAL LAW[†]

Prerequisite: PA 110

MT 203: HUMAN RESOURCE MANAGEMENT[§]

Prerequisite: 100/200-level business/management course

MT 217: INTRODUCTION TO FINANCE[§]

Prerequisites: AC 114 and MM 207

MT 219: MARKETING[§]

Prerequisite: 100/200-level business/management course

MT 299: ASSOCIATE'S CAPSTONE IN APPLIED MANAGEMENT[§]

Prerequisite: Completion of at least two-thirds of the associate's degree program

MT 302: ORGANIZATIONAL BEHAVIOR[§]

Prerequisite: 200/300-level business/management course

MT 305: HEALTH CARE ORGANIZATION AND DELIVERY[§]

Prerequisite: 100/200-level business/management course

MT 310: ETHICS AND THE LEGAL ENVIRONMENT[§]

Prerequisite: 100/200-level business/management course

MT 315: OPERATIONS MANAGEMENT IN HEALTH CARE[§]

Prerequisites: AC 114 and 100/200-level business/management course

MT 320: RESEARCH AND PRESENTATION[§]

Prerequisite: 100/200-level business/management course

MT 340: CONFLICT RESOLUTION AND TEAM DYNAMICS[§]

Prerequisite: 200/300-level business/management course

MT 355: MARKETING RESEARCH[§]

Prerequisites: MM 207 and MT 219

MT 425: MANAGERIAL FINANCE AND ACCOUNTING[§]

Prerequisites: AC 114 and AC 116

MT 425: MANAGERIAL FINANCE AND ACCOUNTING[†]

Prerequisite: AC 300

MT 429: POLITICAL ECONOMY[§]

Prerequisite: 100/200-level economics course

MT 435: OPERATIONS MANAGEMENT[§]

Prerequisites: AC 114 and 100/200-level business/management course

MT 435: OPERATIONS MANAGEMENT[†]

Prerequisites: AC 114, IT 133, BU 100, MT 217, MT 219, MT 340, and MM 207

MT 450: MARKETING MANAGEMENT[§]

Prerequisites: MM 207, MT 219, and MT 355

MT 451: MANAGING TECHNOLOGICAL INNOVATION[§]

Prerequisites: AC 114, MT 217, and 100/200-level business/management course

MT 460: MANAGEMENT POLICY AND STRATEGY[§]

Prerequisites: MT 300 and 100/200-level computer course

MT 471: LEGAL AND ETHICAL ENVIRONMENT OF HEALTH CARE[§]

Prerequisite: MT 203

MT 475: OUTCOMES ASSESSMENT AND QUALITY MANAGEMENT[§]

Prerequisites: AC 114, MT 315, and 100/200-level business/management course

MT 480: CORPORATE FINANCE[§]

Prerequisites: AC 114, MM 207, and MT 217

MT 481: FINANCIAL MARKETS AND INSTITUTIONS[§]

Prerequisites: AC 114, MM 207, and MT 217

MT 482: FINANCIAL STATEMENT ANALYSIS[§]

Prerequisites: AC 114, MM 207, and MT 217

MT 483: INVESTMENTS[§]

Prerequisites: AC 114, MM 207, and MT 217

MT 499: BACHELOR'S CAPSTONE IN BUSINESS AND MANAGEMENT[§]

Prerequisite: Completion of at least two-thirds of the bachelor's degree program

NU 110: MEDICAL-SURGICAL NURSING I[§]

Prerequisites: CM 108, CS 118, MA 104, MA 107, and NU 101

NU 130: MEDICAL-SURGICAL NURSING II[§]

Prerequisite: NU 110

Corequisite: MM 201

NU 220: CARE OF SPECIAL POPULATIONS, FAMILY II—PEDIATRICS[§]

Prerequisite: NU 120, NU 230 or concurrent enrollment in NU 230, or NU 200

NU 410: EMERGING CONCEPTS IN AGING AND ALTERNATIVE THERAPIES[†]

Prerequisite: NU 310

NU 420: LEADERSHIP AND MANAGEMENT IN THE CHANGING HEALTH CARE ENVIRONMENT[†]

Prerequisite: NU 310

PA 301: ADMINISTRATIVE LAW[†]

Prerequisite: MT 310 and PA 110

PA 310: TORT LAW[†]

Prerequisite: PA 110

PA 330: MEDICAL RECORDS SUMMARY AND REVIEW[†]

Prerequisites: Students enrolled in a Paralegal Studies program: PA 101, PA 110, and PA 130; students enrolled in a Legal Studies program: LS 102, PA 110, and PA 310

PA 350: SOCIAL SECURITY DISABILITY LAW[§]

Prerequisite: PA 110 and PA 201

PA 360: CONSTITUTIONAL LAW THEORY[†]

Prerequisites: PA 110, PA 201, and PA 253

PA 402: EMPLOYMENT LAW[†]

Prerequisite: PA 110 and PA 130 or PA 305

PA 412: ALTERNATIVE DISPUTE RESOLUTION[†]

Prerequisite: PA 110 and PA 130

PA 450: MEDICAL MALPRACTICE LITIGATION[†]

Prerequisite: PA 110 and PA 310

RT 201: BUILDING CUSTOMER SALES AND LOYALTY[§]

Prerequisite: None

RT 301: STORE MANAGEMENT[§]

Prerequisite: None

SA 400: BUSINESS PROCESS ANALYSIS[§]

Prerequisite: None

SA 410: RISK ANALYSIS AND STRATEGY[§]

Prerequisite: None

SA 411: RISK MANAGEMENT[§]

Prerequisite: 300/400-level management course

SA 421: ETHICS AND COMPLIANCE—SARBANES—OXLEY AND SEC REGULATIONS[§]

Prerequisite: SA 400

SA 422: ETHICS AND COMPLIANCE—HIPPA AND HEALTH INDUSTRY REGULATIONS[§]

Prerequisite: SA 400

SA 423: ETHICS AND COMPLIANCE—FEDERAL ACTS AND REGULATIONS[§]

Prerequisite: SA 400

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
CHILDHOOD EDUCATION	CE
COMMUNICATIONS	CM
CRIMINAL JUSTICE	CJ
DIVERSITY AND CULTURE	DC
EDUCATION	
Education	ED
Educational Technology	ET
Higher Education	HE
Methods of Teaching Literacy	LT
Methods of Teaching Mathematics	MH
Science Education	SE
Special Needs Education	SN
EDUCATIONAL PARAPROFESSIONAL EP	
FOUNDATIONS	KU
GRADUATE BUSINESS	
Graduate Business	GB
Graduate Management	GM
Graduate <i>Newsweek</i>	GN
HEALTH SCIENCE	
Exercise and Fitness	EF
Health Science	HS
Health and Wellness	HW
Medical Assisting	MA
Medical Office Management	MO
Medical Records	MR
Nutrition Science	NS
HUMANITIES	HU
INFORMATION SYSTEMS AND TECHNOLOGY	IT
INTERDISCIPLINARY STUDIES	IS
LEGAL STUDIES	LS
MANAGEMENT	
Business	BU
Human Resources	HR
Management	MT
Retail Management	RT
Security and Assurance	SA
MATHEMATICS	MM
NURSING	
Nursing	NU
Master's Nursing	MN
PARALEGAL STUDIES	PA
PROFESSIONAL STUDIES	CS
PSYCHOLOGY	PS
SCIENCE	SC
SOCIAL SCIENCE	SS
TRAVEL AND HOSPITALITY	TH
TRAVEL AND TOURISM	TT

COURSE NUMBERING:

- 100–199** First-year courses
- 200–299** Second-year courses
- 300–399** Third-year courses
- 400–499** Fourth-year courses
- 500–699** Graduate-level courses

AC 114: ACCOUNTING I[†]

This course reviews the complete accounting cycle and the creation and management of accounting information for business entities. Particular emphasis will be placed on the fundamental principles and skills of the accounting profession, including recording of transactions, financial presentation of accounting data, and the uses of accounting information.
5 Quarter Credit Hours
Prerequisite: None

AC 116: ACCOUNTING II[†]

This course continues the study of accounting principles by further exploring the assets, liabilities, and stockholders' equity sections of a corporation's balance sheet.
5 Quarter Credit Hours
Prerequisite: AC 114

AC 239: MANAGERIAL ACCOUNTING[†]

This course emphasizes the way in which accounting information can be used to aid management in planning and controlling business activities. Topics covered include financial statement analysis, job order cost systems, cost-volume-profit analysis, budgeting, performance evaluation using standard costs, differential analysis, and product pricing.
5 Quarter Credit Hours
Prerequisites: AC 114, AC 116, and IT 133

AC 420: COST ACCOUNTING[†]

This course is an introduction to the fundamentals of cost accounting. Topics include comparisons with financial accounting, basic cost accounting terminology and principles, cost classification, and manufacturing of inventories. Students analyze cost behavior and receive an introduction to various costing systems. The study of cost accounting for managerial purposes is also examined. Specific concepts include variance analysis, cost allocation, and cost-volume-profit analysis. Inventory costing methods, budgeting, and strategies are also explored.
6 Quarter Credit Hours
Prerequisite: AC 301

AC 440: ADVANCED AUDITING[†]

This course examines the role of the external auditor in each of the major activities performed during an audit. Students are exposed to realistic and focused cases involving all aspects of the auditing process.
6 Quarter Credit Hours
Prerequisites: AC 116, AC 300, AC 301, AC 410, and IT 133

AC 450: ADVANCED FINANCIAL ACCOUNTING[†]

This course covers the accounting theory and practices associated with intercorporate investments, foreign currency transactions, and accounting for state and local governments.
6 Quarter Credit Hours
Prerequisites: AC 114, AC 116, AC 300, AC 301, and IT 133

CE 101: INTRODUCTION TO EARLY CHILDHOOD EDUCATION AND CURRICULUM PLANNING[†]

Studies reveal that important learning occurs in an individual's first five years of life. This course is designed to provide students with the foundations necessary to provide safe, healthy, high-quality care for young children. Students will learn how to design and apply developmentally appropriate curriculum and practices to facilitate learning through coursework application exercises. Topics include history, ethics, issues, current trends, teaching practices, licensing standards, and career opportunities in the field of early childhood education.
5 Quarter Credit Hours
Prerequisite: None

CE 114: INFANT, TODDLER, AND EARLY CHILDHOOD DEVELOPMENT[§]

This course will survey the physical, social, emotional, and cognitive development of children from birth through age five. Topics include: landmarks of development, attachment issues, importance of developmental milestones, and developmentally appropriate practice. Using their understanding of how infants and toddlers develop, students will discuss contemporary issues in group care; assess infant and toddler developmental levels; apply guidance techniques; and develop strategies to provide developmentally appropriate care giving, nurturing, and instruction for the most important developmental years in life.
5 Quarter Credit Hours
Prerequisite: None

CE 210: PROFESSIONALISM AND ETHICAL CONDUCT IN CHILD CARE[§]

This course is designed to help students develop effective professional practices in the early childhood care field. Students will be introduced to professional practices and explore values and ethics in the early childhood care profession. They will learn how to become an advocate for children and their families, and how to identify resources for continuing personal and professional growth and education in the field. Students also will apply the National Association for the Education of Young Children (NAEYC) Code of Ethics to solve real-world problems.
5 Quarter Credit Hours
Prerequisite: CE 101

CE 220: CHILD SAFETY, NUTRITION, AND HEALTH[§]

This course is designed to help students develop effective professional practices in the early childhood care field. Students will be introduced to professional practices and explore values and ethics in the early childhood care profession. They will learn how to become an advocate for children and their families and how to identify resources for continuing personal and professional growth, and education in the field. Students also will apply the National Association for the Education of Young Children (NAEYC) Code of Ethics to solve real-world problems.
5 Quarter Credit Hours
Prerequisite: CE 114

CE 230: CREATIVE ACTIVITIES FOR YOUNG CHILDREN[§]

This course is designed to help early childhood care professionals provide developmentally appropriate, creative activities in a child care environment. Participants will select, construct, deliver, and evaluate materials, activities, and experiences that will help foster children's social, emotional, cognitive, and physical development. Students also will examine cross-curricular strategies for providing children with experiences that encourage independence, exploration, risk-taking, and opportunities to think and act creatively.
5 Quarter Credit Hours
Prerequisite: CE 101

CE 240: CARING FOR INFANTS AND TODDLERS WITH SPECIAL NEEDS[†]

This course introduces the early childhood education emphasis area student to the needs of young children with

disabilities and chronic conditions. The course provides a brief overview of various types and degrees of disabilities and chronic illnesses that can affect infants and toddlers. Topics include age and developmentally appropriate practices for including infants and toddlers with special needs, the care needs, and family dynamics relating to infants and toddlers with disabilities. Students will also be introduced to the Americans with Disabilities Act and the Individuals with Disabilities Education Act and why they are important for families and providers.

5 Quarter Credit Hours

Prerequisite: Completion of all early child development emphasis area courses

CM 114: EFFECTIVE WRITING I FOR PARALEGAL STUDIES MAJORS[†]

You will learn how to communicate effectively in your professional field using various writing styles. You will also identify and further develop your own writing process. Grammar and mechanics will be reviewed, helping you focus on the areas that will improve your writing.

5 Quarter Credit Hours

Prerequisite: Any Academic Strategies course (CS 111–CS 119)

Fulfills composition core requirement

CM 115: COMMUNICATING IN THE 21ST CENTURY[§]

Effective communication in an information-based and globally connected society is crucial for all professions. This course introduces: verbal and nonverbal communication skills; determinants of successful and unsuccessful communications; the influence of linguistic, cultural, gender, and social differences on communication effectiveness; and efficient and effective use of various media as communication channels. Students will be provided with some of the knowledge and tools necessary to live and succeed in a multicultural community and global economy.

5 Quarter Credit Hours

Prerequisite: None

CM 214: PUBLIC SPEAKING[‡]

This basic public speaking course will provide students with practical advice and essential skills for public speaking. In addition to learning how to be effective oral communicators, students will explore addressing diverse audiences and the ethical impact of their oral communication. Students will explore diverse topics and formats, including visual aids, and how to use organization and research to support their views. Students will use a provided Web camera to prepare

and present speeches via the Internet, allowing viewing and feedback from instructors and peers. Students will also view and critique examples from professional speeches.

5 Quarter Credit Hours

Prerequisite: None

CM 270: WRITING FOR MULTIMEDIA[§]

Interactive multimedia involves engaging and dynamic presentations that interact with the user. The multimedia writer is required to understand and work with text-based content in combination with graphics, audio, video, still images, and animation. This course is designed to introduce students to the principles and techniques required to produce and write material for the world of multimedia and production. The course focus is on familiarizing students with emerging technologies, including the Web and presentation software, that enhance their skills as journalists and editors. Students will engage in interactive documentary creation using a variety of media in combination with critical thinking.

5 Quarter Credit Hours

Prerequisites: CM 240 and CM 250; students enrolled in a Bachelor of Science in Communication program only

CM 312: COMMUNICATION AND ORGANIZATIONAL CHANGE[§]

In this course, students will analyze the management of organizational change and the importance of communication skills in adopting change. The focus will be on communicating and implementing change programs, new ideas and practices in the workplace, and coping with change that occurs in organizational settings. Topics include persuasion, bargaining and negotiation, ethical issues surrounding change and communication, and organizational campaigns.

6 Quarter Credit Hours

Prerequisite: CM 410; students enrolled in a Bachelor of Science in Communication program only

CM 318: ADVOCACY AND OPPOSITION IN THE MODERN WORKPLACE[‡]

This course will focus on a practical approach to argumentation and critical thinking for the modern workplace. Students will learn how to apply argumentation techniques to address ethical and workplace issues for diverse audiences. Topics include basic reasoning and logic, issue analysis, evidence, research, and reasoning in oral and written communication.

6 Quarter Credit Hours

Prerequisite: CM 410; students enrolled in a Bachelor of Science in Communication program only

CM 320: INTERVIEWING SKILLS FOR THE TECHNICAL WRITER[§]

Successful technical writers know how to write well and how to identify and write for specific audiences. Technical writers may spend a large portion of their time gathering information and interviewing prior to and on completion of a project. Good interviewing and listening skills are the basis to gathering and analyzing technical information. This course will provide students with a foundation for the interviewing skills that are necessary to technical writers in today's workplace. Students will learn how to set up, prepare for, conduct, analyze, and write up interviews and information obtained through interviews.

6 Quarter Credit Hours

Prerequisite: CM 240; students enrolled in a Bachelor of Science in Communication program only

CM 340: ADVANCED TECHNICAL WRITING[†]

CM 340: Advanced Technical Writing, builds on the skills learned in CM 240: Technical Writing, and furthers the student's proficiency and understanding of opportunities and responsibilities for technical writers. In this course, students will study ways that technical writers work on the job, such as facilitating and performing group work; planning, organizing, and writing a variety of technical documents; and advancing their writing and review skills and knowledge of document design. Students will also learn how to deal with ethical situations and reach global audiences. These topics will be explored in relation to the current state of the profession where students will research, locate, review, and share contemporary news related to issues in technical writing. The course is designed so that students will create documents and work in similar situations that technical writers encounter in the workplace.

6 Quarter Credit Hours

Prerequisites: CM 240 and CM 250; students enrolled in a Bachelor of Science in Communication program only

CM 345: PROPOSAL AND GRANT WRITING[†]

Proposal writing can play a major role in institutions (such as universities), research and development companies, government agencies, individual needs, and even for-profit businesses. This course provides students with an overview of the process of writing grant proposals seeking funding for for-profit and not-for-profit organizations. Students will explore the basic rules that apply to all grant proposals, learn how to read and use RFPs, and examine topics such as identifying and targeting specific funding sources,

focusing an idea, and researching and organizing documentation. Students will create a real-world project that includes an assessment and implementation plan.

6 Quarter Credit Hours

Prerequisite: CM 340; students enrolled in a Bachelor of Science in Communication program only

CM 350: PUBLIC RELATIONS STRATEGIES[§]

Public Relations Strategies builds a basic understanding of public relations processes and practices. Students will study how public relations practitioners work, the theories and processes of public relations, and the roles public relations plays in organizations. The role of public relations in issues management and ethical situations public relations professionals encounter will be addressed. Throughout the course, students will engage in the types of research conducted in public relations and will compose public relations documents for a variety of audiences and delivery methods.

6 Quarter Credit Hours

Prerequisite: CM 410; students enrolled in a Bachelor of Science in Communication program only

CM 420: INTERPERSONAL COMMUNICATION IN ORGANIZATIONS[†]

Effective interpersonal communication skills are essential for professional success. In this course, students will apply interpersonal communication theories and concepts to analyze interactions in organizational settings. Students will examine how interpersonal communication impacts their workplace relationships, and develop strategies for understanding and improving interactions with managers, subordinates, coworkers, and clients. Students will learn how to use these interpersonal communication strategies to improve their ability to lead, give and receive feedback, participate effectively in a group, appreciate diverse perspectives, and engage in constructive conflict.

6 Quarter Credit Hours

Prerequisite: CM 410; students enrolled in a Bachelor of Science in Communication program only

CM 445: TECHNICAL WRITING FOR THE PROFESSIONS[†]

This course reviews the conventions and genres associated with five professions most in need of technical writers. Students will learn about opportunities and expectations for technical writers within these five professional fields (business, science, medical, information technology, and legal). Within each field, students will explore commercial, trade, and scholarly writing, and how to use stylistic and visual devices to make technical information accessible to general audiences, as well

as write with precision and expertise to specialized audiences. This is a course that transitions students from college-level writing to the real world of professional communication.

6 Quarter Credit Hours

Prerequisite: CM 340; students enrolled in a Bachelor of Science in Communication program only

CM 450: PROFESSIONAL DEVELOPMENT IN TECHNICAL WRITING[‡]

The goal of this course is to acquaint students with professional development, what it means, how to participate in professional venues associated with their career field, and how to become a life-long learner. Students will learn how to prepare for professional opportunities in technical writing that reach beyond their occupations. This type of involvement creates active professionals that have increased promotion potential and employment prospects.

6 Quarter Credit Hours

Prerequisite: CM 340; students enrolled in a Bachelor of Science in Communication program only

CJ 100: EIGHT SKILLS OF THE EFFECTIVE CRIMINAL JUSTICE ONLINE STUDENT[†]

Eight Skills of the Effective Criminal Justice Online Student is an important component of the new student experience in the undergraduate criminal justice program at Kaplan University. It is designed to ensure criminal justice students' successful social and academic transition into and pursuit of academic excellence within the University community and provide a foundation for success within the profession.

Students will be introduced to eight key skills (reading, writing, research, planning, observing, thinking, interviewing, and communicating) of criminal justice professionals through dynamic and engaging interactions and presentations by practicing professionals in many areas of criminal justice. Real-life examples and interactions with practicing professionals will provide students with a sense of the culture and nuances of the field. The goal of this course is for students to become academically, personally, and socially successful within and beyond this intellectual community.

5 Quarter Credit Hours

Prerequisite: None

CJ 102: CRIMINOLOGY*

This course presents a framework for studying the nature and causes of crime and antisocial behavior. It focuses on explanations provided through criminal topologies and criminological theories, using a variety of multidisciplinary perspectives. Topics range from crime causation to the extent of crime, vic-

timization, social and psychological theories, and various types of criminality including violent, property, and public order offenses.

5 Quarter Credit Hours

Prerequisite: None

Fulfills social science core requirement

CJ 110: INTRODUCTION TO CRIME ANALYSIS[†]

This course is designed to provide students with a basic understanding of the functions of a crime analyst and how they both differ from and complement those of a crime scene investigator or detective. Students will explore crime analysis, including basic statistics, as well as methodology and procedures that have been authored by leaders in the field and endorsed by the International Association of Crime Analysts. As a result, they will gain an understanding of the history and importance of crime analysis in the law enforcement field, as well as the responsibilities of tactical, strategic, and administrative crime analysts.

5 Quarter Credit Hours

Prerequisite: CJ 101

CJ 215: EXPLORATION OF COMPUTER CRIMES[‡]

This course will explore the historical foundations of computer/high-tech crime and will make concrete connections to current issues. It is designed so that students develop an understanding of the multidisciplinary relationships involved in "computer crime." It will begin with a review of computer crime and an exploration of what is being protected. The course will explore sociological and theoretical aspects of computer crime, including the social and economic impact of cybercrime. Additional topics will examine laws and regulations, preventing cybercrime, and future trends in the management of high-tech computer crime.

5 Quarter Credit Hours

Prerequisite: CM 103

CJ 216: COMPUTERS, TECHNOLOGY, AND CRIMINAL JUSTICE INFORMATION SYSTEMS[†]

This course is an introduction to information systems used within the criminal justice system at the local, state, and federal levels. Included is an overview of existing systems such as NCIC and AFIS, the impact of technology upon criminal justice agencies, and a summary of future needs.

5 Quarter Credit Hours

Prerequisite: CM 103

CJ 302: CRIMINOLOGY II[§]

This course expands on previous study on the nature, extent, and causes of crime and antisocial behavior. Units will focus on furthering the student's ability to explain, apply, and combine theoretical concepts. Topics range from crime causation and the extent of crime to victimization, social and psychological theories, the role criminology plays in criminal justice policy, and various types of criminal offenses.

6 Quarter Credit Hours

Prerequisite: CJ 102

CJ 307: TERRORISM, WMD, AND DISASTER RESPONSE METHODOLOGY[†]

This course will cover the methodology and rationale behind the unified response to a terrorist, Weapons of Mass Destruction (WMD), or disaster incident within the National Incident Management System (NIMS) and Incident Command System (ICS). Students will explore the management and incident command response to terrorist, WMD, or disaster events including elements of logistics, budgeting, prioritization, staffing, and support. Students will examine these methodologies from the perspective of crisis management and consequence management.

6 Quarter Credit Hours

Prerequisite: CJ 101 or permission of the Dean

CJ 315: INTERNET VULNERABILITIES AND THE LEGAL IMPLICATIONS OF MONITORING CRIMINAL ACTIVITY IN CYBERSPACE[†]

This course will provide techniques and develop strategies for properly documenting investigations involving crimes committed by way of the Internet. Students will review legal information and procedures that affect Internet investigations.

6 Quarter Credit Hours

Prerequisite: CJ 215

CJ 316: INVESTIGATING CYBERCRIME[†]

This course is a comprehensive introduction to computer crime investigations that will explore how to form an investigative team; how to deal with various forms of electronic media, equipment, and communications; how to prepare the search warrant and what to bring to the crime scene; and how to secure assistance from state or federal agencies and technical consultants.

6 Quarter Credit Hours

Prerequisite: CJ 215

CJ 317: COMPUTER FORENSIC—TOOLS AND METHODS[†]

Topics in the course will include an overview of computer forensics, com-

puter forensic software, and techniques for capturing and analyzing data from various digital storage media such as Apple iPods, GPS (Global Positioning System) devices, and portable USB (Universal Serial Bus) memory sticks.

6 Quarter Credit Hours

Prerequisite: CJ 215

CJ 327: CRIME SCENE PHOTOGRAPHY[§]

This course provides the student with introductory knowledge of crime scene photography. The course will cover the fundamentals of photography, as well as photography's application to law enforcement. The course examines the mechanics of a camera, the methodology of photography at crime scenes, advances in digital photography and image enhancement, videography, and recent court decisions regarding the admissibility of photographic evidence in court.

6 Quarter Credit Hours

Prerequisites: CJ 210 and CJ 305

CJ 328: FORENSIC FINGERPRINT ANALYSIS[§]

This course provides the student with a historical view of the science of fingerprints, as well as a look at the struggle to develop a universal classification system. It will discuss the basic fundamentals of the formation of friction ridge skin and the functions of the different layers of human skin. As the course explores the systematic approach to processing crime scenes for latent fingerprints, the student will experience hands-on fingerprint processing techniques. In addition, various types of computer software and photography equipment will be evaluated as latent print enhancement and documentary tools. In summation, the course will delve into the actual evaluation and comparison of latent prints, ending with a discussion of the latent print examiner as an expert witness in court.

6 Quarter Credit Hours

Prerequisites: CJ 210 and CJ 305

CJ 355: HOMELAND SECURITY[†]

The course provides an introduction to homeland security and the agency role in preparing national security for threats of domestic and international terrorism. This role ensures homeland security management and operational assistance for federal, state, and local agencies. The goal of this course is to ensure students develop an understanding of how the Department of Homeland Security prepares and addresses domestic and international terrorism. The student should be able to apply this knowledge from both an academic and practitioner perspective. Students will demonstrate the ability

to apply this knowledge by identifying and applying homeland security management principles and practices.

6 Quarter Credit Hours

Prerequisite: CJ 101 or permission of the Dean

CJ 385: FORENSIC CHEMISTRY AND TRACE EVIDENCE[§]

This course enhances the student's understanding of forensic science and its application to criminal investigations. It examines the history and development of the crime laboratory, forensic services provided to the law enforcement community, and the function of the forensic scientist. It provides an overview of the various types of physical evidence commonly submitted to the forensic laboratory for analysis. Students will explore how the forensic scientist uses analytical instruments and microscopes to examine, identify, and compare chemical and physical properties of suspected drug and toxicology samples, and trace evidence (e.g., glass, soil, metal, hair, fibers, paint, flammable liquids, and explosives).

6 Quarter Credit Hours

Prerequisites: CJ 370; science course highly recommended

CJ 386: FORENSIC BIOLOGY AND IMPRESSION EVIDENCES[§]

In this course, students will explore historical serological and modern DNA techniques used to examine, identify, and compare types of biological evidence. This course will enhance the student's understanding of how forensic scientists examine and compare types of impression evidence. This course also provides an overview of other forensic science disciplines, including document examination, voice identification, and the recent field of computer forensics.

6 Quarter Credit Hours

Prerequisite: CJ 385

CJ 407: CRISIS NEGOTIATION[†]

This course will cover crisis intervention and hostage situations where people are being held against their will as hostages, or in cases where a person has threatened violence or has barricaded themselves in preparation for a law enforcement response. Students will explore the reasons for the increase in school, workplace, and domestic violence and formulate comprehensive strategies to resolve the conflict.

6 Quarter Credit Hours

Prerequisite: CJ 101 or permission of the Dean

CJ 416: PROTECTING DIGITAL ASSETS[†]

This course will provide a comprehensive introduction to network pro-

tection issues including basic physical security and network protections such as cryptography, digital signatures, authentication, and firewalls. Topics will include how to identify what is at risk, how to develop a personnel security program, identification of threats, and design and implementation of personnel security measures.

6 Quarter Credit Hours

Prerequisites: CJ 216, IT 101 (recommended), and IT 102 (recommended)

CJ 445: CASE MANAGEMENT[§]

This course provides an overview of case management approaches within a juvenile justice context. Students will explore the use of case management strategies to reduce recidivism, prevent unnecessary incarceration, and address problematic issues facing juvenile offenders. Students will examine the use of a comprehensive range of treatment perspectives and alternative sanctions, and understand the complexities of integrating multidisciplinary services. Additional topics include case management models and related components; managing caseloads while working with schools, courts, parents, and service providers; effective communication and relationship building; selecting appropriate intervention strategies; and traditional and innovative community-based prevention and treatment approaches to youth sentencing.

6 Quarter Credit Hours

Prerequisite: CJ 150

CJ 475: BUGS AT THE SCENE OF THE CRIME (FORENSIC ENTOMOLOGY)[§]

This course will give the student an exciting look into the relationship between insects and death investigations. The study of forensic entomology and how it intertwines with death often can assist law enforcement and our judicial system. The course will examine insect species involved in human death, proper collection and lab rearing of these specimens, and the effects of different climates and seasons on insect colonization. A careful look at how drugs, toxins, and insect artifacts could lead to misinterpretation of forensic evidence will also be discussed. Historical case studies that effectively assisted in establishing the time of death in homicide investigations will be reviewed.

6 Quarter Credit Hours

Prerequisite: None

ED 500: INTRODUCTION TO THE MA PROGRAM (FPO)[§]

This course introduces candidates to the Kaplan University education pro-

gram mission statement; the Reflective Decision-Maker Model, the program competencies, and the knowledge, performance, and disposition indicators required of successful teachers.

2 Quarter Credit Hours

Prerequisite: None

ED 522: CLASSROOM MANAGEMENT[§]

Educators will examine several classroom management theorists in order to provide a comprehensive overview of models and ideas on which to base their own philosophy and practice. Through a case-based approach, students will gain a clear understanding of the philosophical underpinnings of classroom management and its effect on student behavior and achievement. They will examine classroom management and discipline in contemporary schools, the effects of classroom management problems, and the need to consider student diversity.

5 Quarter Credit Hours

Prerequisite: ED 500

ED 553: HISTORY AND PHILOSOPHY OF EDUCATION[†]

This course introduces philosophical viewpoints that can affect new teachers' priorities and strategy choices in their practice. This course will also provide a historical perspective of how public education has become a democratic right in the United States. Candidates will compare and contrast philosophical theories that have driven pedagogy over the past two centuries. Candidates will also evaluate current research in their quest to develop as reflective and creative practitioners in the twenty-first century classroom.

4 Quarter Credit Hours

Prerequisites: ED 501 and ED 511

ED 581: SECONDARY CLASSROOM MANAGEMENT[§]

This course focuses on training teachers to organize their classroom to maximize the amount of time students are actively engaged in learning. The foundation of the course uses classroom-management strategies developed by leading educators, including Harry K. and Rosemary Wong. Students will go through online instruction and in-depth reflection, and will demonstrate mastery of course material by designing a personal Classroom Management Action Plan, which will be easily implemented in their classroom.

4 Quarter Credit Hours

Prerequisites: ED 501 and ED 511

ED 597: STUDENT TEACHING/ INTERNSHIP[†]

The Student Teaching/Internship is the capstone experience for MED teacher candidates. This extended field experience provides a laboratory in which candidates test theories they have studied, discover the strategies and styles that work best for them and their students, and practice reflective decision making. During this experience, candidates move from observation and small-group instruction to assuming full responsibility for classroom management, instructional planning, and student learning. They participate in teachers' meetings, work with a variety of school staff members, and communicate with parents and caregivers. Student teachers/interns engage regularly in reflective professional discussion of their practice with mentors, supervisors, and colleagues, refining their philosophy of education and demonstrating the knowledge, dispositions, and professional performance that indicate proficiency in all nine program competencies.

10 Quarter Credit Hours

Prerequisite: None

HE 510: FOUNDATIONS OF HIGHER EDUCATION IN THE UNITED STATES[§]

This course presents an overview of the historical development of tertiary educational institutions in the United States. There is a particular focus on the constantly evolving functions of its various sectors (e.g., universities, colleges, and community colleges) through examination and discussion of the evolution of tertiary institutions from their medieval European origins as *studia generalia* to the contemporary social functions, organizational structures, funding, and guiding principles and values of America's approximately 3,000 tertiary institutions.

5 Quarter Credit Hours

Prerequisite: None

HE 520: HIGHER EDUCATION LAWS AND REGULATIONS[§]

This course explores the legal environment of postsecondary educational institutions in the United States through an examination of legal structures, principles, and analysis. Specifically, this course will focus on the competing interests, rights, and responsibilities of state and federal governments, institutions, faculty, staff, students, and external stakeholders in various higher education settings.

5 Quarter Credit Hours

Prerequisite or Corequisite: HE 510

HE 521: TEACHING ADULT LEARNERS[§]

This course provides participants with the information necessary to comprehend, assess, and evaluate the foundational aspects of andragogy, which includes historical influences; theories and models; contemporary and international perspectives; the use of technology; teaching in a variety of higher education settings; and the development of and reflections on teaching and learning in adulthood.

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam

HE 523: CURRICULUM DESIGN AND IMPLEMENTATION[§]

This course presents an overview of various strategies, techniques, and methods to design and implement curricula in postsecondary institutions. The course emphasizes calls for reform, need for academic plans, curricular consideration of academic disciplines and fields, influences of learners, instruction, and administration.

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam

HE 525: STUDENT LEARNING ASSESSMENT METHODS[§]

This course presents historical developments, theoretical perspectives, and fundamental approaches to student learning. Students learn to apply various contemporary methods used to assess learning outcomes effectively in classrooms throughout the various college and university classifications and to discuss international perspectives.

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam

HE 530: HIGHER EDUCATION ORGANIZATION AND GOVERNANCE[§]

This course presents an overview of the organizational governance of educational institutions in the United States in an international context through examination and discussion of models of institutional governance, academic organization, and higher education constituencies and their respective roles and responsibilities.

5 Quarter Credit Hours

Prerequisite: None, HE 510 or its equivalent is recommended

HE 540: MULTICULTURALISM AND DIVERSITY IN HIGHER EDUCATION[§]

The purpose of this course is to develop an understanding of multicultural and diversity issues within higher education.

5 Quarter Credit Hours

Prerequisite: HE 520

HE 545: TEACHING AND LEARNING ONLINE[§]

This course provides an overview of the technological innovations, pedagogical developments, and strategies for quality online education through an examination of the theory and processes of designing, delivering, and assessing online learning.

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam

HE 550: HIGHER EDUCATION FINANCE[§]

This course is divided into two parts: part one addresses public policy financing issues and culminates in a comparative analysis of the levels and rationale for different approaches to funding higher education. It includes an analysis of the state appropriations process and such federal issues as financial aid. The course project for part one is a comparative analysis of state support. Part two of the course focuses on institutional finance and includes an analysis of the following: the factors contributing to institutional productivity; the institutional budget process and different approaches to budgeting; development and manipulation of budget spreadsheets to accommodate varying institutional goals; the concepts of “re-engineering” and Total Quality Management (TQM) as applied in higher education; understanding the effects of technology on productivity; and examining budget methods used in self-sustaining “enterprises” such as continuing education.

5 Quarter Credit Hours

Prerequisite: HE 520

HE 551: STUDENT SERVICES FOUNDATIONS AND PHILOSOPHY[§]

This course presents student development theories, including cognitive and psychosocial, as well as other theories that provide a foundation for development of a comprehensive student services program.

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam

HE 553: CURRENT ISSUES IN STUDENT AFFAIRS IN HIGHER EDUCATION[§]

In this course, students will examine current issues in higher education in student affairs, including service learning, learning communities, suicide and mental health issues, crisis management, and other relevant topics. Students will assess methodologies for dealing with issues, legal considerations, and possible alternative strategies.

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam, and HE 551

HE 555: STUDENT SERVICES ADMINISTRATION IN GROUND AND VIRTUAL ENVIRONMENTS[§]

The course focuses on college student demographics and the impact of the delivery of student affairs administration in the virtual and ground environments, as well as some underlying theories. Additionally, students will explore program assessment/evaluation models.

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam, and HE 551

HE 560: RESEARCH METHODS IN HIGHER EDUCATION[§]

This course is designed to provide students with an understanding of the research process and the ethical context within which research is conducted. The course focuses on the nature of social science inquiry by examining the connections between theory and practice for qualitative and quantitative investigations. Further, it deals with the basic skills needed to conduct and interpret qualitative and quantitative research on topics relevant to higher education with application to international settings.

5 Quarter Credit Hours

Prerequisite: HE 510

HE 585: PRACTICUM IN STUDENT AFFAIRS I[§]

This course is intended to provide students with the opportunity to apply theory to practice. This mutually acceptable internship agreement between Kaplan University higher education students and an educational institution will offer students the opportunity to gain hands-on experience in their specific area of specialization. This experience assists students in integrating and synthesizing their academic experiences into professional practice. This course is split into two similar courses, so that students complete the two distinct internship experiences as required to meet the standards of the Council for the Advancement of Standards in Higher Education (CAS) for graduate programs in student affairs and the standards of the Professional Preparation Commission of the American College Personnel Association (ACPA).

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam, and permission of the Dean of Higher Education Studies

HE 586: PRACTICUM IN STUDENT AFFAIRS II

This course is intended to provide students with the opportunity to

apply theory to practice. This mutually acceptable internship agreement between Kaplan University higher education students and an educational institution will offer students the opportunity to gain hands on experience in their specific area of specialization. This experience assists students in integrating and synthesizing their academic experiences into professional practice. This course has the same learning outcomes as HE 585; the split signifies that the students will take part in two distinct practicum experiences. The synthesis paper completed in this course is a capstone project, designed for students to demonstrate the learning that they have gained throughout the program.

Prerequisites: HE 600 and successful completion of the comprehensive exam, HE 551, HE 585, and permission of the Dean of Higher Education Studies

HE 600: COMPREHENSIVE EXAM[§]

All students must successfully complete a written examination. The exam assesses the student's mastery of the knowledge outcomes in the six core courses. The student will complete one question over each of the six core courses for a total of six questions. Students will have a maximum of 48 hours to complete the examination. Students wishing to complete an exam review will find the information upon which the questions are based in their course folders. Every core course has comprehensive exam preparation questions explicitly listed in each unit. Students must pass the exam to pass the course.

0 Quarter Credit Hours

Prerequisite: Completion of all core courses

HE 601: MASTER'S THESIS PROPOSAL

This course requires students to develop and submit a written, formal proposal for research in higher education studies. Submission is made to the student's chosen thesis committee, made up of a chairperson and two additional members. The student, under the guidance of faculty, will specify a research question; provide a justification for the selection of the research topic; conduct a pertinent literature review; and write an appropriate research design and methodology, including data collection methods. If appropriate, the research proposal must conform to the standards and procedures of Kaplan University's Institutional Review Board (IRB). The completed proposal will include sections of the final thesis.

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam

HE 602: MASTER'S THESIS DEFENSE

The student will submit the completed thesis to his/her committee members for review and revision, and oral defense. After final revisions, the student's thesis is submitted to all committee members and a defense seminar is scheduled, at which time the student orally presents his/her statement of the problem, research design and methods, findings, conclusions, and recommendations. The thesis must be prepared according to APA guidelines. Upon approval, the thesis shall be submitted for binding and acquisition. The thesis must conform to the standards and procedures of Kaplan University's Institutional Review Board (IRB).

5 Quarter Credit Hours

Prerequisites: HE 600 and successful completion of the comprehensive exam, and HE 601

KU 120: INTRODUCTION TO READING SKILLS AND STRATEGIES[§]

Students will be introduced to reading techniques designed to increase comprehension and retention of informational texts. Students will develop a skill set to increase their vocabulary, word recognition, and contextual understanding. These skills will be introduced, implemented, and honed in this class so students can apply them to all future coursework, increasing their reading effectiveness when reading scholastic material.

5 Quarter Credit Hours

Prerequisite: None

KU 121: INTRODUCTION TO WRITING SKILLS AND STRATEGIES[§]

This course will review basic skills in grammar and mechanics, spelling, and written expression in order to prepare students for success in Effective Writing I and subsequent courses. Students will be introduced to the writing process and will implement each step of the process, developing a personal writing process to fulfill specific writing tasks. In addition, students will examine the importance of peer review and revision in improving written expression.

5 Quarter Credit Hours

Prerequisite: None

KU 122: INTRODUCTION TO MATH SKILLS AND STRATEGIES[§]

Students will review basic math skills and be introduced to foundational concepts in algebra. Students will develop a skill set to increase their understanding of mathematical operations and to increase their ability to solve problems accurately. These skills will be introduced, implemented, and

honed in this class so students can apply them to all future coursework.

5 Quarter Credit Hours

Prerequisite: None

GB 545: STRATEGIC REWARD SYSTEMS[‡]

This course examines how an organization can leverage their reward systems to sustain, motivate, and retain its desired workforce to help achieve business objectives. The course focuses on the complex variety of pay structures within an organization and the relationship of those pay structures to organizational performance. Students will be exposed to major reward issues in the context of current theory, research, and real-business practices.

4 Quarter Credit Hours

Prerequisite: GB 511

GB 546: RECRUITMENT AND SELECTION OF A TALENTED WORKFORCE[‡]

This course provides a solid foundation in the fundamentals of attracting, hiring, and assessing talent. It takes a closer look at the "war for talent" in the competitive marketplace today and provides the impetus for more proactive and timely recruitment practices, effective and legally conscious selection methods, and valid assessment techniques. This course highlights the importance of refining talent-acquisition strategies as organizations and HR practitioners seek to improve the pipeline of new-hire and job-promotion candidates. By the end of the course, students will be familiar with multiple recruitment, selection, and assessment models and will synthesize these approaches from a talent management perspective.

4 Quarter Credit Hours

Prerequisite: GB 511

GM 500: MANAGERS AS LEADERS[§]

This course serves as the cornerstone experience for Master of Science in Management students. You will analyze and evaluate theories of leadership, explore and assess your own approaches and styles as they relate to the theories, and create the first draft of the Self-Directed Learning Plan that you will develop and implement as you matriculate through the program. Emphasis will be placed on situation and issue analysis and presentation of logic through the use of case study methodology.

4 Quarter Credit Hours

Prerequisite: Admission to the MSM program

GM 501: MANAGEMENT THEORIES AND PRACTICES—PAST, CURRENT, AND FUTURE[§]

This course examines classic and contemporary management theories and practices, and provides a theory-based perspective for interpreting, critiquing, and applying management thought and practice. Through the study of macro-level frameworks in organization theory and micro-level processes in organizational behavior, you will be better prepared to recognize the applicability of emerging management theory and trends.

4 Quarter Credit Hours

Prerequisite: GM 500

GM 502: SKILLS FOR PROFESSIONAL IMPACT[§]

This course emphasizes the assessment and development of critical management competencies based on behavioral science theories and research. Through a focus on self-awareness, you will apply the tools and insights offered by behavioral science to acquire or refine the interpersonal skills necessary to understand, influence, and manage individuals in a business context. You will also continue to refine and implement the Self-Directed Learning Plan created in GM 500.

4 Quarter Credit Hours

Prerequisite: GM 500

GM 503: FOUNDATIONS FOR EFFECTIVE MANAGEMENT PRACTICE[§]

This course develops working knowledge of management practices that help to ensure the long-term effectiveness of the organization. Students will learn how to create high-performance teams and the support systems to ensure team effectiveness. Students will apply the concept of social responsibility and ethics in making strategic business decisions and explain the value and impact of business ethics and corporate social responsibility in contemporary organizations. Students will evaluate the manager's role in creating the organizational culture that supports business strategy. Within all areas of study, student cultural competence will be developed to enrich management effectiveness.

4 Quarter Credit Hours

Prerequisites: GM 500, GM 501, and GM 502

GM 504: ORGANIZATIONAL EXCELLENCE AND CHANGE[§]

This course applies a systems approach to examining the design and execution of business strategies to achieve a competitive advantage. The organization is viewed as a total system that can be managed to

achieve continuing high performance in today's dynamic and global marketplace. Strategies for managing enduring change are evaluated.

4 Quarter Credit Hours

Prerequisites: GM 500, GM 501, GM 502, and GM 503

GM 505: ACTION RESEARCH AND CONSULTING SKILLS[§]

This course focuses on action research and the development of critical skills required not only for consultants, but also for any manager desiring to strengthen his or her interpersonal effectiveness as a successful change agent. An introduction to the consulting process, and the consulting skills associated with entry, contracting, meeting management, defining issues and gathering data, diagnosing problems, formulating solutions, and creating and implementing action plans will also be examined.

4 Quarter Credit Hours

Prerequisites: GM 500, GM 501, GM 502, GM 503, and GM 504

GM 506: STRATEGIC FINANCIAL ANALYSIS[§]

Finance, like economics and accounting, is one of the important languages of business. All managers must be able to understand financial information contained in financial statements and reports in order to evaluate their unit's financial performance, communicate clearly with other managers, and apply financial information when making decisions. This course is designed to familiarize non-financial managers with the foundational competencies of organizational budget and finance practices, allowing them to be more effective in managing resources within their respective operational contexts and to converse knowledgeably with financial analysts and managers.

4 Quarter Credit Hours

Prerequisites: GM 500, GM 501, GM 502, GM 503, GM 504, and GM 505

GM 507: STRATEGIC HUMAN RESOURCES MANAGEMENT[§]

You will examine human resource management from a strategy perspective. You will analyze theories and practices as they relate to organizational effectiveness when competing in a global business environment. The course will cover ongoing, operational human resource issues, such as compensation, organizational development, benefits, recruitment, and training, as well as current issues challenging human resource practitioners, such as downsizing, implied contracts between employer and employee, managing knowledge

workers, and the issues of the changing legal environment.

4 Quarter Credit Hours

Prerequisites: GM 500, GM 501, GM 502, GM 503, GM 504, GM 505, and GM 506

GM 521: HEALTH CARE SYSTEMS[§]

This course analyzes the major aspects of the health care system, including the forces and policies shaping its performance. Students will examine the complex organizational dynamics and structures of health care systems, financing mechanisms, and the changing relationships among payers, providers, and suppliers. The course also includes an exploration of the important role of epidemiology in assessing population health needs and risks.

4 Quarter Credit Hours

Prerequisites: Completion of all core courses

GM 522: COMPREHENSIVE HEALTH CARE STRATEGIES[§]

This course has an emphasis on the essential concepts of marketing and strategy as they apply to health care. An analysis of health care strategies and the laws that affect operational decisions will be conducted. Strategic and tactical planning issues with particular attention to marketing and strategic planning, opportunity assessment, external analysis, the legal environment, and strategic resource allocation will be covered.

4 Quarter Credit Hours

Prerequisite: GM 521

GM 523: QUALITY HEALTH CARE MANAGEMENT[§]

This course examines the role of quality management in optimizing business practices and health care delivery. Focus is placed on outcome measures, process/outcome relationships, and methods for process improvement in order to improve quality and utilization. Also, students explore the needs of health care professionals in relation to providing quality services.

4 Quarter Credit Hours

Prerequisite: GM 522

GM 524: LEVERAGING IT IN HEALTH CARE[§]

This course explores the managerial, organizational, and business implications of IT in health care and focuses on how to leverage IT and align the technologies with the strategy, people, and organizational processes in order to gain a competitive advantage. As such, it examines strategic issues related to the integration of technology and the use of information in order to support the value chain

within the health care system.

4 Quarter Credit Hours

Prerequisite: GM 523

GM 541: FOUNDATIONS OF ORGANIZATION DEVELOPMENT[§]

This course explores the emergence and development of the field of organization development (OD), including the key theorists, practitioners, and models that helped shape the field. The values and ethics underlying OD, emphasizing intervention theory, are also examined.

4 Quarter Credit Hours

Prerequisites: Completion of all core courses

GM 542: ORGANIZATION CHANGE[§]

This course examines the nature and types of change organizations experience, while also exploring change typologies and models with an emphasis placed on planned change. This course will also explore how systems respond to other forces for change, both internally and externally.

4 Quarter Credit Hours

Prerequisite: GM 541

GM 543: ORGANIZATION DIAGNOSIS AND DESIGN[§]

The course conducts an examination of diagnostic models and methods used to help align an organization's strategies, structures, and processes to support each other and to fit appropriately into the environmental context. Emphasis is placed on total system change strategies and the integration of intervention methods for structural, human systems, cultural, and technological changes in order to enhance organizational design.

4 Quarter Credit Hours

Prerequisite: GM 542

GM 544: APPLIED ORGANIZATION RESEARCH METHODS[§]

This course covers concepts and methods of applied research for problem solving and organizational intervention. The course focuses on the philosophy of a scholar-practitioner, issues in applied research, field research methods, problem formulation, research design, sampling theory, data collection methods, data analysis, and interpretation.

4 Quarter Credit Hours

Prerequisite: GM 543

GM 581: SUPPLY CHAIN MANAGEMENT[§]

This course explores the creation and management of the supply chain, examines the layout of the logistics network, inventory management, risk pooling, distribution strategies, the customer value chain, the role of

information technology, strategic alliances, coordinated product and supply chain design, customer relationship management, procurement strategies, and the use of decision support systems.

4 Quarter Credit Hours

Prerequisites: Completion of all core courses

GM 582: PLANNING AND MANAGING INVENTORIES[§]

This course covers strategies, and analytic tools and techniques designed to enhance the operation of logistics systems and integrated supply chains. It explores the total systems approach to the management of materials and services from the source of origin, through the supply chain to the consumer, and beyond to include reverse logistics. An emphasis is placed on where and how specific tools can be used to improve the overall performance and reduce the total cost of a supply chain.

4 Quarter Credit Hours

Prerequisite: GM 581

GM 583: ANALYTICAL TECHNIQUES IN SUPPLY CHAIN MANAGEMENT[§]

This course emphasizes the tools and techniques to create and manage an optimal supply chain. It also explores job design, facility layout, facility location selection, queuing theory, statistical process control techniques, linear programming, and the use of Enterprise Resource Planning (ERP)/Material Requirements Planning (MRP) systems. The course also discusses application of these techniques to manufacturing and service settings and explores current issues including globalization and e-business.

4 Quarter Credit Hours

Prerequisite: GM 582

GM 584: PURCHASING AND SUPPLY CHAIN MANAGEMENT[§]

This course emphasizes the management of purchasing and supply management in the context of the supply chain. Students will cover all aspects of the procurement process from requirement planning, strategic sourcing, cost management, contract relationship management, and contract closeout activities. The application and synergistic integration of the purchasing function into a world-class segment of the supply chain will be stressed.

4 Quarter Credit Hours

Prerequisite: GM 583

GM 591: STRATEGIC PROJECT MANAGEMENT[§]

This course covers project management from a strategic perspective. The course emphasizes the life-cycle project phases

and processes advocated by the Project Management Institute (PMI) and defined in the Project Management Body of Knowledge (PMBOK). It stresses the planning, executing, and controlling phases of a project life cycle. The course also covers how these phases relate to the initiation and closing phases, and further examines the impact of various project management techniques on schedule, budget, and performance constraints.

4 Quarter Credit Hours

Prerequisites: Completion of all core courses

GM 592: PROJECT INITIATION, PLANNING, AND EXECUTION[§]

This course provides an analysis and evaluation of the theories and practices for managing projects in effective organizations. The student will analyze and evaluate strategies, tools, software, and management approaches to effectively complete and evaluate the effectiveness of projects. Topics in this course include: setting project goals and objectives; preparing a project plan; conducting feasibility studies; measurement tools, including the most current and best software tools; strategies for effective human resource allocation; and approaches to gauging the worth of the project deliverables and the effectiveness of the project management process.

4 Quarter Credit Hours

Prerequisite: GM 591

GM 593: PROJECT COST AND SCHEDULE MONITORING AND CONTROLLING[§]

This course provides an analysis of the principles, tools, and techniques for controlling project cost and schedule. The student will use tools, software, and techniques to establish a project baseline and control cost and schedule. Topics in this course include preparing PERT/CPM networks, estimating time and resources, creating the project baseline, controlling the baseline, crashing the network, optimization and heuristics techniques for resource allocation, earned value management, and statistical control tools.

4 Quarter Credit Hours

Prerequisite: GM 592

GM 594: PROJECT RISK, QUALITY, AND PROCUREMENT MONITORING AND CONTROLLING[§]

This course provides an integrated approach to risk, quality, and procurement. This course demonstrates how to incorporate quality throughout the project. The student explores use of contract types in managing risk and quality. Topics in this course cover all phases of contracting, including procurement planning, solicitation planning, solicitation, source selection, contract administration, and contract close-

out. The student will then explore methods of analyzing make-or-buy decisions, as well as legal and ethical considerations in contracting and procurement. Students will construct an element of their Self-Directed Learning Plan from this course, as well as add materials from the course to their Presentation Portfolio.

4 Quarter Credit Hours

Prerequisite: GM 593

GM 599: APPLIED RESEARCH PROJECT[§]

This serves as the capstone course to the Master of Science in Management program, which allows you to integrate theories with practical application. This course utilizes the conceptual foundations and skills acquired in earlier courses as a basis for an in-depth examination of an organizational issue or problem of significance that is a special interest to you. You will collaborate with organizational stakeholders to identify a problem and design a research project.

4 Quarter Credit Hours

Prerequisites: Completion of all program courses

EF 205: SCIENTIFIC FOUNDATIONS OF EXERCISE AND FITNESS[§]

This course familiarizes students with the scientific basis of exercise and fitness physiology, and related human anatomy and physiology. Students learn about energy metabolism as it relates to exercise and how aging affects human physiology, exploring current strategies in exercise and fitness training to facilitate disease prevention and healthy aging.

5 Quarter Credit Hours

Prerequisite: HS 130

EF 310: CURRENT TRENDS IN EXERCISE AND FITNESS—AGING WELL ACROSS THE LIFESPAN[§]

This course focuses on the issues in exercise and fitness that each major age group encounters in society today. Students learn the unique challenges that senior adults, middle-aged and younger adults, and children and adolescents are confronted with, as well as the sociological, psychological, and economic factors that can impact favorable outcomes. Motivational strategies, techniques, and plans for designing age-appropriate exercise and fitness programs will be discussed and practiced, and current research in models of exercise and fitness programs in community- and corporate-based settings will be studied and evaluated for effectiveness.

6 Quarter Credit Hours

Prerequisite: EF 205

HS 101: MEDICAL LAW AND BIOETHICS[‡]

This course emphasizes the basic principles and applications of law, ethics, and bioethics as they relate to the medical arena. It covers legal terms, consent, contracts, physician/patient relationships, professional liability, and various medical issues. Through lectures, class discussions, case studies, and library research, students acquire knowledge of the importance of their professional, legal, and ethical responsibilities.

5 Quarter Credit Hours

Prerequisite: None

HS 111: MEDICAL TERMINOLOGY[‡]

This course provides a logical understanding of the language of medicine. Basic prefixes, suffixes, word roots, and rules for taking a singular term and making it plural are studied, along with word analysis, word building, spelling, and pronunciation. These principles are applied to study the following systems: integumentary, skeletal, muscle/joints, blood and lymphatic, nervous, respiratory, and cardiovascular. Each body system is reviewed with anatomy and physiology; diagnostic, lab, and surgical procedures; as well as pharmacology for interest and knowledge.

5 Quarter Credit Hours

Prerequisite: None

HS 120: ANATOMY AND PHYSIOLOGY I[‡]

This course is an integrated study of the human body. The course presents the chemical basis of life, a basic understanding of cells, cellular metabolism, and tissue composition and functions. The course also includes the study of the structures and functions of the following systems: integumentary, skeletal, muscular, nervous, and somatic.

5 Quarter Credit Hours

Prerequisite: None

HS 130: ANATOMY AND PHYSIOLOGY II[‡]

This course is a continuation of the integrated study of the human body. The course emphasizes the morphology and physiology of the following systems: circulatory, lymphatic, endocrine, digestive, respiratory, urinary, and reproductive.

5 Quarter Credit Hours

Prerequisite: HS 120

HS 140: PHARMACOLOGY[‡]

This course is a systematic study of the most commonly prescribed drugs, their classification, and therapeutic and toxic effects. The course reviews mathematical skills for dosage calculation. Methods and routes of administration will be explored, demonstrated, and practiced.

5 Quarter Credit Hours

Prerequisite: MM 201

HS 200: DISEASES OF THE HUMAN BODY[‡]

Studies include the most common diseases of bodily systems, including disease etiology, symptoms, diagnostic tests, therapeutic methods, and disease prognosis. Students also study alternative treatments and pain management.

5 Quarter Credit Hours

Prerequisite: HS 130

HS 210: MEDICAL OFFICE MANAGEMENT[‡]

The course explores procedural guidelines for accomplishing various administrative tasks in the health care setting. Topics include management of patient information, medical office software skills, and general workplace competencies of health care employees.

5 Quarter Credit Hours

Prerequisite: IT 133

HS 220: MEDICAL CODING AND INSURANCE[‡]

Using ICD-9-CM, CPT, and HCPCS codes, students learn basic coding principles used in filing insurance claims. Students also become acquainted with various types of health insurance and insurance terminology.

5 Quarter Credit Hours

Prerequisites: HS 111 and HS 200

HS 230: HEALTH CARE ADMINISTRATION[‡]

This course discusses the scope and practice of health care administration. Students learn various models of health care delivery systems and social, political, individual, and organizational forces which impact health care delivery. Studies will include marketing, operations, financial, and human resources management, as well as effective communication strategies involved in health care administration.

5 Quarter Credit Hours

Prerequisite: None

HS 305: RESEARCH METHODS FOR HEALTH SCIENCES[§]

This course enables students to explore research methodologies, including statistical analyses and study designs used in health sciences, and critically appraise the research published in scientific literature and popular media. Students learn to identify and discuss current trends in research in health sciences, nutrition, health psychology, exercise science, and complementary and alternative medicine.

6 Quarter Credit Hours

Prerequisites: MM 201 and CM 220

HS 310: EPIDEMIOLOGY AND BIOSTATISTICS[§]

This course familiarizes students with principles of epidemiology and its role in prevention and control of communicable and non-communicable diseases prevalent in a determined geographical area. Students further explore the biostatistical methods used in epidemiological data gathering and analysis, and discuss the importance of epidemiological studies related to effective public health strategies.

6 Quarter Credit Hours

Prerequisite: HS 305

HS 315: PUBLIC HEALTH[§]

This course introduces students to the scope and practice of public health. Studies include an introduction to demography, epidemiology, biostatistics, and other tools used to assess community health. Students discuss effective communication and education strategies geared toward building community partnerships in order to implement the principles and advancement of public health.

6 Quarter Credit Hours

Prerequisite: HS 305

HS 320: MICROBIOLOGY[§]

This course introduces students to a diverse world of microorganisms, including their role in health and disease. Properties of prokaryotes and eukaryotes are discussed with an emphasis on different characteristics of microorganisms, including morphology, metabolism, physiochemical characteristics, and genetics. Students learn how microorganisms contribute to all areas of their everyday life, including the food, water, environment, and industry. The studies include selected microbial diseases and their public health importance.

6 Quarter Credit Hours

Prerequisite: HS 130

HS 325: HISTOLOGY AND EMBRYOLOGY[§]

The studies include histological structures of various tissues of the body and the correlation to their functions at the tissue and organ level. The study of embryology focuses on stages of human development with an emphasis on factors influencing development, including common developmental disorders.

6 Quarter Credit Hours

Prerequisite: HS 130

HS 330: IMMUNOLOGY[§]

This course encompasses the study of the immune system, including its development and functions. Students learn about normal immune response and immunologic disorders, such as

hypersensitivity, autoimmunity, and immunodeficiencies including AIDS. The applications of immunology in tumor immunology, transplantation immunology, diagnosis, therapy, and prevention of various diseases are discussed in detail.

6 Quarter Credit Hours

Prerequisite: HS 130

HS 335: BIOCHEMISTRY[§]

This course familiarizes students with proteins, lipids, carbohydrates, and nucleic acids, and their structure, chemical composition, and functions. Studies include chemical characteristics, nomenclature, kinetic control, and functions of enzymes.

6 Quarter Credit Hours

Prerequisite: SC 155

HS 415: ENVIRONMENTAL HEALTH[§]

This course addresses environmental issues and the principles, scope, and practice of environmental sciences, including investigative methodologies, natural resource management, pollution prevention, and pollution control. The local, state, and federal environmental agencies and regulations governing environmental health are discussed.

6 Quarter Credit Hours

Prerequisite: HS 315

HS 430: MOLECULAR AND CELL BIOLOGY[§]

Studies of eukaryotic cell structure and function introduce students to the exciting and rapidly expanding world of molecular and cell biology. Coursework includes regulation of the cell cycle, genomics, proteomics, and bioenergetics. The application of principles of molecular and cell biology to cell signaling, cell death, cell renewal, cancer, and stem cell research are discussed.

6 Quarter Credit Hours

Prerequisite: HS 325

HS 435: GENETICS[§]

This course explores the molecular basis of genetics as applied to human health, including developmental genetics, immunogenetics, and cancer genetics. Using case studies, students learn the role of dominant and recessive genes in various diseases and the importance of genetic counseling. In addition, students will discuss gene mapping methodologies and ethical issues in the context of clinical genetics.

6 Quarter Credit Hours

Prerequisite: HS 325

HS 499: BACHELOR'S CAPSTONE IN HEALTH SCIENCE[§]

This capstone course is the culminating experience for the Bachelor's of

Science in Health Science. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in health sciences.

4 Quarter Credit Hours

Prerequisite: Last term

HW 205: VITAMINS, HERBS, AND NUTRITIONAL SUPPLEMENTS[§]

This course introduces the most commonly used vitamins, herbs, and nutritional supplements. Single vitamins—their benefits, dosage, precautions, and contraindications—will be reviewed, as well as vitamin formulas routinely recommended. Nutritional supplements will be introduced and their categories, benefits, and safety issues will be explored and discussed. The principal systems of herbal medicine found worldwide will be illustrated along with their individual characteristics and common usage. This course also examines the growing popularity of herbal medicines from a sociological and ecological standpoint.

5 Quarter Credit Hours

Prerequisite: None

HW 210: COMPLEMENTARY AND ALTERNATIVE MEDICINE[§]

In this course, students explore the field of complementary and alternative medicine (CAM), becoming familiar with the variety of professions that comprise it and their major concepts, methodological approaches, and theoretical foundations. Students investigate the multifaceted meaning of the term “holistic” and investigate how each CAM profession uniquely describes itself in light of this.

Current research will be explored, including the impact of the National Institute of Health's CAM division.

5 Quarter Credit Hours

Prerequisite: None

HW 215: MODELS FOR HEALTH AND WELLNESS[§]

This course introduces students to the concepts of health, healing, and wellness from a broad historical and multicultural perspective. Students will investigate how changing ideas about religion, philosophy, science, and psychology have influenced our understanding of health, and how the practice of medicine continues to be affected by global, social, and economic pressures. Contemporary models of health and wellness will be

illustrated by drawing upon selected writings from each major proponent, and students will undertake the development of an original model of health and wellness based on an understanding of and sensitivity to current geopolitical and multicultural issues.

5 Quarter Credit Hours

Prerequisite: None

HW 220: CONTEMPORARY DIET AND NUTRITION[§]

This course explores current dietary trends and examines the role geopolitical and economic forces have on our day-to-day food choices. The impact of the globalization of world food markets will be investigated, as will the ongoing controversies of genetic engineering, food-borne illnesses, and the organic food movement. The spectrum of popular diets and their advocates and critics will be discussed along with the current scientific research available for each. We will reflect on the diversity of food choices, prohibitions, and taboos that exist within our multicultural and multiethnic communities with an eye toward increasing awareness and sensitivity.

5 Quarter Credit Hours

Prerequisite: SC 115

HW 410: STRESS—CRITICAL ISSUES IN MANAGEMENT AND PREVENTION[§]

This in-depth course offers students a detailed look at the extensive research and practical approaches for identification, management, and prevention of stress. The health consequences of stress—physiological and psychological—will be discussed, as well as the sociological and economic effects of untreated stress on society as a whole. Current approaches to stress reduction and prevention will be illustrated, including mind/body therapies that have shown remarkable rates of success.

6 Quarter Credit Hours

Prerequisite: HW 215

HW 420: CREATING WELLNESS—PSYCHOLOGICAL AND SPIRITUAL ASPECTS OF HEALING[§]

In this course, students explore the burgeoning fields of meditation, “mindfulness,” and transpersonal psychology in theory and practice. We will assess the role of personal mindset toward self and others as a foundation for wellness, and appraise the impact of positive/negative relationships in maintaining good health. A wide array of source material will be studied, including current research, and the shifting paradigms of curing, healing, and wholeness will be investigated.

6 Quarter Credit Hours

Prerequisite: None

HW 425: HEALTH AND WELLNESS PROGRAMMING—DESIGN AND ADMINISTRATION[§]

This course acquaints students with the components and essential design elements of comprehensive health and wellness programming. Students will create programs for community and corporate settings, learning to identify key constituents and the diversity of funding sources both public and private. Instruments for measuring outcomes will be discussed for both short- and long-term programs, as well as the essential administrative tasks, functions, and responsibilities required for successful results.

6 Quarter Credit Hours

Prerequisite: HW 215

HW 499: BACHELOR'S CAPSTONE IN HEALTH AND WELLNESS[§]

This capstone course is the culminating experience for the Bachelor of Science in Health and Wellness. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.

4 Quarter Credit Hours

Prerequisite: Last term

MA 107: ANATOMY AND PHYSIOLOGY II*

This course is a continuation of the integrated study of the human body. The course emphasizes the morphology and physiology of the following systems: circulatory, lymphatic, endocrine, digestive, respiratory, urinary, and reproductive.

5 Quarter Credit Hours

Prerequisite: MA 104

MA 126: PHARMACOLOGY*

This course is a systematic study of the most commonly prescribed drugs, their classification, and their therapeutic and toxic effects. The course reviews mathematical skills for dosage calculation. Methods and routes of administration will be explored, demonstrated, and practiced.

5 Quarter Credit Hours

Prerequisite: None

MA 156: PATHOPHYSIOLOGY*

Studies include the most common diseases of bodily systems, including disease etiology, symptoms, diagnostic tests, therapeutic methods, and disease

prognosis. Students also study alternative treatments and pain management.

5 Quarter Credit Hours

Prerequisite: None

MA 260: CLINICAL COMPETENCIES I[†]

This course introduces students to procedures commonly performed in a health care setting with special attention to aseptic technique, documentation, and safety. Specific competencies will include phlebotomy, specimen processing, instrumentation, methods of quality control, capillary puncture, CLIA-waived testing, microbiology procedures, and urinalysis. The online version of MA 260 will include a minimum of 20 hours of clinical instruction to be performed at an approved clinical site.

5 Quarter Credit Hours

Prerequisites: HS 111 and HS 200

MA 270: CLINICAL COMPETENCIES II[†]

This course introduces students to procedures commonly performed in a health care setting with special attention to aseptic technique, documentation, and safety. Specific competencies will include health history, vital signs, specialty exams, injections, EKG, sterilization, minor surgical procedures, and respiratory testing. The online version of MA 270 will include a minimum of 20 hours of clinical instruction to be performed at an approved clinical site.

5 Quarter Credit Hours

Prerequisite: MA 260

MA 290: MEDICAL ASSISTING EXTERNSHIP AND EVALUATION[†]

Successful completion of this course will require 160 hours of clinical and administrative experience at an approved health care setting. Students will be evaluated on the performance of expected competencies at the end of the course. The course requires a final presentation. The online version of MA 290 requires each student to work with the KU Health Sciences Clinical staff to locate an externship site a minimum of two terms prior to beginning the externship.

5 Quarter Credit Hours

Prerequisite: Completion of all medical assisting courses

MO 260: CLINICAL COMPETENCIES FOR THE MEDICAL OFFICE MANAGER[†]

This course introduces students to procedures commonly performed in a health care setting with special attention to aseptic technique, documentation, and safety. Specific competencies will include vital signs, medical office emergencies, exam preparation, and basic pharmacology.

5 Quarter Credit Hours

Prerequisites: HS 111 and HS 200

MO 270: ADVANCED MEDICAL OFFICE MANAGEMENT[†]

The course explores guidelines for running the medical office. Topics include personnel management, governmental compliance, risk assessment, and basic business practices.

5 Quarter Credit Hours

Prerequisite: HS 210

MO 290: MEDICAL OFFICE MANAGEMENT EXTERNSHIP AND EVALUATION[†]

Successful completion of this course will require 90 hours of administrative experience at an approved health care setting. Students will be evaluated on the performance of expected competencies at the end of the course. The course requires a final presentation. The online version of MO 290 requires each student to work with the KU Health Sciences Clinical staff to locate an externship site a minimum of two terms prior to beginning the externship.

3 Quarter Credit Hours

Prerequisite: Completion of all medical office management core courses

MR 100: ADVANCED KEYBOARDING[†]

Students work on improving technique, speed, and accuracy. Advanced reports, correspondence, tables, and medical office applications are included. Language arts skills are further reviewed, practiced, and reinforced. Communication and letter-writing skills required in health settings are emphasized.

5 Quarter Credit Hours

Prerequisite: None

MR 250: MEDICAL RECORDS TRANSCRIPTION I[†]

Using computers and industry-specific software, the students learn proper format, grammar, punctuation, proofreading, and usage, transcribing beginner-level dictation into a variety of core medical reports. Students are introduced to industry reference materials.

5 Quarter Credit Hours

Prerequisites: HS 111 and HS 200

MR 260: MEDICAL RECORDS TRANSCRIPTION II[†]

This course is a continuation of Medical Records Transcription I. Using computers and industry-specific software, the students advance their knowledge of proper format, grammar, punctuation, proofreading, and usage, transcribing intermediate-level dictation into a variety of specialty reports. Students advance their familiarity with industry reference materials.

5 Quarter Credit Hours

Prerequisite: MR 250

MR 270: MEDICAL RECORDS TRANSCRIPTION III[†]

This course is a continuation of Medical Records Transcription II. Using computers and industry-specific software, the students advance their knowledge of proper format, grammar, punctuation, proofreading, and usage, transcribing advanced-level dictation into a variety of specialty reports. Students increase their familiarity with industry reference materials, including online resources and productivity tools.

5 Quarter Credit Hours

Prerequisite: MR 260

MR 290: MEDICAL TRANSCRIPTION EXTERNSHIP AND EVALUATION[†]

Successful completion of this course will require 160 hours of transcription experience at an approved health care setting. Students will be evaluated on the performance of expected competencies at the end of the course. The course requires a final presentation. The online version of MR 290 requires each student to work with the KU Health Sciences Clinical staff to locate an externship site a minimum of two terms prior to beginning the externship.

5 Quarter Credit Hours

Prerequisite: All medical transcription courses must be completed

NS 205: FOOD SAFETY AND MICROBIOLOGY[§]

This course encompasses the major issues in ensuring a safe food supply. Various toxins, pesticides, and other chemicals and microbiological contaminants in the food supply are discussed. Microbiological characteristics and methods of testing for microbial contamination of food are addressed. Local, state, and federal regulations and protocols that govern food safety are explored.

5 Quarter Credit Hours

Prerequisite: None

NS 210: NUTRITIONAL ANALYSIS AND ASSESSMENT[§]

This course includes the study of methods and equipment used for nutritional analysis in health, obesity, and malnutrition. Students learn how to utilize the software based on manual data-gathering systems to assess nutritional status.

5 Quarter Credit Hours

Prerequisite: None

NS 215: PHARMACOLOGY OF NUTRITION[§]

This course presents the physiologic basis of macronutrients, enzymes, amino acids, and fatty acids consumption in health and disease. Pharmacotherapy of malnutrition is

explored in detail. Nutrient deficiencies induced by pharmacotherapy and underlying mechanisms are discussed.

5 Quarter Credit Hours

Prerequisite: None

NS 220: NUTRITION PLANNING AND MANAGEMENT[§]

This course addresses the nutritional planning for the maintenance of health and wellness. The studies include identification, assessment, and management of nutritional deficiencies occurring due to food choices and pharmacotherapy.

5 Quarter Credit Hours

Prerequisite: None

NS 315: NUTRITIONAL BIOCHEMISTRY[§]

The course examines the physiochemical aspects of energy metabolism, and macro- and micronutrients. Mechanisms underlying the metabolism of proteins, carbohydrates, vitamins, and special nutrients are discussed. The biochemical basis of various nutritional disorders, including metabolic and genetic disorders, is studied.

6 Quarter Credit Hours

Prerequisite: SC 155

NS 320: NUTRITIONAL RESEARCH[§]

This course prepares students to identify, critically appraise, and use the latest nutrition research sources. Coursework includes designing a nutritional research study and determining the application of current research to clinical practice.

6 Quarter Credit Hours

Prerequisites: MM 201 and CM 220

NS 325: NUTRITION ACROSS THE HUMAN LIFE CYCLE[§]

Studies in this course encompass the nutritional issue across the life cycle, including pregnancy, childbirth, and lactation. The course considers nutritional aspects related to neonates, infants, and children. The special needs of adolescents and disorders affecting this age group are discussed. The coursework will also include a discussion of nutritional demands and food choices in the geriatric population.

6 Quarter Credit Hours

Prerequisite: None

NS 335: NUTRITION FOR SPECIAL POPULATIONS[§]

Studies in this course emphasize the nutrition and dietetic considerations for healthy individuals with special needs, such as geriatric and gender-specific needs. The coursework includes analyzing nutritional and dietetic needs, and designing appropriate protocols for clients with chronic,

progressive, degenerative diseases and metabolic disorders, as well as for special needs children and infants. The course addresses the underlying principles of total parenteral nutrition and nasogastric tube feeding.

6 Quarter Credit Hours

Prerequisite: None

NS 415: FOOD SCIENCE WITH LAB[§]

This course addresses the scientific basis of dietary exchange lists for healthy and special populations. The coursework includes studies of methodologies and equipment used for nutritional values and constituents of food. Contemporary issues in food science, such as genetically modified foods, functional foods, and foods with nutritional value are discussed.

6 Quarter Credit Hours

Prerequisite: None

NS 420: NUTRITIONAL COUNSELING[§]

This course addresses various aspects of a nutritional counseling session, including client encounters, documentation, and data gathering. Analytical strategies, planning, implementation, and assessment of progress of nutrition therapy for individual clients are discussed.

6 Quarter Credit Hours

Prerequisite: SC 115

NS 425: SPORTS NUTRITION[§]

This course encompasses the application of physiologic principles, such as protein, carbohydrate, and fat metabolism, to athletic needs and performance. Various loading protocols for phosphates and carbohydrates in relation to athletic events are discussed. Popular performance-enhancing supplements and drugs and the regulatory aspects of their use are addressed in detail.

6 Quarter Credit Hours

Prerequisite: None

NS 430: WHOLE FOODS PRODUCTION[§]

This course explores various aspects of whole foods, including their production, preservation, transport, storage, and costs. Studies will address geographic, climatic, and societal influences on whole foods production. Students will learn strategies to inform and educate producers and consumers of the financial issues, governmental assistance, and alternative methods of whole foods production.

6 Quarter Credit Hours

Prerequisite: None

NS 435: ECOLOGICAL AND ENVIRONMENTAL PERSPECTIVES ON FOOD[§]

This course presents ecological and environmental impacts on food choices and food production. Studies include the changes in food quality due to air, water, and ground pollution. Students learn the current trends in methods to prevent and manage the ecological and environmental pollution as it relates to food.

6 Quarter Credit Hours

Prerequisite: None

NS 440: LEGAL AND REGULATORY ENVIRONMENT IN FOOD PRODUCTION[§]

This course covers the legal and regulatory aspects of food production. Studies include major elements in and the rationale behind food labeling. This course further addresses the regulatory agencies and their role in enforcement, and the legal and ethical responsibilities of the food producers, suppliers, and retailers in maintaining a safe food supply. Special attention is given to regulatory aspects of food production relative to livestock handling, and the import and export of food.

6 Quarter Credit Hours

Prerequisite: None

NS 499: BACHELOR'S CAPSTONE IN NUTRITION SCIENCE[§]

This capstone course is the culminating experience for the Bachelor of Science in Nutrition Science. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in nutrition science.

6 Quarter Credit Hours

Prerequisite: Last term

HU 320: CULTURE—RELIGION AND IDENTITY*

We live in a diverse world with global economies, internationally mobile workforces, and networked conference/call centers, as well as mega churches, cathedrals, synagogues, ashrams, mosques, and temples. In order to communicate effectively with people from a variety of religious backgrounds, students must be knowledgeable about the origins and belief systems of the main contemporary religions. This course will provide a journey into the philosophical, historical, and sociological elements of religions that have both influenced and been influenced by cultures. Through

historical accounts, stories, virtual fieldtrips, and philosophical readings, we will discover the values and meaning that religions provide to individual people and thus the common threads that should allow effective communication.

6 Quarter Credit Hours

Prerequisite: CM 220

HU 410: FREEDOM AND JUSTICE*

This course is designed to introduce the student to the foundational philosophies of freedom and justice that underlie the stability of the free world. Social stability is not a natural occurrence. A delicate balance of individual rights and freedoms weighed against the need for justice and equality under the law must be maintained not only by law but by individual expression in a free society. The tools gained in this class will prepare a student or enhance a student's ability to fulfill this vital individual role as well as analyze how just principles can dictate the ideal compromise between individual and social freedoms within their own profession, community, and worldview.

6 Quarter Credit Hours

Prerequisite: CM 220

IT 101: INTRODUCTION TO INFORMATION TECHNOLOGY*

This course introduces students to the elementary concepts of information systems and technology. Students will explore the basic concepts of hardware, software, the Internet, and relevant IT professions. Special emphasis is placed on today's working environment.

5 Quarter Credit Hours

Prerequisite: None

IT 102: INTRODUCTION TO INFORMATION TECHNOLOGY II*

This course continues the exploration of information technology begun in IT 101. Course topics include security, network technologies, Web development concepts, databases, E-Commerce, and programming concepts. This course is designed for students preparing for careers in information technology and approaches its topics from the perspective of the skill set and knowledge base needed by professionals in the modern information technology industry.

5 Quarter Credit Hours

Prerequisite: IT 101

IT 182: INTRODUCTION TO PROGRAMMING[§]

This course introduces the fundamentals of programming. Basic concepts and syntax used to write programs including variables, input, output, looping, and program flow are introduced. The course also intro-

duces structured programming design and development techniques and presents an overview of object-oriented programming.

5 Quarter Credit Hours

Prerequisite: IT 102

IT 185: INTRODUCTION TO SOFTWARE DEVELOPMENT*

This course is an introduction to software development. Emphasis is placed on the systematic analysis of problems, as well as the development of algorithms. Topics include basic data structures, recursion and induction, searching and sorting, software design and development, ethics, privacy issues, and societal impact.

5 Quarter Credit Hours

Prerequisite: None

IT 190: COMPUTER HARDWARE AND OPERATING SYSTEMS[§]

This course provides students with the understanding of how computers work. Students learn the functions performed by hardware, what an operating system does, and how software manages hardware resources. Students will learn how memory is used and managed. Mastering the concepts in this course will provide students with a thorough understanding of computers and how to manage and support them.

5 Quarter Credit Hours

Prerequisite: 100-level computer course

IT 200: SOFTWARE ENGINEERING*

This course is a broad first approach to the software engineering discipline. Software engineering concepts and practices will be introduced. Topics include fundamentals of software design and development, software implementation strategies, software quality, project management, and ethics in software development.

5 Quarter Credit Hours

Prerequisite: IT 101 or IT 182

IT 215: PROGRAMMING LANGUAGE STRUCTURES*

In this course, students will explore different programming language paradigms. Students will recognize the basic structures of different types of programming languages and how to select the best one to use for a given programming problem. Students will identify the strengths and weaknesses of each type of programming paradigm and/or language and then evaluate different programming challenges.

5 Quarter Credit Hours

Prerequisites: IT 193 and IT 200

IT 245: WEBSITE DEVELOPMENT[§]

This course introduces activities related to website development, including the identification of information

objects, the creation of flow diagrams, the use of multimedia, the use of hyperlinks, navigational efficiency, text creation, and the appropriate use of maps, menus, and frames.

5 Quarter Credit Hours

Prerequisite: IT 117

IT 254: PROGRAMMING II[§]

This course introduces the fundamentals of C#, an object-oriented programming language. Topics include producing and editing printed output, standard I/O processing, loop processing, user-defined functions, arrays, and accessing databases. Upon completion, students will be able to write programs to solve common business application problems.

5 Quarter Credit Hours

Prerequisite: IT 182

IT 260: GRAPHICS PROGRAMMING*

This course examines the programming practices and effective graphic design for business applications and beginning game programming. Topics include code flow, user interface design, object-oriented programming, and graphics drawing. This course prepares the student for building visual applications.

5 Quarter Credit Hours

Prerequisite: IT 200

IT 267: SYSTEMS PROGRAMMING AND UNIX*

This course prepares students with more advanced concepts regarding UNIX including file I/O, filters and file manipulation, command line arguments, and environment variables and UNIX programming including process handling, process control, signal handling, daemon processes, and interprocess communication. Participants must be familiar with using the UNIX environment. This course will address systems and Internet programming knowledge. The course will use NT, Linux, and Solaris, but will primarily focus on concepts and tools that are available on most platforms.

5 Quarter Credit Hours

Prerequisites: IT 200 and IT 215

IT 274: COMPONENT-BASED SOFTWARE DEVELOPMENT USING C#*

This is an advanced course in the design and implementation of programs using C#. Topics include object-oriented programming, class construction, overloading, serialization, inheritance, abstraction, polymorphism, and other software component development methods.

5 Quarter Credit Hours

Prerequisite: IT 254

IT 275: LINUX SYSTEM ADMINISTRATION*

This introductory Linux course prepares students to install, configure, and administer Linux as a network operating system. Students learn both command line and graphical user interface administration with full-feature Linux distributions. Emphasis is placed on applied skills that address real-world challenges such as managing file structure, network services, and system security.

5 Quarter Credit Hours

Prerequisites: IT 261 and IT 273

IT 276: WINDOWS SYSTEM ADMINISTRATION*

This introductory course in Microsoft Windows system administration prepares students to install, configure, and manage a network operating system. Students perform common administrative tasks such as disk and printer configuration, user authentication and resource access, security evaluation, and server service installation. Students practice troubleshooting server and network problems using hands-on projects that develop the skills needed in real-world settings.

5 Quarter Credit Hours

Prerequisites: IT 261 and IT 273

IT 280: TECHNICAL WRITING AND DOCUMENTATION*

This course teaches the fundamentals of technical writing. Students will learn technical style, how to plan and manage the document development process, and how to identify audience needs, distinguishing between various types of technical documents. Extra emphasis will be given to documents related to the software development cycle.

5 Quarter Credit Hours

Prerequisites: IT 182 and IT 200

IT 282: ARTIFICIAL INTELLIGENCE*

This course will give the student a broad appreciation of the nature of the problems within artificial intelligence, a detailed understanding of some of the techniques used to address those problems, and an appreciation for the current research trends in artificial intelligence. Topics include knowledge representation, expert systems, natural language processing, neural networks, and robotics.

5 Quarter Credit Hours

Prerequisite: IT 200

IT 298: ETHICAL PRACTICES IN SOFTWARE DEVELOPMENT*

This course explores the impact of computing system development on society. Topics covered will include ethical issues in the design and development of computer software, as well as standards for professional behavior, the professional's responsibility to the

profession, and techniques for maintaining currency in a dynamic field. Also covered is the Association for Computing Machinery (ACM) code of ethics.

5 Quarter Credit Hours

Prerequisite: IT 101 or IT 182

IT 310: DATA STRUCTURES*

This course teaches students how to create data structures and algorithms using proper programming techniques. The course uses an object-oriented programming language to apply concepts such as linked lists, recursion, searching and sorting, binary, search, trees, and graphs. The program design process and program implementation involving multiple modules, verification of program correctness, and abstract data types are also stressed.

6 Quarter Credit Hours

Prerequisite: IT 258

IT 320: OPERATING SYSTEM CONCEPTS[§]

This course examines how modern computer operating systems work in tandem with hardware and applications. Specific topics include the design of processor, memory, and storage management, and the execution of processes that protect resources according to imposed controls. Various types of operating systems are discussed, including those used in general purpose machines as well as in real-time or embedded devices. Finally, the Java platform is explored as a portable operating system environment.

6 Quarter Credit Hours

Prerequisite: IT 190

IT 325: COMPILERS*

This is a beginning course in the design and implementation of simple compilers and interpreters. Implementation will be accomplished using the Java programming language because of its object-oriented capabilities. Topics include the syntax and semantics of high-level programming languages, language processors and associated terminology, the principle phases of compilation, syntactic analysis, contextual analysis, and code generation.

6 Quarter Credit Hours

Prerequisite: IT 258

IT 355: WEB PROGRAMMING DEVELOPMENT*

Students will learn how to create and maintain interactive and dynamic Web applications within a server-based scripting environment. Topics include Web applications, object-oriented programming, and Web databases.

6 Quarter Credit Hours

Prerequisite: IT 293

IT 374: LINUX SYSTEM ADMINISTRATION II*

This advanced Linux course builds on the skills learned in IT 275. Students configure a Linux production system for authentication, network services, security, backup, and recovery. By completing lab exercises, students learn to monitor performance and set up SAMBA and Apache. The use of GUI and command line tools to troubleshoot client and server connectivity is also covered.

6 Quarter Credit Hours

Prerequisite: IT 275

IT 375: WINDOWS ENTERPRISE ADMINISTRATION*

This advanced course in Microsoft Windows enterprise administration prepares students to install, configure, and manage key network services and Active Directory. Students perform administrative tasks such as network service installation and configuration, Active Directory installation, Group Policy design and configuration, and configuration of network and Active Directory security. Students learn the theory behind Active Directory design and operation, and complete hands-on labs and projects that develop the skills needed for real-world settings.

6 Quarter Credit Hours

Prerequisite: IT 276

IT 380: NETWORKING OPERATING SYSTEMS[§]

This course takes a hands-on approach to learning the features and functions of modern network operating systems. You install, examine, configure, and monitor several common operating systems. By exploring design principles from file system structure and security to network connectivity, you compare network operating systems strengths and weaknesses, learning to select the right system to meet requirements.

6 Quarter Credit Hours

Prerequisite: IT 278

IT 386: WIDE AREA NETWORKING[§]

Wide Area Networking is a networking course focused on the way data is transmitted around the globe. Students learn how wide area network (WAN) technologies enable long-distance transmission of data, voice, and video. During this course, students will focus on topics such as WAN protocols, transmission methods, digital network services, and current carrier service trends.

6 Quarter Credit Hours

Prerequisite: IT 283

IT 388: ROUTING AND SWITCHING I*

This course is the first of two routing and switching courses that prepare

students to design, configure, and maintain network routing and switching. Students learn the basic concepts, protocols, and functions of network routers and switches. Emphasis is placed on hands-on practice of configuration and troubleshooting using live and simulated labs.

6 Quarter Credit Hours

Prerequisites: IT 283, IT 275, and IT 386

IT 441, 442, 443, 444, 445, AND 446: DIRECTED STUDIES, SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY*

In this course, students in the School of Information Systems and Technology will engage in an independent, directed-study project focused on a student-submitted topic of inquiry within any of the current degree emphasis areas. The student will select a topic of inquiry that is of interest and relevance to her or his professional goals.

IT 441: 1 Quarter Credit Hour

IT 442: 2 Quarter Credit Hours

IT 443: 3 Quarter Credit Hours

IT 444: 4 Quarter Credit Hours

IT 445: 5 Quarter Credit Hours

IT 446: 6 Quarter Credit Hours

Prerequisites: CM 220; upper-level students only

IT 450: SOFTWARE DEVELOPMENT LEADERSHIP[‡]

This course prepares students to effectively manage the software development process. The course provides a brief introduction to the history of programming languages. Problem solving techniques and software development models are introduced. Students will develop computer programs to solve simple problems.

6 Quarter Credit Hours

Prerequisite: 100/200-level computer or math course

IT 456: DATABASE ADMINISTRATION*

This course covers the database administration role for relational databases, focusing specifically on the following: hardware capacity planning, installation of database management software and utilities, control of access to data and resources, automation of administrative tasks, optimizing database performance, and procedures for disaster recovery operations.

6 Quarter Credit Hours

Prerequisite: IT 354

IT 464: OBJECT-ORIENTED PROGRAMMING*

This course focuses on object-oriented programming (OOP). A wide range of OOP concepts and principles and their use in programming are discussed. Object-oriented, event-driven, and interactive programming techniques

are presented. Emphasis is placed on design process and structure.

6 Quarter Credit Hours

Prerequisite: IT 182

IT 471: ROUTING AND SWITCHING II*

This course is the second of two routing and switching courses and explores more advanced topics. Students design, configure, reconfigure, and maintain network routing and switching devices. Students learn advanced concepts in protocols, resource access, and disaster recovery. Emphasis is placed on planning, proposing, and securing network infrastructure.

6 Quarter Credit Hours

Prerequisite: IT 388

IT 475: NETWORK MANAGEMENT*

This course in network management explores the concepts and practices used to optimize and secure today's networks. Students will learn the fundamentals of network operations and maintenance, traffic management, and network performance configuration. The course also develops students' skills in evaluating and selecting various types of network management software for both local and WAN environments.

6 Quarter Credit Hours

Prerequisites: IT 386 and IT 388

IT 478: WEB SERVERS AND SECURITY[§]

This course teaches students to install and configure popular Web server software. Students learn to determine user access levels, as well as server authentication and server-side programming. Various issues involving Web security are discussed, including Web/client security and intrusion detection and recovery.

6 Quarter Credit Hours

Prerequisites: IT 190 and IT 273

IT 480: SIMULATION AND MODELING*

This course covers the fundamentals of computer-based modeling and simulation. Simulation techniques such as random number generation and random variate generation will be examined. Simulation analysis techniques such as input analysis will be discussed and applied. Students will assess various software simulation tools and programming languages commonly used for simulation.

6 Quarter Credit Hours

Prerequisite: IT 258

IT 497: BACHELOR'S CAPSTONE IN NETWORKING TECHNOLOGY*

The Bachelor's Capstone in Networking Technology demonstrates a synthesis of the knowledge gained in all courses students take as a part of their degree plans. In this course, students produce a comprehensive network design which covers require-

ments, infrastructure, applications, and security. Students also examine the viability and functionality of the designs of their peers and prepare proposals, recommendations, and implementation plans.

4 Quarter Credit Hours

Prerequisites: IT 430 and IT 482; last term or permission of the Program Chair and/or Dean

IT 498: BACHELOR'S CAPSTONE FOR SOFTWARE DEVELOPMENT*

The Bachelor's Capstone for Software Development demonstrates a synthesis of knowledge gained in all courses students take as a part of their degree plan. In this course, students will examine current practices of software development, requirements, design, prototyping, measures, and evaluation. Students will produce a comprehensive software design. Students also examine the feasibility and functionality of the designs of their peers and prepare proposals, recommendations, and implementation plans.

4 Quarter Credit Hours

Prerequisites: IT 460 and IT 461; last term or permission of the Program Chair and/or Dean

LS 320: HEALTH LAW SURVEY*

This course introduces students to the legal issues associated with the health care delivery system, health care providers, and the regulation of health care. Among the topics to be covered are licensing, quality control, patient/professional relationships, health care organizations, regulatory aspects of health care, and liability of health care professionals and institutions.

6 Quarter Credit Hours

Prerequisites: PA 301 and PA 360

LS 420: HEALTH CARE POLICY*

This course explores the legal, political, and socioeconomic principles underlying the development, implementation, and trends in public health policies related to national and international health care initiatives. Emphasis will be given to an analysis of the development of current health policies and future health policy directions.

6 Quarter Credit Hours

Prerequisite: LS 320

LS 425: HEALTH CARE LEGISLATION AND REGULATION*

This course analyzes existing federal statutes dealing with health care. Emphasis will be given to Medicare and Medicaid, Start I and II, SCHIPP, and EMTALA, among others. The course will discuss the structure and purpose of the statutes and the relationship of statutes to the regulation of the health care industry. Finally,

students will analyze reforms for each of the statutes and informal regulation provided by peer review, staff evaluations, and accreditation.

6 Quarter Credit Hours

Prerequisite: LS 420

LS 430: MANAGED CARE AND INSURANCE ISSUES*

This course will explore the concept of managed care as opposed to fee-for-service care. It will also explore the variety of forms of managed care including HMO, PPO, POS, capitation, and referrals. The course will also explore principles of health care insurance regulation, insurance, and Employee Retirement Income Security Act (ERISA) issues and how they overlap.

6 Quarter Credit Hours

Prerequisite: LS 420

LS 435: BIOETHICS IN HEALTH CARE*

This course examines legal, ethical, and political implications of biological and technological advances regarding human reproduction, fetal-maternal decision-making, surrogacy, human genetics, death and dying of children and adults, physician-assisted suicide, and medical research. The course will consider these issues from the position of stakeholders—patients, providers, and government.

6 Quarter Credit Hours

Prerequisite or Corequisite: PA 253

LS 498: BSLS CAPSTONE (RESEARCH OPTION)*

This course is the thesis capstone option for students in the BSLS degree program. Students will conduct approved scholarly research under the supervision of a program chair or full-time faculty person in the School. Students will identify a topic for research, conduct a literature review and synthesize relevant scholarly literature, and prepare a formal research report of no less than 30 pages that conforms to American Psychological Association (APA) style with a bibliography and properly formatted citations.

4 Quarter Credit Hours

Prerequisite: Permission of the Dean must be granted the term prior to taking the course

LS 499: BSLS CAPSTONE (COMPREHENSIVE EXAM)*

This course is the comprehensive exam capstone option for the BSLS degree. Students will address questions that will require a synthesis of major concepts, themes, and content from across the BSLS program. Student responses are expected to cite relevant literature from their core coursework and the program and to

conform to American Psychological Association (APA) style. Students will have the opportunity to participate in a review during the course to prepare for the exam. Participation in the review is not required, but highly encouraged.

4 Quarter Credit Hours

Prerequisite: Permission of the Dean must be granted the term prior to taking the course

BU 204: MACROECONOMICS[§]

This course includes analysis and study of macroeconomic theory, principles, and practice. Students examine topics such as national income determination, monetary and fiscal policy, and global economics.

5 Quarter Credit Hours

Prerequisites: IT 133, IT 153, and MM 207

BU 224: MICROECONOMICS[§]

This course is an introduction to the principles of microeconomics, which introduces students to the study of the allocation of scarce resources by individual economic actors (consumers and firms) in a market economy. Students will examine the role of markets (supply and demand) in determining prices, consumer and household behavior, and the application of the cost function of a firm in different market structures to maximize profits. Particular attention will be given to integrating economic principles with the study of “real-world” problems.

5 Quarter Credit Hours

Prerequisites: IT133, IT153, and MM 207

MT 203: HUMAN RESOURCE MANAGEMENT[†]

In this course, you will examine the processes involved in human resources from a managerial perspective. You will examine the functions of human resource management including job analysis, staffing, performance appraisal, training and development, compensation, labor relations, and legal requirements.

5 Quarter Credit Hours

Prerequisite: BU 100

MT 211: BUSINESS LAW[†]

This course introduces the fundamentals of the U.S. legal system as they apply to business in the contemporary global economy. Areas covered include business organizations, contracts, torts, employment law, and debtor/creditor relations. The course will also look at the relationship of business and law in the context of current events that impact our communities.

5 Quarter Credit Hours

Prerequisite: None

MT 217: INTRODUCTION TO FINANCE[†]

This course covers basic financial concepts, principles, and techniques used in making personal and corporate decisions. It provides students with the tools necessary for analyzing the time value of money, financial statements, interest rates, the values of bonds and stocks, corporate costs of capital, corporate asset investment decisions, and corporate capital structure and dividend policies.

5 Quarter Credit Hours

Prerequisites: AC 114, IT 113, and MM 207

MT 302: ORGANIZATIONAL BEHAVIOR[†]

This course explores human behavior in organizations. Students examine individual behavior, attitudes, personality, values, perception, and emotions and how these affect organization outcomes. The course also looks at the theories, concepts, and application of motivation as well as the importance of stress management and professional ethics and etiquette. Students gain an understanding and appreciation for communication processes, channels, and styles. They also gain a set of organizational design tools.

6 Quarter Credit Hours

Prerequisite: 100/200-level management course

MT 310: ETHICS AND THE LEGAL ENVIRONMENT[†]

Students apply ethical theories to business situations and evaluate the effects various decisions have on stakeholders. Topics include the foundations of moral development and ethical decision making; business ethics; corporate social responsibility and stakeholder management; and the responsibilities of business to employees, the environment, community, customers, and shareholders.

6 Quarter Credit Hours

Prerequisite: BU 100

MT 340: CONFLICT RESOLUTION AND TEAM DYNAMICS[†]

This course addresses the dynamics of organizations in the increasingly complex work environment. Students examine group behavior, team building, and decision making. This course also looks at the theories and issues of leadership as well as the implications of power, politics, and conflict in the workplace. Students develop a better understanding of individual and group interactions and learn the components and styles of effective negotiation. Students gain an appreciation of organizational culture, diversity, and the role of human resource practices along with an understanding of managing organizational change.

6 Quarter Credit Hours

Prerequisite: BU 100

MT 351: ISSUES IN ECONOMIC POLICY[§]

Issues in Economic Policy is an upper-level economics course designed to provide a framework for understanding and analyzing the different sides of various economic policy debates. Students will examine conflicting goals and biases implicit in policy positions and evaluate trade-offs that result from decision making.

6 Quarter Credit Hours

Prerequisites: BU 204 and BU 224

MT 451: MANAGING TECHNOLOGICAL INNOVATION[†]

In this course, students will observe how business leaders manage the adoption and/or application of technological innovation. Students will be introduced to the technology adoption life cycle, several methods of technology forecasting, and the fostering/hindering effects of internal company culture. Finally, students will trace the technology life cycle of a specific technology of their own choosing, discuss how the innovation has effected business, and prepare a projection of its use in industry for the foreseeable future.

6 Quarter Credit Hours

Prerequisites: BU 100, MT 203, MT 217, MT 219, and MT 340

MT 460: MANAGEMENT POLICY AND STRATEGY[†]

This course demonstrates how to create a strategic business plan. Students learn how to craft, communicate, implement, and monitor a strategic plan, reformulating it as the need arises.

6 Quarter Credit Hours

Prerequisite: MT 300

MT 471: LEGAL AND ETHICAL ENVIRONMENT OF HEALTH CARE[†]

This course introduces students to the legal, regulatory, and ethical environment of health care administration. Students examine the various issues facing a manager in such an environment and look at the legal and ethical concerns a medical practitioner deals with from a managerial perspective.

6 Quarter Credit Hours

Prerequisites: AC 114, IT 133, BU 100, MT 211, MT 219, MM 207, and SS 204

MT 475: OUTCOMES ASSESSMENT AND QUALITY MANAGEMENT[†]

In this course students will learn how to apply Total Quality Management (TQM) principles and Continuous Quality Improvement (CQI) processes to a health care organization. Students will compare appropriate total quality tools and performance measures and examine leadership and teamwork in health care management.

6 Quarter Credit Hours

Prerequisites: AC 114, IT 133, BU 100, MT 217, MT 219, MT 340, MT 435, and MM 207

MT 480: CORPORATE FINANCE[§]

Corporate Finance is an upper-level finance course designed to provide a framework for understanding and analyzing investment and financial decisions of corporations. A basic understanding of how financial assets are priced is necessary to understand how to make a good decision for the corporation.

6 Quarter Credit Hours

Prerequisites: AC 114, MM 207, and MT 217

RT 201: BUILDING CUSTOMER SALES AND LOYALTY[†]

This course studies the use of the following promotional tools and their applications: advertising, sales promotions, events, and loyalty and frequency shopper programs. It looks at the application of these tools to increase customer market share. This course examines the affect that consumer behavior and customer management have on brand image and loyalty.

5 Quarter Credit Hours

Prerequisite: MT 219

RT 301: STORE MANAGEMENT[§]

This course examines theories and practices that are related to building and managing an effective store. It includes store management responsibilities, store layout and design, visual merchandising, and customer service. Students will gain an understanding of the different types of retail store formats, multi-channel retailing, and retail consumer behavior.

6 Quarter Credit Hours

Prerequisite: None

RT 401: MERCHANDISING MANAGEMENT[†]

This course examines the merchandising industry and the context of both retailers and e-tailers, focusing on the planning, budgeting, procurement, pricing, and promotion of merchandise. Students explore the application of display principles related to store layout and visual merchandising. Sales forecasting, inventory management systems, technology, and merchandise assortment considerations are emphasized.

6 Quarter Credit Hours

Prerequisites: RT 101 or RT 201, AC 116, and MT 217

RT 441: SUPPLY CHAIN MANAGEMENT[†]

Students study systems supporting retail operations such as supply chain management and information systems. The course examines the flow of information and merchandise in a retail chain and explores concepts and tech-

niques for designing, operating, and optimizing the service value chain while maintaining quality.

6 Quarter Credit Hours

Prerequisites: RT 101 or RT 201, and MT 435

RT 461: RETAIL STRATEGY*

The course focuses on the development of strategic methods to gain a competitive advantage in the marketplace. It will expose students to theories and best practices in order that they understand factors leading to significant retail success. Students explore the need to coordinate decisions when designing and implementing retail market strategies. The evaluation of growth opportunities such as international expansion, market penetration, and product expansion are emphasized. The course also covers the use of key business performance indicators and the use of information technology.

6 Quarter Credit Hours

Prerequisites: RT 301, RT 401, RT 441, and MT 460

SA 400: BUSINESS PROCESS ANALYSIS†

This course studies business process analysis through the business process management (BPM) model. Topics include BPM phase steps, outputs in relation to the model as a whole, and the roles of the essential elements that define the model universe: leadership, project management, and people change management. Common risks and mitigation strategies will be assessed throughout the course of study.

6 Quarter Credit Hours

Prerequisites: MT 211, MT 217, MT 219, and MT 435

SA 410: RISK ANALYSIS AND STRATEGY‡

This course provides an overview of risk management with a focus on the risk assessment process. Students will learn how to identify strategies for countering or avoiding threats, as well as providing countermeasures for future contingencies using qualitative and quantitative analysis methods. The course enables students to determine an organization's vulnerabilities and assess ways and means to avoid threats that might compromise its mission.

6 Quarter Credit Hours

Prerequisite: None

SA 411: RISK MANAGEMENT‡

In this course, students will learn risk management techniques and how they are applied in different situations. Students will learn to analyze threats through both insurance and economic theories, and learn to propose counter measures for future contingencies. The course further

enables students to understand how organizations use risk management to mitigate their exposure to risk.

6 Quarter Credit Hours

Prerequisite: 300/400-level management course

MM 201A: COLLEGE ALGEBRA (A)§

College Algebra (A) covers topics of algebra, including linear functions, equations and inequalities, systems of equations in two variables, and graphing. Both MM 201A and MM 201B need to be taken to satisfy the MM 201 core curriculum requirement.

2 Quarter Credit Hours

Prerequisite: None

MM 201B: COLLEGE ALGEBRA (B)§

College Algebra (B) covers topics of algebra, including polynomial functions, factoring, rational expressions, radical expressions, quadratic equations, and exponential and logarithmic equations. Both MM 201A and MM 201B need to be taken to satisfy the MM 201 core curriculum requirement.

3 Quarter Credit Hours

Prerequisite: MM 201A

MM 260: LINEAR ALGEBRA*

This course is designed to provide students with an overview and appreciation of linear algebra concepts, highlighting applications of linear algebra to real-world situations. Topics include vector operations, matrices, spaces and subspaces, eigenvalues and eigenvectors, and real-world applications of linear algebra. The student will complete assignments in each of these areas and be able to identify and apply the core concepts in each of these areas to related problems.

5 Quarter Credit Hours

Prerequisite: MM 201

MN 501: ADVANCED NURSING ROLES‡

This course explores skills and strategies essential to the successful understanding of advanced nursing roles, as well as graduate program completion. Analysis of existing and emerging roles provides a foundation for the selection of an individual advanced role specialization and an individual career development plan.

5 Quarter Credit Hours

Prerequisite: None

MN 502: THEORETICAL FOUNDATIONS OF ADVANCED NURSING‡

This course explores the evolution of nursing theory and its contribution to advanced nursing science. There is emphasis on the philosophical foundation, the hierarchical structure, and the evaluative criteria used in theory

development and its practice application. Practical critiques and evaluations of theories from nursing and related fields such as the natural, social, organizational, and biological sciences are included to enhance learning. Models are explored relative to nursing administration, education, and practice.

5 Quarter Credit Hours

Prerequisite: MN 501

MN 503: ADVANCED STATISTICS FOR THE HEALTH SCIENCES‡

This course explores the application of statistical methods in research related to nursing and the health professions, and serves as a foundation for research and evidence-based practice. The purpose, assumptions, selection, and interpretation of selected statistical procedures will be explored. Techniques include exploratory, descriptive, comparative, correlational, and inferential statistics. Parametric and non-parametric techniques are presented. Statistical methods in selected research studies will be critiqued. Students will use a statistical computer program for the preparation and analysis of data sets.

5 Quarter Credit Hours

Prerequisite: MN 501

MN 504: INQUIRY AND EVIDENCE-BASED PRACTICE‡

This course focuses on using an evidence-based approach to provide high-quality health care, initiate change, and improve nursing practice by nurses in advanced roles. The focus is on assessing current and relevant research for delineating issues, translating research, developing competencies in analysis and evaluation of relevant research, practice innovations, and evidence-based practice. Qualitative and quantitative methods of inquiry are explored.

5 Quarter Credit Hours

Prerequisites: MN 501 and MN 503

MN 505: HEALTH PROMOTION AND DISEASE PREVENTION IN A DIVERSE COMMUNITY‡

This course incorporates theoretical and empirical concepts related to health beliefs, health promotion, and risk reduction of diverse populations. Principles from the Healthy People 2010 initiative, epidemiology, biostatistics, and cultural competence guide comparisons of groups and inference development are discussed. Strategies and benefits of health promotion interventions are emphasized.

5 Quarter Credit Hours

Prerequisite: MN 501

MN 506: ETHICAL AND LEGAL PERSPECTIVES OF THE HEALTH CARE SYSTEM‡

This course introduces major ethical theories and provides an opportunity to analyze the ethical principles underlying health care. Students examine selected concepts and principles of ethics and law within a framework of ethical decision making for advanced nursing roles.

5 Quarter Credit Hours

Prerequisite: MN 501

MN 507: HEALTH POLICY, FINANCING, AND ORGANIZATION OF HEALTH CARE DELIVERY SYSTEMS‡

This course provides students with an understanding of health care policy formation and evaluation, facilitated by opportunities to investigate public policy and politics. The organization and delivery of health care is explored, including financial aspects of health care systems and pertinent issues in the relationship between policy and health care system change. Specific focus is placed on the leadership role of the nurse in current system dilemmas and issues.

5 Quarter Credit Hours

Prerequisite: MN 501

MN 508: TEACHING AND LEARNING STRATEGIES‡

This course examines theories and teaching/learning strategies relating to the development of effective educational experiences. Factors affecting the learning environment are explored in relation to staff development, patient education, and nursing education. Strategies for developing the educator role are included.

5 Quarter Credit Hours

Prerequisites: All core courses

MN 509: CURRICULUM DESIGN‡

This course emphasizes the foundations of curriculum design and the application of these foundations to the development of courses, groups of courses, and programs. Integration of nursing philosophy, conceptual framework, objectives for programs, and competencies/standards is also included. This course provides content and learning experiences that enable students to understand all phases of the curriculum development process.

5 Quarter Credit Hours

Prerequisites: All core courses

Prerequisite or corequisite: MN 508

MN 510: INSTRUCTIONAL TECHNOLOGY INTEGRATION‡

This course examines the use of selected technologies that are appropriate to the instruction and curriculum process. The course will provide

an introduction to the applications of educational technologies including: educational hardware and software, multimedia, interactive media, and appropriate Internet use in classroom, online, and distance settings. Ethical and legal issues related to technology and teaching will also be discussed.

3 Quarter Credit Hours

Prerequisites: All core courses

Prerequisite or corequisite: MN 508

MN 511: ASSESSMENT AND EVALUATION[§]

This course explores the principles and practices involving evaluation methods integral to nursing education. Concepts related to assessment, measurement, and evaluation in nursing are developed and analyzed. The process of analysis and modification of educational programs is emphasized to promote compliance with relevant standards, criteria for evaluation, and accountability.

5 Quarter Credit Hours

Prerequisites: All core courses, MN 508, and MN 509

MN 512: ORGANIZATIONAL THEORY AND BEHAVIOR[§]

This course examines classical and contemporary organizational theories and their applicability in health care. Exercises in leadership, determining effectiveness, diagnosing the environment, motivation, and building effective relationships assist the nursing leader to develop a managerial presence. A final synthesis of management theory for personal growth is emphasized in the course.

5 Quarter Credit Hours

Prerequisites: All core courses

MN 513: HEALTH CARE FINANCE, STRATEGIC PLANNING, AND BUDGETING[§]

This course examines macro- and microeconomics in profit and non-profit health care organizations for non-financial managers. An analysis of decision making and strategic planning focuses the nursing leader toward plans that effectively promote success in dynamic health care environments. Conceptual and descriptive approaches are utilized to provide an overview of current practices and notable advances in strategic management. A budget is created within a case study model, allowing analysis of potential and actual budget variations.

5 Quarter Credit Hours

Prerequisites: All core courses

Prerequisite or corequisite: MN 512

MN 514: HUMAN RESOURCES MANAGEMENT[§]

This course presents a managerial overview of various aspects of per-

sonnel management in a fiscally responsible environment. Activities are designed to familiarize students with recruiting, training, and retaining the best employees, ensuring high performance, and conforming practices to various regulations. Exercises designed to develop ability in personnel policy development and implementation are offered.

5 Quarter Credit Hours

Prerequisites: All core courses

Prerequisite or corequisite: MN 512

MN 515: INFORMATION AND HEALTH CARE TECHNOLOGIES[§]

This course focuses on the use of information technology in advanced roles. Students will explore how computer, information, and nursing sciences are integrated to provide the basis for managing health care information. A current health care information system will be examined.

3 Quarter Credit Hours

Prerequisites: All core courses

Prerequisite or corequisite: Nurse administrator specialization students must complete MN 512

MN 519: NURSE EDUCATOR RESIDENCY[§]

This residency (150 hours) provides the student with a mentored teaching experience in the content area and site selected by the graduate student and approved by course faculty. The residency offers the learner an opportunity to develop, implement, and evaluate a teaching/course plan based on the principles of teaching and learning, and curriculum development acquired in the prerequisite courses. Requirements include development of a contract with the student's mentor teacher, measurable learning outcomes, and lesson plan(s); the use of a variety of teaching methods and audio-visual aids; and both peer and student evaluations of effectiveness.

5 Quarter Credit Hours

Prerequisites: Completion of all core and specialization courses, or permission of the Dean.

MN 520: NURSE ADMINISTRATOR RESIDENCY[§]

This residency (150 hours) allows students to apply concepts of organizational dynamics and outcome measures, informatics, and financial management in a health care setting selected by the student and approved by course faculty. The residency offers the learner an opportunity to work closely with an administrator mentor in a selected health care setting. Requirements include development of a contract with the administrator

mentor to work on a project unique to the specific agency, patient, or staff population, which impacts quality, financial, or technological care outcomes.

5 Quarter Credit Hours

Prerequisites: Completion of all core and specialization courses, or permission of the Dean.

MN 600: EVIDENCE-BASED PROJECT PROPOSAL[§]

This option focuses on students developing a project proposal for an evidence-based solution to a work-setting problem or issue in the specialization area. Students use valid evidence to propose a solution, and develop plans to implement the solution and evaluate its effectiveness. Students prepare both a written project proposal and an oral presentation of the proposal.

5 Quarter Credit Hours

Prerequisites: Completion of all core and specialization courses; the specialization residency requirement may be taken concurrently

MN 601: THESIS I[§]

The thesis option consists of two courses (Thesis I and Thesis II) and is designed for the graduate student who plans to pursue doctoral education. In Thesis I, the student identifies an original research problem in their specialization area that is feasible and worthwhile to study and develops a research proposal.

5 Quarter Credit Hours

Prerequisites: Completion of all core and specialization courses; the specialization residency requirement may be taken concurrently

MN 602: THESIS II[§]

The thesis option consists of two courses (Thesis I and Thesis II) and is designed for the graduate student who plans to pursue doctoral education. In Thesis II, the student collects and analyzes data, and reports findings of the research study. In addition to the thesis submission, an oral defense is required.

5 Quarter Credit Hours

Prerequisites: MN 601; the specialization residency requirement may be taken concurrently

NU 101: NURSING FUNDAMENTALS[§]

This course introduces the student to the nursing process, wellness, assessment techniques for determining normal and altered conditions, and basic personal care and assistance to the sick and disabled. Topics will include patient safety, monitoring vital signs, initial assessment, bathing and grooming, personal care, and assisting with mobility. Students will learn how to effectively document patient

records and provide reports to other providers. The course will include a clinical practicum.

5 Quarter Credit Hours

Prerequisite: None

NU 130: MEDICAL-SURGICAL NURSING II[§]

This course will prepare students to implement the nursing process in the care of adult medical and surgical clients. Care planning, nursing interventions, and patient education will be addressed. Students will complete a clinical practicum in a medical-surgical acute or chronic-care setting. Topics covered will include gastrointestinal, neurological, musculoskeletal, integumentary, sensory, and reproductive system nursing care.

7 Quarter Credit Hours

Prerequisite: NU 110

Corequisite: MM 201

NU 220: CARE OF SPECIAL POPULATIONS, FAMILY II—PEDIATRICS[§]

This course provides an examination of the health and nursing needs of children and beginning and developing families. Emphasis is placed on health care needs of children and families, health promotion, risk issues, and childhood health problems of acute and long-term nature, as well as the influence of illness on the family.

5 Quarter Credit Hours

Prerequisite: NU 120, NU 130, or NU 200

NU 230: PHARMACOLOGY[§]

This course presents an overview of the basic principles of pharmacology, including its relationship to the health of individuals and families. Students will learn drug actions, interactions, and therapeutic and adverse effects, as well as food-drug interactions, drug classifications, and the basic pharmacology of commonly used medications. Emphasis is placed on nursing responsibilities and client education.

5 Quarter Credit Hours

Prerequisites: NU 120 and MM 201

NU 240: CARE OF SPECIAL POPULATIONS—MENTAL HEALTH NURSING II[§]

This course presents the major theoretical concepts in mental health that relate to the assessment of needs and the planning of care for persons with mental health problems. Emphasis is placed on the examination of mental health disorders and the various roles and functions of the professional mental health nurse in caring for persons with mental health conditions requiring professional treatment.

5 Quarter Credit Hours

Prerequisite: NU 220

Corequisite: NU 260

NU 260: MEDICAL-SURGICAL NURSING III[§]

This course is designed to prepare the student to care for adult clients experiencing complex, multi-system, medical-surgical rehabilitation or restorative conditions. In addition to the expansion of clinical skills and knowledge, students will gain experience and exposure to leadership roles within their clinical practice. Clinical placements will take place across a variety of settings.

7 Quarter Credit Hours

Prerequisites: NU 220 and NU 230

Corequisite: NU 240

NU 270: TRANSITIONS COURSE—ISSUES AND TRENDS[§]

Students will examine the key issues that influence successful transition to professional nursing practice. The course focuses on analysis of the historical and current influences on the environment in which contemporary nursing is practiced. Responsibilities faced by nurses in the areas of clinical practice, leadership, and research are discussed from an ethical, legal, economic, and political viewpoint. Students will apply course content in their personal preparation to function effectively in their roles as registered nurses in the evolving health care climate.

5 Quarter Credit Hours

Corequisite: NU 299

NU 299: ASSOCIATES DEGREE INTEGRATED CARE STRATEGIES CAPSTONE[§]

The capstone is designed to assist students in the integration of the competencies essential for the practice of professional nursing. The student will progress from a structured, supervised practice to receive general supervision from the faculty and agency preceptor(s). The clinical site will be dependent upon the student's needs and based upon the joint analysis of the student and faculty prior to the placement. Throughout the term, students must consider their practice in terms of preparation for the NCLEX-RN examination.

5 Quarter Credit Hours

Prerequisite: NU 260

Corequisite: NU 270

NU 300: PROFESSIONAL LEADERSHIP TRANSITIONS[§]

This course will facilitate the transition of the registered nurse into a professional nursing leadership role and introduce the major components of leadership that are part of the Kaplan University School of Nursing program. This course builds upon the previous knowledge and experience

of the RN and is required prior to the student's enrollment in any other nursing course. The student will examine personal values and goals along with professional roles to explore nursing leadership and create a professional development plan. Topics covered in the course include professional nursing roles, culture and values for community care, leadership, and research.

6 Quarter Credit Hours

Prerequisite: Admission to the program

NU 304: HEALTH/ WELLNESS ASSESSMENT AND STRATEGIES[§]

This course builds on previously acquired skills and learning from nursing and the biological and social sciences. The goal of this course is to provide the student with practical knowledge and information related to health promotion. This course will prepare the student to practice holistic health promotion across diverse cultures. Students will complete a holistic, individualized health and physical assessment and health history. Students apply the nursing process to the health assessment of multicultural and ethnic individuals and families across the lifespan. The students will collaborate with faculty and other students in the development of health promotion strategies appropriate to the assessment data collected.

6 Quarter Credit Hours

Prerequisite: NU 300 or concurrent enrollment in NU 300

NU 415: GERIATRIC NURSING CONCEPTS[†]

Given that the fastest growing segment of the U.S. population is the 85 and older group, this course will focus on care of older adults. Topics will include: aging theory, geriatric health care, economic and legal concerns of the aged, age-related changes, and common issues and problems for the aged and their caregivers. Current developments and trends in health care treatments for the geriatric population will be studied.

6 Quarter Credit Hours

Prerequisites: NU 300, NU 304, NU 350, or concurrent enrollment in NU 304 or NU 350

NU 417: ALTERNATIVE AND COMPLEMENTARY THERAPIES[†]

Consumers of all ages are seeking complementary and alternative forms of health care. Current developments and trends in health care treatments with complementary medicine will be explored. The need for nursing care that integrates holistic nursing concepts of caring for self and others will be studied. An aesthetic project completion will assist with the process of

reflection and an understanding of caring for self.

6 Quarter Credit Hours

Prerequisites: NU 300, NU 304, NU 350, or concurrent enrollment in NU 304 or 350

NU 499: BACHELOR'S CAPSTONE IN NURSING[§]

This course represents the culmination of the BSN program and is an opportunity for the students to demonstrate what they have learned over the course of study. The student will apply the nursing process in a health care setting and, in the process of doing so, integrate essential concepts from each course in the program. The goal of each capstone project is to improve patient care delivery or leadership/management activity at the health care setting.

6 Quarter Credit Hours

Prerequisites: NU 450 or concurrent enrollment in NU 450, and HU 280; last term or permission of the Dean

PA 100: EIGHT SKILLS OF THE EFFECTIVE PARALEGAL ONLINE STUDENT[†]

Eight Skills of the Effective Paralegal Online Student is an important component of the new student experience in the School of Legal Studies' paralegal program at Kaplan University. It is designed to ensure paralegal students' successful social and academic transition into and pursuit of academic excellence within the University community and provide a foundation for success within the profession. Students will be introduced to eight key skills (reading, writing, research, planning, thinking, organizing, interviewing, and communicating) of the paralegal professional through dynamic and engaging interactions and presentations by practicing professionals. "Real-life" examples and interactions with practicing professionals will provide students with a sense of the culture and nuances of the field. The goal of this course is for students to become academically, personally, and socially successful within and beyond this intellectual community.

5 Quarter Credit Hours

Prerequisite: None

PA 101: THE PARALEGAL PROFESSIONAL[†]

In this course, you will be introduced to the paralegal profession, explore career opportunities, learn about ethical rules and professional conduct, explore sources of law such as the U.S. Constitution, learn about methods of dispute resolution and the U.S. Court system, and be introduced to legal documents that paralegals will often be asked to complete.

5 Quarter Credit Hours

Prerequisite: None

PA 165: INTRODUCTION TO TORTS[†]

This course is an introduction to the broad area of civil wrongs and their appropriate remedies as well as tort law principles in the traditional areas of intentional torts, negligence, absolute liability, product liability, nuisance, and commonly employed defenses.

5 Quarter Credit Hours

Prerequisite: PA 101

PA 205: INTRODUCTION TO LEGAL ANALYSIS AND WRITING[†]

Some of the tasks performed by a skilled paralegal are to summarize statutes or regulations, analyze the component parts of written opinions of appellate judges through briefing, identify the legal issues in a fact pattern, and apply the reasoning of relevant legal authorities to a fact pattern. Students who successfully complete this course will be able to analyze and synthesize legal authorities and draft correspondence and memoranda commonly used in the practice of law.

5 Quarter Credit Hours

Prerequisite: PA 201

PA 230: INTRODUCTION TO LEGAL TECHNOLOGY[†]

Technology is pervasive and the modern law office is chock-full of technological appliances, tools, and applications that the paralegal must be able to master. At the core of most software applications are the basics—word processors, spreadsheets, databases, and tools for presentations. Of course, the ubiquitous communication tool, email, is the center of modern electronic communications. This course will explore the most common tools and applications found in law firms and those that every "technology-literate" paralegal must know. Word processing, document-assembly programs, and tools for case management, time and billing, calendaring, electronic communications, and creating presentations are a few of the topics explored in this course. Students will leave this course with a solid foundation of the basics in "legal technology."

5 Quarter Credit Hours

Prerequisites: Students enrolled in a Paralegal Studies program: PA 101 and IT 133; students enrolled in a Legal Studies program: LS 102 and IT 133

PA 231: THE ROLE OF THE PARALEGAL IN A REAL ESTATE LAW PRACTICE[†]

The course will highlight the various aspects of practice and procedure and tasks that the paralegal (or legal assistant) may be asked to carry out for the attorney responsible for the case. The course will also highlight career opportunities for paralegals in real estate, where the jobs are in the field,

and key skills and competencies to highlight in a job search.

2 Quarter Credit Hours

Prerequisites: Permission of the Dean; course to be taken in one of student's last two terms

PA 233: THE ROLE OF THE PARALEGAL IN A CORPORATE LAW PRACTICE*

The course will highlight the various aspects of practice and procedure and tasks that the paralegal (or legal assistant) may be asked to carry out for the supervising attorney. The course will also highlight career opportunities for paralegals in corporate law, where the jobs are in the field, and key skills and competencies to highlight in a job search.

2 Quarter Credit Hours

Prerequisites: Permission of the Dean; course to be taken in one of student's last two terms

PA 234: THE ROLE OF THE PARALEGAL IN A FAMILY LAW PRACTICE*

The course will highlight the various aspects of practice and procedure and tasks that the paralegal (or legal assistant) may be asked to carry out for the attorney responsible for the case. These will include: knowing rules of the court, interviewing clients, investigating aspects of the case, drafting the complaint, discovery, maintaining the file, and other concerns specific to cases in family law. The course will also highlight career opportunities for paralegals in family law, where the jobs are in the field, and key skills and competencies to highlight in a job search.

2 Quarter Credit Hours

Prerequisites: Permission of the Dean; course to be taken in one of student's last two terms

PA 235: THE ROLE OF THE PARALEGAL IN A SOCIAL SECURITY LAW PRACTICE*

The course will highlight the various aspects of practice and procedure and tasks that the paralegal (or legal assistant) may be asked to carry out for the attorney responsible for handling the claim. The course will also highlight career opportunities for paralegals in social security law, where the jobs are in the field, and key skills and competencies to highlight in a job search.

2 Quarter Credit Hours

Prerequisites: Permission of the Dean; course to be taken in one of student's last two terms

PA 237: THE ROLE OF THE PARALEGAL IN AN EMPLOYMENT LAW PRACTICE*

The course will highlight the various aspects of practice and procedure and tasks that the paralegal (or legal assistant) may be asked to carry out for the supervising attorney. The course will also highlight career opportunities for paralegals in employment law, where the jobs are in the field, and

key skills and competencies to highlight in a job search.

2 Quarter Credit Hours

Prerequisites: Permission of the Dean; course to be taken in one of student's last two terms

PA 303: LANDLORD AND TENANT LAW†

This course is designed to introduce students to key elements of leases, applicable statutory law regarding landlord and tenant rights, the nuts and bolts of landlord/tenant litigation, and ways to avoid and/or resolve landlord/tenant disputes.

6 Quarter Credit Hours

Prerequisite: PA 300

PA 321: TIME, BILLING, AND RECORDS MANAGEMENT†

Keeping time, billing, and managing accounts and records are time-consuming tasks that the right technology tools can streamline. This course combines legal accounting and billing. Students will learn about hourly and flat-fee time entry; billable and non-billable entries; and how to transfer time across clients and matters, manage everything related to expenses, record payments and identify outstanding accounts, and generate client bills.

6 Quarter Credit Hours

Prerequisite: PA 230

PA 335: TRIAL AND COURTROOM PRESENTATION‡

This course will introduce students to tools for creating presentations for trial and courtroom presentation. The creation of high-quality courtroom graphics does not have to be an expensive, hard-to-manage process. This course shows students how to create clear and convincing charts, diagrams, and graphics. Students will learn how to create timelines, case chronologies, legal flowcharts, trial graphics, calendars, and much more.

6 Quarter Credit Hours

Prerequisite: PA 230

PA 350: SOCIAL SECURITY DISABILITY LAW§

This course will cover the essentials of representing a claimant before the Social Security Administration for benefits under Title II (Disability Insurance Benefits). Students will gain a working knowledge of the five-step sequential evaluation process and an understanding of the steps used to qualify a claimant at each step. In addition, the course will cover the terminology, ethics, representation requirements, administrative structure, processes, and typical activities encountered in the social security disability claims process.

6 Quarter Credit Hours

Prerequisite: PA 201

PA 352: PRINCIPLES OF SUPPLEMENTAL SECURITY INCOME (SSI)*

This course explains the purposes and basic principles of Supplemental Security Income (SSI), which is a federal, needs-based program for the disabled, blind, and those over 65, and which serves as an option for disabled individuals without enough work credits to qualify for Social Security disability benefits. The student will learn the eligibility requirements for SSI and will become familiar with the income and resource limitations that affect eligibility for SSI. The course will also cover each of the requirements for eligibility for SSI and will show the relationship between Social Security Disability Insurance (DIB/ Disability Insurance Benefits) and SSI.

6 Quarter Credit Hours

Prerequisites: PA 101 or LS 102, PA 110

PA 403: REAL ESTATE TRANSACTIONS†

This course examines each phase of the cycle in real estate. The course starts with a general examination of the source of value in real estates and the goals of the parties to real estate transactions. The course will examine each step in creating value from real estate: land acquisition and predevelopment activities; construction and construction financing; leasing and property management; permanent financing; and sales of income-producing properties. In addition, we will examine the use of different forms of enterprise in real estate transactions, the tax consequences of owning and dealing in real estate, and the environmental issues involved in a real estate practice.

6 Quarter Credit Hours

Prerequisite: PA 300

PA 407: PREPARING FOR AN ADMINISTRATIVE LAW HEARING†

This course will cover pretrial hearing planning and preparation and provide students with the knowledge to tackle special issues with greater skill and confidence. Students will learn how to handle challenges and legal risk before and during the hearing process in order to provide value and be successful throughout the process. In addition, students will learn how to: effectively represent clients with an introduction to disability basics, avoid the legal pitfalls that threaten the ability to secure a favorable ruling through an update on current laws and findings, and effectively navigate the hearing process and turn roadblocks into wins.

6 Quarter Credit Hours

Prerequisite: PA 352

PA 423: HANDLING CHILDHOOD DISABILITY CLAIMS*

This course delves into the unique aspects of handling a childhood disability claim and examines the three-step childhood disability evaluation process as well as the listings for childhood impairments. The course will teach the fundamentals of meeting or equaling a childhood listing and will examine the concept of functional equivalence as well as the process of assessment of childhood functioning.

6 Quarter Credit Hours

Prerequisite: PA 350

PA 425: ELDER LAW†

Approximately 13 percent, or 34.5 million, of the U.S. population is over 65 years of age (Administration on Aging, 2000) and this number is growing. The National Crime Victimization Survey (NCVS) reported that the rate of violent crime victimization of those older than 65 was about 4 out of every 1,000 individuals (Bureau of Justice Statistics, 2001). The elderly and their families have unique needs and face unique challenges. This course will focus on the specific legal needs of the elderly and their families. The elderly are at risk for victimization and potential abuse. Students will be introduced to those issues, including physical, psychological, and financial abuse, as well as neglect, abandonment, and exploitation. In addition, the course will examine the attorney/client relationship, programs available to the elderly and their families, choices for housing and adult care, Medicaid and Medicare planning, estate planning, and family law issues.

6 Quarter Credit Hours

Prerequisite: PA 253

PA 427: PRINCIPLES OF MEDICAID AND MEDICARE†

This course distinguishes Medicaid from Medicare and describes the coverage and eligibility requirements of both programs. The student will become familiar with the different plans available under Medicare: Parts A (Hospital), B (Medical Services), C (Medicare Advantage Plans), and D (Medicare Prescription Drug Coverage). The student will learn the income and resource limitations for both programs and will become knowledgeable of the Medicare benefits for long-term care and of the process by which the government may collect reimbursement for such benefits through Medicaid Estate Recovery. The student will understand the relationship between eligibility for Social Security disability benefits and Medicare as well as

between Supplemental Security Income and Medicaid.

6 Quarter Credit Hours

Prerequisite: PA 350

PA 495: PRACTICUM IN PARALEGAL STUDIES[‡]

In the Practicum in Paralegal Studies, students will put their coursework into action in a law-related setting. The course is designed to broaden the educational experience of paralegal students by providing exposure to selected legal environments where they apply their “academic” learning to practical experience in an area of interest.

4 Quarter Credit Hours

Prerequisite: Minimum of 60 hours of coursework in paralegal studies and permission of the Dean

CS 101: FOUNDATIONS OF COLLEGE SUCCESS^{*}

This course is designed to introduce students to the purposes and processes of university education. An emphasis is placed on effective communication and study skills, goal setting, and the importance of developing good thinking skills. Throughout the course, students will also explore professional fields of interest.

5 Quarter Credit Hours

Prerequisite: None

CS 116: ACADEMIC STRATEGIES FOR THE COMMUNICATION PROFESSIONAL[‡]

Designed to facilitate personal and professional success, this course introduces students to the purposes and processes of university education. An emphasis is placed on study, communication, and thinking skills that support academic achievement. Students also examine the relationship between learning and motivation.

5 Quarter Credit Hours

Prerequisite: None

PS 115: CONTEMPORARY ISSUES IN PSYCHOLOGY[§]

This course introduces students to a variety of contemporary issues in psychology. Topics will include evolutionary psychology; psychology and gender, including sexual orientation; ADHD and education; and mental illness in society.

5 Quarter Credit Hours

Prerequisite: None

PS 200: COGNITIVE-BEHAVIORAL THEORY[§]

This course provides students with an introduction to cognitive-behavioral therapy (CBT) as a form of psychotherapy that emphasizes the important role of thinking in how we feel and what we do. Students will

gain knowledge in understanding the general term of CBT as a classification of therapies with similarities. Students will gain knowledge of the philosophy that underlies CBT, the approaches and primary interventions of CBT, and the different classifications of therapies that utilize this philosophy.

5 Quarter Credit Hours

Prerequisite: SS 124

PS 210: HISTORY OF PSYCHOLOGY[§]

This course explores the historical origins of psychological study and the influences that have shaped contemporary views of the field. Students will learn about the origins of the study of the mind, the social and cultural factors that shaped the scientific approach to psychology, and modern-day applications of psychology. Students will also be introduced to the major theories and theorists in this discipline.

5 Quarter Credit Hours

Prerequisite: SS 124

PS 220: CHILD AND ADOLESCENT PSYCHOLOGY[§]

This course explores the physical, cognitive, social, and intellectual development of human beings from conception through adolescence. You will examine stages and events that influence human development in these early years of life.

5 Quarter Credit Hours

Prerequisite: SS 124

PS 300: RESEARCH METHODS I[§]

This course surveys the theoretical and epistemological approaches used in social science research methodology. You will explore the process of research, including understanding how choices in methodology may shape data collection and results, as well as the various qualitative and quantitative methods most commonly used in the social sciences.

6 Quarter Credit Hours

Prerequisite: MM 207

PS 320: SOCIAL PSYCHOLOGY[§]

This course explores the field of social psychology, which looks at human behavior in the social context and in group settings. You will examine how our feelings, actions, and interactions in a variety of social settings can be influenced by the presence of others. Additionally, the course will explore the influences that family, membership groups, mass media, and socioeconomic class have on social processes.

6 Quarter Credit Hours

Prerequisites: SS 124 and SS 144

PS 330: PERSONALITY DEVELOPMENT[§]

This course examines the major psychological theories of personality and explores research dealing with social influence and social behavior. You will explore topics such as conformity, personal perception, aggression, attitudes, and group dynamics.

6 Quarter Credit Hours

Prerequisite: SS 124

PS 340: EXCEPTIONAL NEEDS CHILDREN[§]

This course examines the needs of exceptional children. The roles of teachers, parents, and other relevant “others” will be investigated in relationship to current practices, which include mainstreaming, inclusion, least-restrictive environment, and individual education programs.

6 Quarter Credit Hours

Prerequisite: PS 220

PS 345: LANGUAGE AND SPEECH DEVELOPMENT AND DISORDERS[§]

This course examines both normal and abnormal language development and provides students with the various theoretical perspectives pertaining to language development.

6 Quarter Credit Hours

Prerequisite: PS 220

PS 350: WORKING WITH CHILDREN IN A DIVERSE WORLD[§]

This course provides an analysis of the cultural factors that impact human development in childhood. Topics include development of cultural identity, the process of acculturation, and the impact of cultural background on social and educational experiences. You will also explore strategies for working with diverse populations of children and techniques for creating an environment that is respectful and responsive to the needs of this population.

6 Quarter Credit Hours

Prerequisite: PS 220

PS 360: APPLIED BEHAVIORAL ANALYSIS I[§]

This course examines the behavioral principles and procedures related to the acquisition of new behaviors and the modification of existing ones, reinforcement, punishment, extinction, discrimination training, generalization, shaping, classical conditioning, conditioned reinforcement, and schedules of reinforcement.

6 Quarter Credit Hours

Prerequisite: MM 207

PS 365: APPLIED BEHAVIORAL ANALYSIS II[§]

This course builds on Applied Behavioral Analysis I to further exam-

ine the dynamics of behavioral principles. You will learn to identify behaviors and environmental relationships that play instrumental roles in behavior deficits or excesses, as well as the application of these theories and concepts to address real-world problems.

6 Quarter Credit Hours

Prerequisite: PS 360

PS 370: HEALTH PSYCHOLOGY[§]

This course provides an overview of the relationship between the mind and physical health. You will explore various models and theories of health psychology, examine current research, understand the psychosocial factors involved in the onset and treatment of physical disease and illness, and study the impact of stress on mental and physical health. You will also learn to develop and implement educational health psychology programming, and to apply health psychological principles in a wide range of therapeutic settings.

6 Quarter Credit Hours

Prerequisite: SS 124

PS 375: SUBSTANCE ABUSE PREVENTION AND TREATMENT[§]

This course examines the prevention, development, and treatment of substance use, abuse, and dependence among youth and adults. Topics include classification of illicit, prescription, and over-the-counter drugs, physiological and psychological effects of various drugs, the role of the brain in addiction, diagnostic criteria for alcohol and substance abuse and dependence, psychosocial factors involved in the development and maintenance of drug use and abuse, and models of education and treatment programs. Students will explore substance abuse among diverse populations.

6 Quarter Credit Hours

Prerequisite: SS 124

PS 380: CLINICAL PSYCHOLOGY[§]

This course explores the foundations of clinical psychology, including the history, practice, and application of psychology in clinical settings. You will examine ethical and legal considerations in counseling, the roles and responsibilities of therapist and client, clinical skills, diversity issues, and professional development opportunities. Current topics related to clinical practice will also be covered.

6 Quarter Credit Hours

Prerequisite: SS 124

PS 400: RESEARCH METHODS II[§]

This course provides an advanced investigation of social science research methodology. This course expands

on the theoretical and epistemological approaches of Research Methods I and focuses on the techniques and principles of evaluation research, with special consideration to research design, instrument development, and data collection techniques within both public and applied settings.

6 Quarter Credit Hours

Prerequisite: PS 300

PS 410: SCREENING AND ASSESSMENT[§]

This course provides an overview of the strategies and tools that are used for the screening and assessment of various age groups. Topics include the history and purpose of assessment, ethical considerations, interviewing and observation techniques, and intelligence and achievement testing. You will learn how to apply screening and assessment information to your work with children, adolescents, and adults.

6 Quarter Credit Hours

Prerequisites: SS 124 and PS 300

PS 420: SOCIAL RELATIONSHIPS IN CHILDHOOD[§]

Current issues in theory and research in developmental psychology will be examined specific to the importance of social relationships in childhood. Topics include emotional development and attachment, cognitive development and social understanding, the importance of peers, how the influence of the family changes as children mature, and the social landscape of adolescence.

6 Quarter Credit Hours

Prerequisite: PS 320

PS 430: PROGRAM DESIGN AND EVALUATION[§]

This course examines the tools and techniques used to measure the activities, characteristics, effectiveness, and efficiency of programs targeted toward specific populations.

6 Quarter Credit Hours

Prerequisite: PS 400

PS 450: CASE MANAGEMENT[§]

This course provides an overview of case management in clinical settings. Topics covered include the roles and responsibilities of case managers and counselors and clinical counseling skills, including evaluation and assessment, treatment planning, administration of services, working within a treatment team, and discharge planning.

6 Quarter Credit Hours

Prerequisite: PS 410

PS 499: BACHELOR'S CAPSTONE IN PSYCHOLOGY[§]

This capstone course is the culminating experience for the Bachelor of Science in Psychology. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.

4 Quarter Credit Hours

Prerequisite: Last term

SC 235: GENERAL BIOLOGY I—HUMAN PERSPECTIVES[§]

In this introduction to biology, students will explore the living world of humans. The course emphasizes the processes of life from the molecular work of genes and proteins to human organ systems, all the way up to food webs and overpopulation. Practical applications of biology in everyday life are stressed throughout the course. No prior study of biology is required to enroll in this non-majors course.

5 Quarter Credit Hours

Prerequisite: None

SS 144: SOCIOLOGY[§]

This course is designed to introduce students to sociology, the scientific study of societies and groups, as well as the social context of human behavior. Students will examine core sociological concepts and research strategies, along with topics such as socialization, crime and deviance, social class and the stratification of wealth, race, gender, and age in a global context. Other areas of study include family, religion, education, economy, health care, and government. By the end of this class, students will have a solid understanding of how their own lives are shaped by the larger society around them and the influence society has on people's attitudes and behaviors.

5 Quarter Credit Hours

Prerequisite: Any Effective Writing I course (CM 102–CM 109)

SS 430: MAKING A LIVING IN THE 21ST CENTURY—THE SOCIOLOGY OF WORK[†]

How will the rapidly changing, global workforce affect my life and career choices? This course addresses contemporary concerns like these, and helps students gain a deeper understanding of the phenomenon called work, by introducing sociological theories and concepts, and discussing information that will enable learners

to make sense of a seemingly unpredictable workforce environment. Past, present, and future work issues and trends will be discussed in order to place work in a relevant context. Topics include: the shift from industrial to postindustrial economies, telecommuting, outsourcing and de-skilling, joblessness, worker alienation, and the interplay between work and family.

6 Quarter Credit Hours

Prerequisite: CM 220

TH 101: TRAVEL CONCEPTS[§]

In this course, students will learn how to use basic travel concepts to help their customers. They will learn how to identify key criteria for selecting a travel product and defining rates, codes, and regulations. Students will also describe trends in the travel industry and evaluate career opportunities.

5 Quarter Credit Hours

Prerequisite: None

TH 102: SALES, MARKETING, AND CUSTOMER SERVICE[§]

This course provides an overview of sales, marketing, and customer service used in travel and hospitality. Students will learn the marketing mix as applied to their industry and develop an appropriate sales plan. It also reviews important business concepts.

5 Quarter Credit Hours

Prerequisite: TH 101

TH 107: TOURISM AND WORLD GEOGRAPHY[§]

This course covers geographical terminology and destinations, as well as airport and city codes. Students will learn major landmarks and attractions, and evaluate destinations based on customer preference.

5 Quarter Credit Hours

Prerequisites: TH 101 and TH 102

TH 110: DOMESTIC GEOGRAPHY[§]

This course presents the United States, Canada, and the Caribbean as a wide variety of destinations providing tourist and recreational opportunities. Students explore the locations of major cities, waterways, capitals, tourist attractions, and transportation systems, as well as examining climate and cultural trends. Throughout this course, students will become familiar with professional airport codes and industry terminology.

5 Quarter Credit Hours

Prerequisite: None

TH 115: CRUISES[§]

The cruise industry is the fastest-growing segment of the travel industry. In this course, students receive a comprehensive overview of the cruise

industry, including current trends in the industry, the types of cruise ships available depending on the market niche, the economics of the sale, customer service, and linkage to other transportation/hospitality vendors.

5 Quarter Credit Hours

Prerequisite: None

TH 117: GLOBAL HOSPITALITY[§]

In this course, aspiring managers learn about the many global opportunities available in the hospitality industry. Highlights include the service and travel and tourism industries, hospitality careers, club organization and operation, the cruise industry, and casino hotels. Students gain a better understanding of the organization and structure of hotels, restaurants, and clubs from a management perspective, including franchising and management contracts, business ethics, human resources, and marketing.

5 Quarter Credit Hours

Prerequisite: None

TH 200: INTERNATIONAL GEOGRAPHY[§]

This course studies the location of international countries and capital cities, major tourist attractions, the principal points of interest in each major destination, transportation systems, forms of government, requirements for entry, and climate.

5 Quarter Credit Hours

Prerequisite: None

TH 202: FOOD AND BEVERAGE MANAGEMENT[‡]

This course will show how to profitably manage food service operations. The important stages of food and beverage management are covered from planning to implementation to evaluation.

5 Quarter Credit Hours

Prerequisites: TH 101, TH 102, and TH 117

TH 206: HOTEL MANAGEMENT AND OPERATIONS[§]

In this course, students learn how management techniques can increase front office efficiency and customer sales. Topics include yield management techniques, the latest computer technology, and team building skills. Students learn how front office activities and functions affect other departments, as well as how to manage the front office to ensure that the property's goals are met.

5 Quarter Credit Hours

Prerequisite: None

TH 210: TRAVEL TECHNOLOGY SYSTEMS[§]

In this course, students learn an airline reservation system, which

includes schedule display, reservations, fare display, autopricing, building a passenger name record (PNR), explaining fare rules, and car and hotel reservations. This information is enhanced by an introduction to a database management program. Additionally, students review Internet research and booking procedures for both domestic and international travel.

5 Quarter Credit Hours

Prerequisite: TH 110

TH 220: E-RESOURCES[§]

This course familiarizes students with current issues and industry trends. Students learn to negotiate with suppliers, price foreign independent tours, and respond to customer preferences, spending trends, technological advances, and emerging markets.

5 Quarter Credit Hours

Prerequisite: 100/200-level Travel and Hospitality course or permission of the Dean

TH 230: DYNAMICS OF TRIP/ EVENT PLANNING[§]

In this course, students learn the important elements of organizing group travel using team building and critical thinking skills. This course is designed to provide students with an understanding and the experience of planning, participating, and evaluating a preplanned familiarization trip/special event by working as a flexible team. Onsite students will complete a well-defined journal of their experiences upon return from their trip to a tourist destination.

5 Quarter Credit Hours

Prerequisite: Last term or permission of the Dean

TH 260: LEGAL ENVIRONMENT[§]

This course introduces future hotel and restaurant operators to basic legal principles governing the hospitality and travel industry. This course will help them anticipate and circumvent potentially difficult legal pitfalls through the exploration of actual court cases. Through application of accepted ethical principles and standards of professional conduct, students will learn how to respond to their customers needs within the legal and ethical boundaries of the travel and hospitality industry.

5 Quarter Credit Hours

Prerequisite: None

TH 299: ASSOCIATE'S CAPSTONE IN GLOBAL TRAVEL AND HOSPITALITY MANAGEMENT[§]

This course applies industry theories to real-world environments through the study and practice of problem-solving techniques, supportive communication, team building, and cus-

tomers service development. Onsite students will apply knowledge either through community service or an internship that includes comprehensive employability skills and a professional image. Upon completion of the course, students may be required to take the Travel Agent Proficiency (TAP) Test. Please check with your Department Chair.

5 Quarter Credit Hours

Prerequisite: Last term or permission of the Dean

Kaplan University Administrators and Academic Leadership

SENIOR ADMINISTRATORS

ANDREW S. ROSEN

PRESIDENT, KAPLAN HIGHER EDUCATION

JD, Yale Law School

AB, Duke University

Mr. Rosen is president and chief operating officer of Kaplan University. He has led the institution's efforts into the burgeoning online higher learning market through Kaplan University and Concord Law School. Previously, Mr. Rosen served as a staff attorney for The Washington Post newspaper, then moved to Newsweek as assistant counsel in 1988 before coming to Kaplan, Inc., in 1992. He served as center administrator, regional director, and vice president of field management prior to assuming the role of chief operating officer in early 1997. He currently serves on the Board of Trustees of The Children's Aid Society in New York City.

JANICE BLOCK

EXECUTIVE VICE PRESIDENT AND GENERAL COUNSEL, KAPLAN HIGHER EDUCATION

JD, Columbia University School of Law

MS, Northwestern University

BA, Princeton University

With more than 18 years in the corporate world and private practice, Ms. Block has extensive experience in business development, regulatory compliance, corporate governance, and mergers and acquisitions. Prior to joining Kaplan in 2006, she was senior vice president, general counsel, and corporate secretary for another large company in higher education. Previously, Ms. Block was a partner/shareholder with Greenberg Traurig; she also served as central region counsel for Microsoft.

RONALD BLUMENTHAL

SENIOR VICE PRESIDENT, ADMINISTRATION

MSW, Washington University

BA, University of Missouri

Mr. Blumenthal is a 30-year veteran of the Kaplan organization. His primary responsibility is for the regulatory and accreditation areas of Kaplan University's educational endeavors.

DAVID CLINEFELTER

PROVOST

PhD and MA, OHIO STATE UNIVERSITY

BA, GRACELAND UNIVERSITY

Prior to joining Kaplan University, Dr. Clinefelter was the president of Graceland University, where he also served as chairman of the board of directors of SkillPath Seminars, a Graceland subsidiary. He has also worked in K-12 education as a teacher, high school principal, and superintendent of schools. Dr. Clinefelter recently served as interim president of Andover College in Portland, Maine.

JEFF CONLON

PRESIDENT, KAPLAN HIGHER

EDUCATION CAMPUSES

MBA, Northwestern University

BA, Brown University

Mr. Conlon has been with Kaplan since January 1993. He most recently served as chief executive officer at Score!, and previously managed test prep centers in Chicago before serving as regional director in South Florida and later Washington, D.C.

LISA GEFEN SICILIAN

SENIOR VICE PRESIDENT, HUMAN RESOURCES,

KAPLAN HIGHER EDUCATION

JD, Emory University School of Law

BA, Goucher College

Ms. Gefen Sicilian is responsible for all Kaplan Higher Education Online human resource functions. Prior to joining Kaplan, Ms. Gefen Sicilian served as vice president and corporate secretary of United States Sugar Corp., where she was responsible for the development and implementation of strategic legal decision making. She has significant experience in both litigation and corporate legal matters. She began her legal career clerking for three judges at the Federal Energy Regulatory Commission and went on to practice law at the Washington, D.C., offices of Sidley & Austin and Verner, Liipfert, Bernhard, McPherson & Hand. She is a member of the Maryland and District of Columbia Bar Associations.

GREGORY MARINO

SENIOR VICE PRESIDENT, OPERATIONS

BS, University of Maryland University College

MCSE

Since joining Kaplan, Inc., in 1993 as an intern, Mr. Marino has been instrumental in many different roles. After a three-year tenure at two of the Kaplan Test Prep centers in Long Island and Queens, New York, he was a project manager in technology, then director of technology operations. In 2001, he was named vice president of operations for then Kaplan College.

JOE MORGAN

SENIOR VICE PRESIDENT, STRATEGIC INITIATIVES

JD and BFA, University of Miami

Mr. Morgan has spent most of his professional career in both the retail and non-retail food service industry. His previous positions include president of Blimpie Subs and Salads, a global organization with 2,100 restaurants and 24,000 employees spanning 13 countries, and division president of one of the largest food service organizations in the world, an organization which owned franchise rights for Krispy Kreme Doughnuts in New York and New Jersey, and provided retail and non-retail food service.

HEIN J. ONKENHOUT

CHIEF OPERATING OFFICER ACADEMICS

MSEE, Delft University of Technology,

The Netherlands

AMP Graduate, Wharton School of Business

In the past twenty years, Mr. Onkenhout has been recognized for his ability to significantly improve business performance. He has worked in many parts of the world, speaks several foreign languages, and is at home in a range of industries, such as the high-tech industry, consumer goods, electronics, and consumer packaging. Onkenhout began his career at the management consulting firm McKinsey & Company. After seven years he joined ASM International, a company making semiconductor production equipment. In this role, he worked across the globe in the US, the Netherlands, and Japan. Subsequently, Van Leer Packaging recruited him and he relocated to Germany. Next, he was promoted to run the U.S.-based Chinet Company. After a short stint at Sensormatic, a security company, he was approached by Rexam, a London-based packaging company. There he worked for five years prior to joining Kaplan.

MATT SEELYE

VICE PRESIDENT AND CHIEF FINANCIAL OFFICER,

KAPLAN HIGHER EDUCATION

BBA, James Madison University

Mr. Seelye is CFO for Kaplan Higher Education, which includes Kaplan University and Kaplan Higher Education Campuses.

TOM WEST

CHIEF INFORMATION OFFICER

MBA, Florida Institute of Technology

BS, University of North Carolina at Charlotte

Mr. West has extensive experience leading complex information systems organizations. He previously spent 25 years in information technology within Pfizer, General Electric, and Citigroup. His background includes operations, telecommunications, mergers and acquisitions, application development/migration, call center integration, and e-commerce implementation. He has regional experience in Asia, Australia, South America, Mexico, and Europe.

ACADEMIC LEADERSHIP

ARTS AND SCIENCES

CONNIE BOSSE

VICE PRESIDENT, ARTS AND HEALTH SCIENCES

MBA and BS, Boston University

Prior to joining Kaplan University in 2000, Ms. Bosse was dean of undergraduate administration for Babson College. Her previous employment includes Boston University, where she was the assistant dean for graduate and undergraduate programs, and Interactive Data Corporation, where she was a marketing field consultant.

SARA SANDER

DEAN, COLLEGE OF ARTS AND SCIENCES

MA and BA, University of Arkansas at Fayetteville

Ms. Sander began her career with Kaplan University in 1997. She has served in a variety of positions including professor of communications and languages and program coordinator for the College of Arts and Sciences. Her experience includes over a decade of teaching adult learners, with a focus in the last six years in online education and administration.

BUSINESS AND MANAGEMENT

DICK KANE

VICE PRESIDENT, SCHOOL OF BUSINESS

MBA and BS, Indiana University

Mr. Kane's previous accomplishments include positions as a chief operating officer at Anderson Ventures, consultant to Countrywide Financial Services, vice president at Fidelity Investments, vice president at Harte-Hanks Direct Marketing, and various management positions with Procter & Gamble. In addition, Mr. Kane founded his own company and contributed to the success of other entrepreneurial ventures.

CATHERINE FLYNN

INTERIM DEAN, GRADUATE SCHOOL OF MANAGEMENT

PhD, Colorado Technical University

MA, Western State of Colorado

Dr. Flynn is the interim dean for the Graduate School of Management. Prior to joining Kaplan University, she served as director of distance learning at Colorado Technical University. Dr. Flynn is a member of various professional organizations, including the Academy of Management.

REBECCA HERMAN

INTERIM DEAN, UNDERGRADUATE SCHOOL OF BUSINESS

ABD, MAOM, BS, SHPR

Ms. Herman joined Kaplan University in 2005 and previously served as an instructor and academic department chair. Ms. Herman was promoted to Assistant Dean of Faculty for the School of Business in 2006. Ms. Herman is currently writing her doctoral dissertation on servant leadership and workplace spirituality. Prior to her career in academia, Ms. Herman enjoyed a successful corporate career

in human resource management and is a certified Senior Professional in Human Resources. Ms. Herman is a member of various professional organizations and currently serves as a division chair for the Institute of Behavioral and Applied Management.

CRIMINAL JUSTICE

CHRISTOPHER CAYWOOD

PROGRAM VICE PRESIDENT, CRIMINAL JUSTICE

JD, AM, and AB, University of Michigan

MBA, University of Chicago

Mr. Caywood brings 20 years of experience in business and law to Kaplan University. This experience gives him a practical perspective on criminal justice and paralegal studies that focuses on preparing students for today's complex job market. Prior to joining Kaplan University, Mr. Caywood served in a number of business roles with increasing responsibility for Sears, Roebuck and Co., Baxter International, and Motorola. Mr. Caywood started his career with the law firm of Nixon Peabody LLP of Boston and then McDermott, Will & Emery of Chicago. He has published and lectured on a variety of topics.

FRANK DIMARINO

DEAN, UNDERGRADUATE STUDIES, SCHOOL OF CRIMINAL JUSTICE AND INTERIM DEAN, GRADUATE SCHOOL OF CRIMINAL JUSTICE

LLM, George Washington University School of Law

JD, Case Western Reserve University School of Law

AB, Georgetown University

Mr. DiMarino joined Kaplan University in January 2004, and taught for both the undergraduate and graduate criminal justice programs. In 2006, he received the Kaplan University award for Outstanding Graduate Faculty Member. As an assistant United States attorney for 18 years, Mr. DiMarino was the financial institution fraud coordinator and the environmental crimes coordinator. He prosecuted cases based upon criminal investigations by the Federal Bureau of Investigation, the Drug Enforcement Administration, the United States Secret Service, the Internal Revenue Service, the U.S. Marshals Service, and the Department of Defense. Mr. DiMarino also prosecuted cases as a U.S. Army Judge Advocate General's Corps officer for 15 years and during Operation Desert Storm.

EDUCATION

CHRISTOPHER CAYWOOD

INTERIM PROGRAM VICE PRESIDENT, EDUCATION

JD, AM, and AB, University of Michigan

MBA, University of Chicago

Mr. Caywood brings 20 years of experience in business and law to Kaplan University. This experience gives him a practical perspective that focuses on preparing students for today's complex job market. Prior to joining Kaplan University, Mr. Caywood served in a number of business roles with increasing responsibility for Sears, Roebuck and Co., Baxter International, Inc., and Motorola, Inc. Mr. Caywood started his career with the law firm of Nixon Peabody LLP of Boston and then McDermott, Will & Emery of Chicago. He has published and lectured on a variety of topics.

RON KERN

DEAN, SCHOOL OF HIGHER EDUCATION STUDIES, GRADUATE SCHOOL OF EDUCATION

PhD, University of North Texas—Denton

MA, University of Texas at San Antonio

BS, University of Central Oklahoma

Dr. Kern began his career at Kaplan University as chair for curriculum and accreditation for the School of Legal Studies. He comes to the Dean's position with an impressive history of senior leadership positions (including program coordinator, dean, and vice president for academic affairs) in higher education. Additionally, Dr. Kern has served as a faculty member, earning various teaching awards and numerous grants.

BECKY L. SHERMIS

DEAN, SCHOOL OF TEACHER EDUCATION, GRADUATE SCHOOL OF EDUCATION

MA, University of Texas

BS, University of Tennessee

Mrs. Shermis brings 25 years of teaching and school administrative experience to Kaplan University. Before coming to Kaplan University, she served as executive director of the School Board of Broward County, Florida. In this capacity, she managed development and professional quality for approximately 300 schools and 30,000 employees. Her prior work includes K-12 educational consulting and training in Texas, Indiana, and Florida. She has also served as a school principal, teacher, professional developer, and curriculum designer. She has a Gifted Education Endorsement from the Texas Education Agency and an Elementary Administration and Supervision License from Indiana.

HEALTH SCIENCES

CONNIE BOSSE

VICE PRESIDENT, ARTS AND HEALTH SCIENCES

MBA AND BS, Boston University

Prior to joining Kaplan University in 2000, Ms. Bosse was dean of undergraduate administration for Babson College. Her previous employment includes Boston University, where she was the assistant dean for graduate and undergraduate programs, and Interactive Data Corporation, where she was a marketing field consultant.

KEITH L. SMITH

DEAN, SCHOOL OF HEALTH SCIENCES

PhD, Seattle University

MBA, City University

MA, Fuller Theological Seminary

Prior to Kaplan University, Dr. Smith served as the dean of the College of Professional Studies at the National University of Health Services. He has a broad range of higher education experience, including his previous accomplishments as a dean, assistant dean, and director of faculty for several universities. He was also the president of Paradigm 21, a consulting firm specializing in leadership, strategic management, organization performance, and personal development.

INFORMATION SYSTEMS AND TECHNOLOGY

DICK KANE

VICE PRESIDENT, SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY

MBA and BS, Indiana University

Mr. Kane's previous accomplishments include positions as a chief operating officer at Anderson Ventures, consultant to Countrywide Financial Services, vice president at Fidelity Investments, vice president at Harte-Hanks Direct Marketing, and various management positions with Procter & Gamble. In addition, Mr. Kane founded his own company and contributed to the success of other entrepreneurial ventures.

KAMAL DAHUR

DEAN, SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY

PhD and MS, De Paul University

BS, University of Illinois at Chicago

Dr. Dahbur is an accomplished professor, researcher, and manager with over 23 years of experience in computer science and information systems. The breadth of his work experience spans the commercial and educational sectors in a wide variety of responsible and leading roles. He has over 15 years of experience in designing, delivering, and monitoring courses, including online courses, using a variety of distance learning technologies.

LEGAL STUDIES

CHRISTOPHER CAYWOOD

PROGRAM VICE PRESIDENT, LEGAL STUDIES

JD, AM, and AB, University of Michigan

MBA, University of Chicago

Mr. Caywood brings 20 years of experience in business and law to Kaplan University. This experience gives him a practical perspective on criminal justice and paralegal studies that focuses on preparing students for today's complex job market. Prior to joining Kaplan University, Mr. Caywood served in a number of business roles with increasing responsibility for Sears, Roebuck and Co., Baxter International, and Motorola. Mr. Caywood started his career with the law firm of Nixon Peabody LLP of Boston and then McDermott, Will & Emery of Chicago. He has published and lectured on a variety of topics.

WILLIAM WESTON

DEAN, SCHOOL OF LEGAL STUDIES

PhD, Rutherford University

JD, University of Maryland

ABML, Loyola College

Dr. Weston was previously an associate dean and professor of law at Concord Law School and a member of the faculty at Kaplan University. He has more than thirty years of teaching experience and has been widely published. Dr. Weston is active in the American Bar Association, where he chairs the Standing Committee on Professional Responsibility of the General Practice Division, and the Committee on Ethics and Technology of the Center for Professional Responsibility.

NURSING

CHRISTOPHER CAYWOOD

INTERIM PROGRAM VICE PRESIDENT, NURSING

JD, AM, and AB, University of Michigan

MBA, University of Chicago

Mr. Caywood brings 20 years of experience in business and law to Kaplan University. Prior to joining Kaplan University, Mr. Caywood served in a number of business roles with increasing responsibility for Sears, Roebuck and Co., Baxter International, Inc., and Motorola, Inc., including vice president of business development for a global oncology pharmaceutical business and chief business officer of Clinical Micro Sensors, a developer and marketer of DNA microchips for highly sophisticated health care diagnostics. Mr. Caywood started his career with the law firm of Nixon Peabody LLP of Boston and then McDermott, Will & Emery of Chicago. He has published and lectured on a variety of topics.

DIANN L. MARTIN

DEAN, UNDERGRADUATE PROGRAM,

SCHOOL OF NURSING

DNS and MSN, Rush University College of Nursing

BSN, Loyola University of Chicago

Dr. Martin brings 28 years of health administration and executive leadership experience to Kaplan University. Previously she was director of clinical operations for Patient Care, Inc., administrator for Elmhurst Memorial Home Health and Hospice, and executive vice president for CareMed in Chicago.

GWEN G. MORSE

DEAN, GRADUATE SCHOOL OF NURSING

PhD, University of Arizona

MSN and BSN, California State University, Dominguez Hills

Prior to joining Kaplan University, Dr. Morse was a faculty member at a number of universities, including University of Maine and University of San Diego, where she taught students ranging from undergraduate to doctorate in traditional and online settings. Dr. Morse has been widely published and her research interests include women's health and innovative technologies for teaching and learning.

UNIVERSITY ADMINISTRATORS

CRAIG BACH

EXECUTIVE DIRECTOR OF INSTITUTIONAL EFFECTIVENESS

PhD and MS, University of California, Berkeley

Dr. Bach's previous posts include assistant professor at Drexel University in both the School of Education and the philosophy program, visiting assistant professor in Michigan State University's department of philosophy, and instructional designer for Futurekids. Dr. Bach's main areas of research include educational assessment, the philosophy of education, instructional technologies, and the application of philosophical methods to research.

MICHAEL J. DEMAKOS

VICE PRESIDENT, CHIEF TECHNOLOGY

OFFICER/ACADEMICS

MBA, State University of NY

BA, Siena College

Mr. Demakos' previous posts include executive vice president and chief technology officer for Kaplan Professional, senior vice president and chief technology officer for Kaplan Corporate, executive director for technology and financial operations for the Tribune Company, and manager and consultant for Price Waterhouse.

THOMAS FLINT

DIRECTOR OF ACCREDITATION

PhD, University of Illinois at Chicago

MA, Roosevelt University

BS, Northwestern University

Dr. Flint's previous posts include vice president at the Council for Adult and Experiential Learning, vice president at Robert Morris College (IL), and various positions at both DeVry University and Lincoln Educational Services.

CLAIRE GALLICANO

DIRECTOR OF COMPLIANCE

MA, University of Phoenix

BS, Kutztown University of Pennsylvania

Ms. Gallicano's previous posts include director of admissions at Moore College of Art, director of student services at the Pennsylvania Academy of Fine Arts, assistant director of the St. Joseph's University MBA program, and director of student management at American InterContinental University.

WENDI GRAFE

VICE PRESIDENT OF STUDENT OPERATIONS

BS, Bradley University

Ms. Grafe joined the then named Kaplan College in 2001 and has been instrumental to the growth of Kaplan University in many different roles, including director of special projects and executive director of marketing. Ms. Grafe began her current department, student operations, in 2003 and in 2006 became vice president of that department. Prior to coming to Kaplan University, Ms. Grafe served as an account executive for GBR Advertising, underwriting manager for the NPR station WCBU, and professor of communications and co-director of forensics for Arizona State University.

RON KERN

DEAN OF THE GRADUATE SCHOOL

PhD, University of North Texas—Denton

MA, University of Texas at San Antonio

BS, University of Central Oklahoma

Dr. Kern began his career at Kaplan University as chair for curriculum and accreditation for the School of Legal Studies. He comes to the Dean's position with an impressive history of senior leadership positions (including program coordinator, dean, and vice president for academic affairs) in higher education. Additionally, Dr. Kern has served as a faculty member, earning various teaching awards and numerous grants.

SCOTT KILGORE

VICE PRESIDENT, ADMISSIONS
AND ACADEMIC ADVISING

MBA, University of Iowa
BA, University of Nebraska

Mr. Kilgore received his commission in the U.S. Army as a cavalry officer. For the past 12 years, he has worked in all capacities of the teleservices industry, assisting Fortune 500 companies achieve their marketing objectives. He is leveraging this experience to integrate contact center disciplines to the admissions arena of Kaplan's for-profit education division.

JEFF KING

DIRECTOR, CENTER FOR TEACHING AND LEARNING
EdD, University of North Texas

MM, North Texas State University
BM, University of Georgia

Dr. King's previous work in higher education includes consultancies in faculty development on multiple grants (Fund for the Improvement of Post-Secondary Education, Title III, National Science Foundation) for various colleges and universities, and positions as faculty development director at the Art Institute of Dallas, system persistence coordinator for Education Management Corporation, and adjunct instructor at North Texas State University.

JAMES LININGER

VICE PRESIDENT OF STUDENT FINANCE

MBA, Lynn University
BS, Florida Atlantic University

Mr. Lininger's previous posts include director of receivable management services at CIT/Commercial Services, senior manager of finance for the North American retail group at Sensormatic Electronics Corporation, senior manager of U.S. operations at Sensormatic Electronics Corporation, and accounts receivable manager at 180 Connect.

MIKE LORENZ

DIRECTOR OF ACADEMIC SERVICES STRATEGY AND
INTERIM REGISTRAR

MA, Indiana University
BA, Knox College

Mr. Lorenz taught high school before entering higher education administration. His first experience with distance learning was as a graduate student, grading Latin 101 correspondence courses. Since then, he has served in and/or supervised departments of academic advising, course development, registrar, prior learning assessment, and career services.

KATHRYN MCFARLAND

VICE PRESIDENT, ADMISSIONS
AND ACADEMIC ADVISING

MFA, Sarah Lawrence College
BA, University of Minnesota

Ms. McFarland joined Kaplan University in 2004. She has over a decade of experience in admissions and marketing, primarily in online higher education. Previous responsibilities include several years with Laureate Education/Walden University, where she led the internal and field efforts of a national admissions team.

BRIDGET MCGUIRE

VICE PRESIDENT OF FINANCIAL AID STUDENT
SERVICES

BA, Elon University

Ms. McGuire has worked in the financial aid industry since 1994. Before coming to Kaplan, she worked for the Educational Management Corporation chain of schools. She began her Kaplan career in 2001 as the director of financial aid at Kaplan College in Roswell, GA. In 2002, Ms. McGuire opened the financial aid department in Boca Raton, FL, and she was promoted to executive director in 2004. She became vice president of financial aid student services for Kaplan University in 2007.

AFSHIN MIKAILI

DIRECTOR OF PRIOR LEARNING ASSESSMENT CENTER
PhD, MS, and BS, Iowa State University

MBA, University of Chicago

Dr. Mikaili oversees alternate means of receiving credit: transfer credit, experiential learning portfolios, credit by examination, and articulation agreements with other universities as well as corporations. Prior to joining Kaplan University, he was the director of financial analysis and business strategy at the Illinois Institute of Technology. He started his career with a 10-year tenure in the fast-paced corporate environment of a technology startup company that blossomed from a mom-and-pop shop to a successful launch of an IPO with over 1000 employees.

DANIEL P. O'BRIEN

EXECUTIVE DIRECTOR OF STUDENT EXPERIENCE
MAT, Reed College

MBA, Harvard Graduate School of Business
Administration

AB, Dartmouth College

Mr. O'Brien has taught at the K-12, undergraduate, and graduate levels. Prior to his position with Kaplan University, he was a senior analyst at Forrester Research and director of Internet commerce at Pearson Education.

RON ROBERTS

LIBRARY SERVICES COORDINATOR

MA, Eastern Illinois University
BA, East Carolina University

Mr. Roberts' previous positions include coordinator of library services for Capella University, library assistant at City College of the City University of New York, and teaching positions at Daytona Beach Community College, Eastern Illinois University, and the University of Alabama in Huntsville.

RONALD TRAUTMAN

VICE PRESIDENT AND GENERAL MANAGER,
CONTINUING AND PROFESSIONAL STUDIES

BA, Florida Atlantic University

Prior to his current role, Mr. Trautman was vice president of marketing and business development for Kaplan University. Before joining Kaplan University, he was chief executive officer for Cyberads, Inc., and previously worked with MediaOne for 15 years.

SHARON SWEENEY

VICE PRESIDENT, FINANCIAL AID
MBA, Governors State University

BS, Calumet College of St. Joseph

Ms. Sweeney's previous positions include senior vice president of student finance for Career Education Corporation and vice president of student finance for Argosy Education Group of Education Management Corporation. She brings with her an extensive background in financial aid, including 22 years of leadership experience in this sector.

ONSITE ADMINISTRATORS

CONNIE BISHOP

ASSISTANT DIRECTOR, FINANCIAL AID

AAS, Anoka Ramsey Community College—Minneapolis

Ms. Bishop began her career at Kaplan University as an assistant registrar for the online school. In 2003, she became a financial aid coordinator for the Davenport campus. She was recently promoted to the position of assistant director. Her previous experience includes being a financial planner for Prudential.

JANE L. BOLLMANN

DIRECTOR OF CAREER SERVICES

BS, Murray State University

Ms. Bollman has been with Kaplan University for 16 years. She was formerly the department coordinator for the business department at Colerain High School. She is very active in the business community in the Quad Cities.

CHRISTINE CHRISTOPHERSON

ASSISTANT DIRECTOR, FINANCIAL AID

BAA, American Institute of Commerce

Mrs. Christopherson has developed a strong knowledge of financial aid through six years of experience at Kaplan University. A year after graduating from AIC, she became a financial aid processor for Kaplan. She has since learned all aspects of financial aid. Having acquired the assistant director position, she continues to expand her knowledge in her field of expertise. She is pursuing her bachelor's degree in business management.

DIANE FALL

DIRECTOR OF STUDENT SERVICES

MS and BA, Western Illinois University

Prior to joining Kaplan University, Ms. Fall was the gender equity coordinator at Black Hawk College, where she also served in positions dealing directly with students in career advising. Ms. Fall also has worked for over 20 years in the social service field, working with troubled youth and families and as a foster care specialist. She was initially hired as the market development specialist for Kaplan University's Davenport campus and connected the school with business, which reinforced her work as an adjunct instructor teaching Advanced Career Development Strategies for the University.

JANET GEHRLS

REGISTRAR

BA, Augustana College

Diploma, American Institute of Commerce

Ms. Gehrls has been with the University for the past 16 years. Prior to her work with Kaplan University, she worked as a substitute teacher, a preschool teacher, and daycare provider. She also has experience as a sales associate and assistant manager.

ROBERT HOFFMANN

DIRECTOR OF ADMISSIONS

Mr. Hoffmann has 14 years experience in proprietary college admissions. He began his career as an outside and inside admissions representative for a private college. Once he was promoted to director of admissions, he stayed in that role for four years before joining Kaplan University in 2001. He is now director of the onsite admissions department.

G.H. "MAC" MCNEAL

CAMPUS ACADEMIC DEAN, DAVENPORT

PhD and MN, University of Washington, Seattle

BSN, Northern Illinois University

AAS, Black Hawk College

Prior to joining Kaplan University in 2003, Dr. "Mac" was director of patient services support at Genesis Health Systems. His prior employment has included director of rural health clinics for Morrison Community Hospital, administrative officer for USA Health Clinics Rock Island Arsenal, director of nursing for the University of Pittsburgh- Bradford, director of instructional media for the University of Washington School of Nursing, preceptor family nurse practitioner for UW Seattle, psychiatric nurse for East Moline State Hospital, USMC artillery, milk lab technician, and farmer.

JOHN NEALCAMPUS PRESIDENT, KAPLAN UNIVERSITY-
DAVENPORT

EdD, Vanderbilt University

MA, Middle Tennessee State University

BS, Free Will Baptist College

Dr. Neal's previous higher education posts include president of Maryville University and Ottawa University, and dean of communications at Webster University. He is also a noted author on higher education accountability and quality assessment.

JENNIFER SMITH

DIRECTOR, ACADEMIC RESOURCE CENTER/LIBRARY

MLS, Simmons College

BA, University of Wisconsin-Madison

Ms. Smith has over six years of experience providing reference services in public and academic libraries. Prior to joining Kaplan University, Ms. Smith was a government documents librarian at the Boston Public Library.

DON WILSKE

DIRECTOR OF FINANCE

MBA, St. Ambrose University

Prior to joining Kaplan University, Mr. Wilske was the chief financial officer for the Illinois Community College Board in Springfield, Illinois, where he was responsible for the operating and capital budgets for the Illinois community college system and also for the agency's technology services operations. He previously held the position of chief financial officer at Black Hawk College and worked in public accounting and the automobile industry.

MICHAEL WOODS

RESIDENTIAL CHAIR AND PROGRAM COORDINATOR

PhD, Iowa State University

MA and BA, University of Illinois

Dr. Woods brings to his position over 15 years of hands-on and theoretical experience in marketing communications, leadership development, and organizational communications. He has become nationally and internationally recognized for his research, teaching, and outreach efforts in marketing communications, service learning, and organizational development. Over the past 15 years he has lived and worked in the Slovak Republic, Ukraine, Canada, and Michigan.