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. This Addendum is not intended to alter any section of the Catalog or prior Addenda that is not specifically addressed herein, and such sections shall remain in full force and effect until further notice.
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Contact Information

ONLINE

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

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

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

12650 Ingenuity Drive
Orlando, FL 32826
Tel: 866.527.5268 (Toll Free)

ONLINE SUPPORT CENTERS
6301 Kaplan University Avenue
Fort Lauderdale, FL 33309
Tel: 866.527.5268 (Toll Free)
Fax: 800.582.9261 (Toll Free)
Email: techsupport@kaplan.edu

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

CONCORD LAW SCHOOL
10866 Wilshire Boulevard,
Suite 1200
Los Angeles, CA 90024
Tel: 310.689.3200
Fax: 310.470.3547

MAIN CAMPUS

When confirming accreditation, please note that Kaplan University's main campus is located in Iowa.

Davenport
1801 East Kimberly Road, Suite 1
Davenport, IA 52807
Tel: 563.355.3500
Fax: 563.355.1320

Cedar Falls
7009 Nordic Drive
Cedar Falls, IA 50613
Tel: 319.277.0220

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

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

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

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

South Portland
265 Western Avenue
South Portland, ME 04106
Tel: 207.774.6126
Fax: 207.774.1715

MAINE

Lewiston
475 Lisbon Street
Lewiston, ME 04240
Tel: 207.333.3300
Fax: 207.333.3305

MARYLAND

Frederick*
5301 Buckeystown Pike, Suite 103
Frederick, MD 21704
Tel: 877.510.2300 (Toll Free)
Fax: 301.682.4882

*Kaplan University, Frederick campus, is not enrolling new students at this time.

Hagerstown
18618 Crestwood Drive
Hagerstown, MD 21742
Tel: 800.422.2670 (Toll Free)
Fax: 301.739.2670

NEBRASKA

Lincoln
1821 K Street
Lincoln, NE 68508
Tel: 402.474.5315

Omaha
5425 North 103rd Street
Omaha, NE 68134
Tel: 402.572.8500

KAPLAN UNIVERSITY LEARNING CENTERS

KAPLAN UNIVERSITY LEARNING CENTER, DELRAY BEACH
3333 South Congress Avenue
Delray Beach, FL 33445
Tel: 561.381.6340

KAPLAN UNIVERSITY LEARNING CENTER, INDIANAPOLIS
9000 Keystone Crossing, Suite 120
Indianapolis, IN 46240
Tel: 877.320.5430

KAPLAN UNIVERSITY LEARNING CENTER, ST. LOUIS
1807 Park 270 Drive
St Louis, MO 63146
Tel: 314.205.7900

KAPLAN UNIVERSITY LEARNING CENTER, MILWAUKEE
201 West Wisconsin Avenue
Milwaukee, WI 53203
Tel: 414.223.2105

KAPLAN UNIVERSITY LEARNING CENTER, PLANTATION
1601 SW 80th Terrace
Plantation, FL 33324
Tel: 954.382.6840

* Kaplan University, Frederick campus, is not enrolling new students at this time.
## Business Offices

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<tr>
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*No instruction will be provided at the Orlando or Fort Lauderdale sites; therefore, no faculty listing is included.*
Kaplan University Program Offerings

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**PROFESSIONAL LAW DEGREES**

- Master of Laws (LLM) X
- Juris Doctor (JD) X
- Executive Juris Doctor (EJD) X

**MASTER'S DEGREES**

- Master of Arts in Teaching X
- Master of Business Administration X X X X X X
- Master of Health Care Administration X
- Master of Public Administration X
- Master of Public Health X
- Master of Science in Accounting X
- Master of Science in Criminal Justice X X
- Master of Science in Education X
- Master of Science in Education in Instructional Technology X
- Master of Science in Higher Education X
- Master of Science in Information Technology X
- Master of Science in Legal Studies X
- Master of Science in Management X
- Master of Science in Nursing X
- Master of Science in Psychology X

**BACHELOR'S DEGREES**

**Advanced Start**

- Advanced Start Bachelor of Science in Accounting X X X X X
- Advanced Start Bachelor of Science in Business Administration X X X X X X X X X
- Advanced Start Bachelor of Science in Communication X X X X X
- Advanced Start Bachelor of Science in Criminal Justice X X X X X X X
- Advanced Start Bachelor of Science in Criminal Justice Administration and Management X
- Advanced Start Bachelor of Science in Environmental Policy and Management X
- Advanced Start Bachelor of Science in Fire and Emergency Management X
- Advanced Start Bachelor of Science in Fire Science X
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Kaplan University Learning Centers provide an opportunity for students to enroll in many online degree-level programs and offer limited on-site support for students. Students should contact their local Kaplan University Learning Center for details.
Policy Information

Unless otherwise noted, students enrolled at a Learning Center must adhere to Kaplan University online policies and procedures as stated in the University Catalog and Addendum.

UNIVERSITY INFORMATION

Changes to the University History are effective May 26, 2010:

UNIVERSITY HISTORY

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

Hagerstown Business College was acquired in December 1996 by Educational Medical, Inc. (EMI), an educational company. In September 1998, EMI changed its name to Quest Education Corp. AIC along with another school, Hamilton College, were purchased by Quest Education Corp. in November 1998, and in April 2000, AIC changed its name to Quest College. Quest Education Corp. was purchased in July 2000 by Kaplan, Inc. In November 2000, the name Quest College was changed to Kaplan College. In 2004, Kaplan College expanded its academic offerings to include master’s-level programs and became Kaplan University.

Hagerstown Business College, located in Hagerstown, Maryland, opened a campus in Frederick, Maryland, in early 2004. The campus offers medical assistant and dental assistant programs. In July 2007, Hagerstown Business College changed its name to Kaplan College. In 2009, the Hagerstown and Frederick campuses became branch campuses of Kaplan University.

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

In 1980, Hamilton opened a campus in Cedar Rapids, Iowa, to allow more students to be part of the Hamilton educational experience. In 1988, the Des Moines, Iowa, campus of Hamilton College was established to create a triad of campuses to better accommodate the entire state. Hamilton College designated the Cedar Falls, Iowa, campus as its fourth branch campus in 2000. Lincoln and Omaha, Nebraska, were added as branch campuses in early 2004. The Council Bluffs, Iowa, campus was added as the seventh branch campus of Hamilton College in 2004. Each residential campus has close ties within its community and surrounding communities, resulting in graduates employed throughout the state. In 2007, the seven Hamilton College campuses became branch campuses of Kaplan University.

In 1961, Andover Institute was established in Andover, Massachusetts. In 1967, the Andover Institute of Business was established in Portland, Maine. Located in the Congress Square Building on High Street, the Institute enrolled approximately 40 students. During the next three years, the Institute grew and in 1970 was accredited by the Accrediting Commission of the Association of Independent Colleges and Schools.

In 1973, the Andover Institute of Business was acquired by Educational Associates, Inc., a Maine company. One year later, the name was changed to Andover Institute. The Institute outgrew its Congress Street location by the spring of 1975 and relocated to 335 Forest Avenue, Portland. In March 1976, the Institute received associate’s-degree granting privileges from the 107th Legislature of the State of Maine.

In 1999, Andover College acquired the assets of Casco Bay College and introduced several new programs. Through this acquisition, Andover College inherited the long history of Casco Bay College, dating as far back as the Portland Business College, established in the 1800s. In 2003, Andover College added an instructional site in Lewiston, Maine. The Lewiston site enrolled its first class in March 2004.

In January 2005, the College was purchased by Kaplan Higher Education Corporation. Kaplan Higher Education Corporation is a subsidiary of Kaplan, Inc., a leading education and career services company. The Portland campus relocated to its current facility, located at 265 Western Avenue in South Portland, in early 2008. In October 2006, Andover College was granted regional accreditation under NEASC’s Commission on Institutions of Higher Education. In 2010, both the Lewiston and South Portland campuses became branch campuses of Kaplan University.

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

The addition of the Indiana Commission on Proprietary Education to Kaplan University’s Accrediting Agencies, Approvals, and Memberships is effective August 5, 2009; the addition of the Arkansas Higher Education Coordinating Board is effective November 11, 2009; the addition of the Tennessee Higher Education Commission, the Wisconsin Educational Approval Board, and the Texas Higher Education Coordinating Board is effective January 6, 2010; changes to the statement of accreditation for the Associate of Applied Science in Health Information Technology and the Bachelor of Science in Health Information Management are effective February 22, 2010; the addition of the Washington Higher Education Coordinating Board is effective April 21, 2010; the additions of the state of Maine legislature and Institute of Certified Travel Agents are effective May 26, 2010.
Accrediting Agencies, Approvals, and Memberships

- Kaplan University is regulated by the Indiana Commission on Proprietary Education:
  302 West Washington Street, Room E201
  Indianapolis, IN 46204-2767
  Tel: 800.227.5695 (Toll Free)
  Tel: 317.232.1320

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

- The Associate of Applied Science in Health Information Technology program offered onsite in Hagerstown is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The University is pursuing CAHIIM accreditation for the online Associate of Applied Science in Health Information Technology and Bachelor of Science in Health Information Management programs, which are currently in candidacy status. CAHIIM can be contacted at:
  223 North Michigan Avenue, Suite 2150
  Chicago, IL 60601
  Tel: 312.233.1183

- Kaplan University is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility. Any grievances not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission:
  404 James Robertson Parkway, Suite 1900
  Nashville, TN 37243-0830
  Tel: 615.741.5293

- Kaplan University is authorized by the Wisconsin Educational Approval Board. Any questions or concerns about this school that have not been satisfactorily answered or resolved by the school should be directed to the Wisconsin Educational Approval Board:
  30 West Mifflin Street, 9th Floor
  P.O. Box 8696
  Madison, WI 53708-8696
  Tel: 608.266.1996
  Website: http://eab.state.wi.us

- Kaplan University is authorized by the Texas Higher Education Coordinating Board:
  Texas Higher Education Coordinating Board
  1200 East Anderson Lane
  Austin, TX 78711
  Tel: 512.427.6200

- Kaplan University is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Kaplan University to advertise and recruit for the following degree programs: Bachelor of Science in Business Administration; Bachelor of Science in Criminal Justice; Bachelor of Science in Information Technology; and Bachelor of Science in Paralegal Studies. Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430.

- Kaplan University Lewiston and South Portland campuses are approved by the state of Maine to offer the following associate’s degrees, which are authorized by the state of Maine legislature: accounting, business administration, criminal justice, early childhood education, medical assisting, and paralegal studies.

- Kaplan University is a licensed testing center for the Institute of Certified Travel Agents (ICTA). This testing is provided at select Kaplan University locations.

The addition of the Milwaukee Learning Center to Kaplan University’s facilities is effective August 5, 2009; changes to the Lincoln, Nebraska, campus description are effective November 11, 2009; the addition of the St. Louis, Delray Beach, and Indianapolis Learning Centers to Kaplan University’s facilities is effective March 1, 2010; the addition of the South Portland and Lewiston, Maine, campus descriptions are effective May 26, 2010; the addition of the Plantation Learning Center to Kaplan University’s facilities is effective June 23, 2010:

Facilities

CAMPUS
The Lincoln, Nebraska, campus is located at 1821 K Street. This 47,000 square-foot building is located close to both business and cultural activities. Kaplan University serves students at the South Portland, Maine, campus and at an instructional site in Lewiston, Maine. The South Portland campus is at 265 Western Avenue in South Portland, and the Lewiston site is at 475 Lisbon Street in the Southern Gateway to Lewiston. Both locations provide easy access from the communities they serve.

LEARNING CENTERS
The Milwaukee Learning Center is located at 201 West Wisconsin Avenue and encompasses 7,355 square feet.

The St. Louis Learning Center is located at 1807 Park 270 Drive and encompasses 8,468 square feet.

The Indianapolis Learning Center is located at 9000 Keystone Crossing, Suite 120, and encompasses 8,320 square feet.

The Delray Beach Learning Center is located at 3333 South Congress Avenue and encompasses 10,920 square feet.

The Plantation Learning Center is located at 1601 SW 80th Terrace and encompasses 6,790 square feet.

The following changes to Kaplan University’s Tutoring policy are effective August 5, 2009:

Tutoring

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

ADMISSIONS INFORMATION

The following changes to Kaplan University’s general admissions policies in regards to undergraduate programs are effective November 11, 2009; changes in regards to admissions requirements for international students
are dismissed for failing to earn a minimum grade of 2.0 in any first-term coursework, she or he must earn a minimum grade of 2.0 in all first-term foundational coursework. In the event that a student is required to take foundational coursework, she or he may not be admitted to any Kaplan University for-credit program must be 18 years or older, complete admissions requirements, and provide evidence of adequate financial resources. To ensure that international students are prepared to complete college and university-level coursework, they must demonstrate a command of oral and written English skills. Please refer to the International Applicants Admissions Policy for specific requirements.

• Prior to starting an academic program, undergraduate students may be required to participate in entrance assessments. A minimum performance score on these assessments may be required to begin an academic program at the University. This requirement may be waived for online students who can provide an unofficial transcript prior to enrollment showing evidence of a 2.0 CGPA (on a 4.0 scale) in prior college coursework from an accredited institution.

Any online student who takes the Wonderlic Scholastic Level exam and attains a score between 15 and 19 is not eligible to submit a transcript after the fact to attain a waiver. The original exam results will stand.

If a student fails to meet the minimum score, she or he may not be admitted to the University or may be required to take foundational coursework. In the event that a student is required to take foundational coursework, she or he must earn a minimum grade of 2.0 in all first-term foundational coursework or will be dismissed from the University. All applicants to the Dental Assistant Diploma program are required to take the Wonderlic Scholastic Level exam prior to enrollment and attain a minimum score of 13.

Online students who are required on the basis of their score to enroll in foundational coursework will be considered conditionally admitted to the University and will not receive aid while in this status. All University policies nevertheless apply to such students, and they enjoy all the rights and resources of a fully instated student during the period of conditional admittance.

At the end of the third week of classes, the University will review the academic performance of online conditionally admitted students. Online students who have earned a grade up to that point of 73 percent or higher for all foundational coursework will be allowed to continue in their program, and will only then be eligible for disbursement of any financial aid and to receive credit for the course. The University will reverse the enrollment of any online student not meeting these criteria, and such a student will not owe any financial obligation to the University except for the tuition deposit, which is not refundable after day six of the term.

Online students whose enrollments are reversed in this manner may not reapply for admission for one year.

Online applicants not accepted by the University or dismissed as a result of failing to meet minimum acceptable assessment scores shall be entitled to a refund of all monies paid. Students who demonstrate sufficient academic progress at the conditional basis checkpoint yet later are dismissed for failing to earn a minimum grade of 2.0 in any first-term foundational course will be responsible for all tuition and fees assessed while enrolled.

• Some programs have other conditional admittance requirements, which can be found in the individual school sections of this Catalog.

• Prior to enrollment, students enrolled in a graduate program, unless otherwise noted, must submit an unofficial transcript indicating receipt of a bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the first term (end of the second term for graduate business and information technology students), students must provide the University with an official copy of the transcript. If an official transcript is not submitted by the end of the first term (end of the second term for graduate business and information technology students), the student will be blocked from future classes, and the student's academic credentials will be withheld until such documentation is provided. If, for any reason, the student does not furnish a transcript or the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.

• An applicant to the University's undergraduate programs must:
  a. Be a high school graduate, or
  b. Possess a General Education Development (GED) certificate, or
  c. Possess a Home Study certificate or transcript from a Home Study program that is equivalent to high school level and recognized by the student's home state, and be beyond the age of compulsory attendance in that state, or
  d. Be a high school senior eligible to apply and submit proof of high school graduation.

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

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

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

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

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

The following changes to Kaplan University’s International Applicants Admissions Policy are effective January 6, 2010:

**International Applicants**

The University is authorized under federal law to enroll nonimmigrant, alien students. International applicants interested in enrolling in an online nursing, health science, or education program should contact their Admissions Advisor for information related to international availability. Not all programs are available for enrollment. In addition to the general requirements listed in the University Catalog, additional requirements apply to all international students. International students who wish to be admitted to any Kaplan University for-credit program must:

1. Be 18 years or older;

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

3. Demonstrate a command of oral and written English skills to ensure they are prepared to complete college- or university-level coursework. Evidence of the student’s English language proficiency must be provided at the time of enrollment and may include the following:

   a. The minimum required TOEFL, IELTS, EIKEN, or PTE Academic score:

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<thead>
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<th>Paper-Based</th>
<th>Computer-Based</th>
<th>Internet-Based</th>
</tr>
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</tr>
<tr>
<td>Graduate</td>
<td>550</td>
<td>213</td>
<td>80</td>
</tr>
</tbody>
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   b. Proof of completion of secondary education (or higher) in a country where English is the primary language

   c. A transcript indicating completion of at least 45 quarter credit hours (or equivalent) and a CGPA of 2.0 or higher (or equivalent) from a university located in an English-speaking country

   d. Proof of completion of secondary education at an international high school where English is the primary language of instruction

   e. A transcript indicating completion of an English composition course with a grade of “C” or above from a U.S. institution of higher learning

   f. The minimum required score on the Kaplan University English Proficiency examination

4. If applying to an onsite program, submit an enrollment fee of $100.00 U.S. with the Enrollment Agreement, which will exempt the student from paying administrative, application, and registration fees stated on the Tuition and Fees Schedule, if applicable. The application fee is fully refundable if the applicant decides not to complete the enrollment process or is not accepted by the University;

5. If applying to an onsite program, submit a registration fee of $100.00 U.S. Upon receipt of the Enrollment Agreement, the University will issue the appropriate paperwork to students attending a residential campus in order to apply for a student visa. If enrolled in English language course(s) at another institution, final acceptance will be contingent upon submission of the above-referenced evidence of English language proficiency and sufficient funds to cover the costs of tuition, fees, and/or living expenses for the entire University program;

6. If applying to an online program, submit a tuition deposit and/or application fee as stated on the Enrollment Agreement; and

7. Submit a high school or official college transcript (as required by the program of application). Transcripts from foreign institutions must meet the same requirements as domestic institutions. Foreign transcripts must be translated into English along with an explanation of the grading scale, and evaluated for equivalency to a United States high school or college diploma by an authorized school official, appropriate outside agency, or approved foreign credential evaluator and submitted prior to enrollment. Evaluation documents must include U.S. equivalency of the degree and/or diploma, and a course-by-course equivalency evaluation if the student desires to receive credit for individual courses. For undergraduate students, any costs incurred as a result of this service will be the responsibility of the student, and may range from approximately $50.00 to $150.00 U.S. If the evaluation document indicates that a foreign institution allows a student to directly receive a postgraduate degree without conferring a bachelor’s degree, the foreign postgraduate degree may be accepted for admission to Kaplan University’s graduate programs, or advanced start bachelor programs, if the foreign postgraduate degree is equivalent to a U.S. postgraduate degree offered by an institution accredited by a U.S. Department of Education-recognized accrediting agency.

**Policy of Nondiscrimination**

The University does not discriminate on the basis of race, color, religion, ancestry, national origin, age, nondisqualifying disability, gender, sexual orientation, marital status, or veteran status in the recruitment of students or in the implementation of its policies, procedures, and activities. Sexual harassment is a prohibited aspect of sexual discrimination under this policy.
The University's policies and practices are in accordance with all applicable laws and regulations, including:

- Title VI of the Civil Rights Act of 1964, as amended, and the implementing regulations 34 CFR Parts 100 and 101 (barring discrimination on the basis of race, color, or national origin);
- Title IX of the Education Amendments of 1972 and the implementing regulations 34 CFR Part 105 (barring discrimination on the basis of sex);
- 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 University is committed to full compliance with these laws and has appointed compliance coordinators to assist those who have questions or concerns with respect to the University's compliance with these laws. The name, address, and telephone number of these staff members are available through the University.

The University has designated the following person as the Director of the Center for Disability Services:

Justin O'Sullivan
6301 Kaplan University Avenue
Fort Lauderdale, FL 33309
Tel: 954.515.3378
Email: josullivan@kaplan.edu

The University has designated the following person to resolve complaints of age or gender discrimination:

Teshanne Phillip
Student Relations Manager
6301 Kaplan University Avenue
Fort Lauderdale, FL 33309
Tel: 954.515.3635
Email: tphillip@kaplan.edu

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

ONLINE

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

The University has designated the following person as the Director of the Center for Disability Services:

Justin O’Sullivan
6301 Kaplan University Avenue
Fort Lauderdale, FL 33309
Tel: 954.515.3378
Email: josullivan@kaplan.edu

ONSITE

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

The following changes to the Transfer Credit section of Kaplan University's Prior Learning Assessment Policy are effective April 21, 2010:

Prior Learning Assessment

TYPES OF CREDIT

Transfer Credit

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

1. Official transcripts are required to conduct an official credit evaluation. An official transcript is defined as one that arrives at Kaplan University directly from the awarding institution and is marked "official" or otherwise verified as official by the University.

2. All transcripts for transfer credit evaluation must be received by the end of the first full term of enrollment (second term for graduate business and graduate information technology students). Transcripts received after this time may be denied eligibility for official transfer credit evaluation.

3. Transfer credit minimums:
   - Grades in courses submitted for consideration must correspond to a "C" or better for undergraduate courses and a "B" or better for graduate courses.
   - Credit will not be given for a mark of "Credit" on a "Credit/D/Fail" option or for a grade of "Pass" on a "Pass/Fail" option, unless those marks are transcribed as equivalent to a "C" or better for undergraduate courses and a "B" or better for graduate courses.
   - Courses listed as under 100-level, or otherwise designated as remedial, college preparatory, or not at the college level, will not be considered for transfer.

4. Coursework submitted for transfer credit evaluation must be from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education.

5. Coursework must be relevant to the degree in which the student is enrolled and equivalent to the course requirements of the program selected. Course syllabi, objectives, catalog descriptions, or other documentation may be requested to show equivalencies to Kaplan University course outcomes.
6. Conversions from semester credit to quarter credit systems will follow the standard conversion such that 1 semester hour equals 1.5 quarter hours. Course-to-course transfers based on course objectives or outcomes can be made in lieu of the academic credit conversions.

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

8. The University does not guarantee the transferability of credits from other educational institutions.

9. Additional requirements may apply to individual programs, which can be found in the individual school sections of the Catalog.

The following changes to the Transfer of Credit Between Kaplan University Campuses section of Kaplan University's Transfer of Credit Between Kaplan Higher Education Institutions Policy are effective November 11, 2009:

**Transfer of Credit Between Kaplan Higher Education Institutions**

**TRANSFER OF CREDIT BETWEEN KAPLAN UNIVERSITY CAMPUSES**

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

The following changes to Kaplan University's Student Technology Requirements for Online Courses are effective November 11, 2009:

**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 below minimum requirements. Some courses and programs may have additional software and hardware requirements. Students should review the Hardware and Software Requirements document, which is provided as a supplement to the University Catalog, for their school's specific requirements.

**HARDWARE**

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

*Students must be able to run, install, and configure programs and be able to store and retrieve documents and files on their computer.

**SOFTWARE**

- Microsoft Windows Operating System (XP, Vista, or Windows 7; please note, release candidate versions are not supported) or Mac OS X
- Microsoft Office 2003 or a more recent version†
- A current antivirus and antispyware application that is updated regularly
- Internet Explorer 7.0 or a more recent version, or Firefox 3.013 or a more recent version
- Adobe Reader 8.0 or more recent version (free download)
- Adobe Flash Player 9.0 or more recent version (free download)
- Sun Java 2 SDK (Java 1.5) or a more recent version for PC (free download)
- Classic Java (MRJ 2.2.5) or a more recent version for Mac (free download)
- AOL Instant Messenger (free download)

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

†Microsoft Word is required to submit all assignments. Some classes require the use of additional software such as Microsoft Office 2007. 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)
- A dedicated, reliable 128 Kbps or faster Internet connection

An email address and account will be issued to all Kaplan University students for use within their courses. By enrolling, students understand and acknowledge that Kaplan University will communicate with students via their Kaplan University issued email account. Please note that the University may also send communications to an alternate email account provided by the student upon enrollment.

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

The following changes to Kaplan University’s Attendance/Tardiness Policy are effective January 6, 2010:

Attendance/Tardiness Policy

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

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

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

The specific requirements for attendance are the following:

• Any first-term student or any student seeking reentry who does not register attendance within the first 7 days (online)/14 days (onsite) of the term will be withdrawn from his or her classes and his or her enrollment will be cancelled.
• Students who have not participated in class by failing to log in for 21 consecutive calendar days (excluding scheduled breaks) will be administratively withdrawn from their program. Students who fail to log into any class within the first 21 days of the term will be dropped from the class or classes. Students enrolled in a 6-week term may not exceed 14 consecutive days of nonattendance. Nonattendance may affect financial aid eligibility.
• Students withdrawn due to nonattendance must apply for readmission by following reentry procedures appropriate to their location of enrollment and will be permitted to return no sooner than the beginning of the next grading period. Onsite students withdrawn for this reason may be readmitted only at the discretion of the Campus President/Executive Director.
• Students may appeal to their school’s Dean (online) or the Campus President/Executive Director (onsite) if they feel an error has been made in their attendance calculation.
• 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.

The following changes to Kaplan University’s policy in regards to changes in programs or policies are effective November 11, 2009:

Changes in Programs or Policies

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

Students who elect certain emphasis areas and/or career focus areas may need to move to an alternate academic calendar track in order to complete the courses required. When this occurs, students may experience a delay of 2 weeks or more between the end of the term and the beginning of the next available term in the alternate calendar track.

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

The following changes to Kaplan University’s definition of an academic year for graduate programs are effective April 21, 2010:

Definition of an Academic Year

GRADUATE

Master of Science in Criminal Justice, Master of Science in Education, Master of Science in Higher Education, Master of Science in Legal Studies, Master of Science in Nursing, Master of Arts in Teaching, Master of Public Health, Master of Health Care Administration, Master of Public Administration, and Master of Science in Education in Instructional Technology

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

Standard Graduate Programs

The University defines an academic year as a period of time in which a full-time student is expected to complete 24 credit hours in 36 weeks.

Nonstandard Graduate Programs

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

The following changes to the Dropping Courses section of Kaplan University’s Dropping or Adding Courses Policy are effective March 24, 2010:

Dropping or Adding Courses

DROPPING COURSES

The following guidelines apply to students who drop a course but remain enrolled in their program of study. Students who drop a course and, as a result, withdraw from their program should refer to the Kaplan University Refund Policy.

• Provided students remain enrolled in their program, they may drop a course prior to or during the first 7 calendar days of the course without financial obligation
• Students who drop a course beyond the first 7 calendar days will incur 100 percent financial responsibility for the course.
• Students not attending any one course will be administratively withdrawn from that course, or from the program.
• Onsite students enrolled in a Foundations course may drop the course for personal reasons if approved by the Dean. At the time of withdrawal, students must have a passing grade of “C” or above. Students may retake the Foundations course at a later date if approved by the Dean.

Any of the above actions could affect the student’s financial aid and it is ultimately the student’s responsibility to determine his or her financial obligation ahead of time by contacting the Financial Aid Office.
DROPPING COURSES DUE TO MILITARY DUTIES
Students who must drop or withdraw from courses due to a change in military orders and, as a result, are unable to attend class for more than 14 days, will not be responsible for any tuition or fees incurred for the term in which the military order takes effect. A change in orders includes mobilization, activation, or a temporary duty assignment. Students must notify their Academic Advisor of the change in orders, complete a Military Orders Drop/Withdraw form, and provide a fax or email copy of a valid order of duty. Please note, the above policy does not apply to the following situations:

• A change in military orders that results in a leave less than 14 days. Students will not be eligible for a military drop/withdraw waiver of expenses and should contact their instructor(s) for alternate assignments to be completed upon return from military activities.
• Enrollment in subsequent terms that follow the issuance of orders. The military drop/withdrawal waiver of expenses is only valid for the term in which the military order takes effect. Students who are enrolled in subsequent terms will be subject to the standard Dropping Courses policy noted above.

The following changes to Kaplan University’s Leave of Absence Policy are effective November 11, 2009

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

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

The following changes to Kaplan University’s Program Transfers policy are effective August 5, 2009:

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

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

Admitted undergraduate students who wish to transfer to a different undergraduate program at the University must have achieved a 2.0 cumulative GPA in their current Kaplan University program of study and meet the admissions requirements of the desired program of study. Students with a Kaplan University cumulative GPA below 2.0 may change academic programs with the permission of the Dean of the new program, provided their Kaplan University cumulative GPA in all nonmajor courses is a 2.0 or above.

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

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

Refresher Courses for Graduates
Effective November 11, 2009, Kaplan University will no longer offer refresher courses.

The following changes to Kaplan University’s policy regarding transfer of credit to other schools are effective January 6, 2010:

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

The following changes to Kaplan University’s Withdrawal Policy are effective November 11, 2009:

**Withdrawal From the University**

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

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

**ACADEMIC STANDARDS**

The following changes to Kaplan University’s pass/fail option for the Master of Arts in Teaching are effective November 11, 2009:

**Pass/Fail Option**

**GRADUATE COURSES**

**Master of Arts in Teaching**

Students must take the following courses on a pass/fail basis:

- ED 596: Student Teaching/Internship I
- ED 596A: Student Teaching/Internship I
- ED 597: Student Teaching/Internship II
- ED 597A: Student Teaching/Internship II

Kaplan University’s First-Term Proficiency Standard is effective April 21, 2010:

**First-Term Proficiency Standard**

**PROGRAM CANDIDACY**

Students required to take foundational coursework in the first term and who fail to earn a “C” or better in first-term coursework will be dismissed.

Students who have earned all “F” grades in their first two terms will be dismissed.

The following changes to Kaplan University’s Satisfactory Academic Progress Standards are effective April 21, 2010:

**Satisfactory Academic Progress Standards**

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

**MAXIMUM TIME FRAME**

**Undergraduate**

Students may not attempt more than 150 percent of the published program length, as measured in credit hours. For example, if a program requires successful completion of 90 credit hours, the student may not attempt more than 135 credits (90 x 1.5). Credit awarded for prior learning will affect the maximum time frame (see below).

If the Office of the Registrar determines that it is ultimately impossible for a student to complete all program requirements within the maximum time frame, the student will be immediately dismissed.

**Graduate**

In order to graduate, students in graduate programs must successfully complete 100 percent of the required courses and obtain a minimum CGPA of 3.0 within the maximum 1.5 time frame. The Office of the Registrar will calculate a student’s GPA according to the point values stated in the grading scale. Grades such as “I” and “W” are not figured into the student’s GPA. Students must have completed the degree program no later than 7 years after completing the first class.

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

**EVALUATION SCHEDULE**

Students will be evaluated every term for satisfactory academic progress according to both a qualitative and quantitative standard at the end of every term. The qualitative standard is defined as a minimum CGPA equal to the CGPA required for graduation. The quantitative standard is defined as a minimum rate of progress, as expressed in the percentage of credits attempted toward the program.

<table>
<thead>
<tr>
<th>REQUIREMENTS BY PROGRAM TYPE</th>
<th>MINIMUM CGPA</th>
<th>MINIMUM RATE OF PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate (Non-Nursing)</td>
<td>2.0</td>
<td>66.6%</td>
</tr>
<tr>
<td>Undergraduate (Nursing)</td>
<td>2.5</td>
<td>66.6%</td>
</tr>
<tr>
<td>Graduate</td>
<td>3.0</td>
<td>66.6%</td>
</tr>
</tbody>
</table>
ACADEMIC PROBATION AND DISMISSAL

Academic Warning
A student not meeting all satisfactory academic progress standards at the end of any given term will be issued an academic warning in writing. In addition, he or she is strongly encouraged to seek academic advising and employ academic resources to regain good academic standing.

Academic Probation
A student not meeting all satisfactory academic progress standards for two consecutive terms will be placed on probation and notified in writing. Probation status does not affect eligibility for Title IV federal financial aid.

At the end of a probation term, the student will be evaluated again with one of the following outcomes:
- If all standards are met, the student will be returned to active status.
- If all standards are not met but the student earns a term GPA of at least 0.5 higher than the CGPA required to graduate, the student will be permitted to continue on probation an additional term. There is no limit to the number of probation terms as long as the student meets this standard of term-based, material improvement.
- If all standards are not met and the student does not maintain the term GPA described above, the student will be academically dismissed.

GRADES AFFECTING ACADEMIC PROGRESS
All credit hours attempted toward the student’s current program of study will be considered when evaluating academic progress. This includes courses with grades of “W,” “R,” “P,” “S,” “U,” or “I.” Remedial courses, if offered, will not affect satisfactory academic progress.

Any credits awarded for prior learning (“TC,” “CC,” and “EC”) will be deducted from the program length when calculating the maximum time frame and will not be included in the rate of progress calculation. A student not meeting all satisfactory academic progress standards at the end of any given term will be issued an academic warning in writing. In addition, he or she is strongly encouraged to seek academic advising and employ academic resources to regain good academic standing.

ACADEMIC DISMISSAL APPEALS AND REINSTATEMENT PROCEDURES

Academic Dismissal Appeals Procedures
The student may appeal the academic dismissal decision by submitting a written appeal to the Review Committee (see the Problem Resolution, Student Complaints, and Grievance Procedures section in the Catalog). The appeal letter should explain the extenuating circumstances (for example: illness, injury, death in the family) that led the student to fall below satisfactory academic progress standards and what corrections have been made to ensure success upon return to Kaplan University. Students are encouraged to include supporting documentation that could have a bearing on the Committee's decision.

The Review Committee will consider the written appeal from the student and the student's academic history. In addition, the Committee may consult academic administrators for further information before making a decision as to whether an exception to satisfactory academic progress standards is warranted. The student will be notified of the Review Committee's decision in writing.

The following changes to Kaplan University's Enrollment Status policy for graduate programs are effective April 21, 2010:

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

GRADUATE
Master of Science in Criminal Justice, Master of Science in Education, Master of Science in Higher Education, Master of Science in Legal Studies, Master of Science in Nursing, Master of Arts in Teaching, Master of Public Health, Master of Health Care Administration, Master of Public Administration, and Master of Science in Education in Instructional Technology

Full-time ................................ 8 credit hours per term
Three-quarter-time ................ 6 credit hours per term
Half-time ................................. 4 credit hours per term

Nonstandard Graduate Programs
Full-time ................................. 4 credit hours per term
Three-quarter-time ............... 3 credit hours per term
Half-time ................................. 2 credit hours per term

The U.S. Department of Veterans Affairs may have different definitions for full-time and part-time status. Students receiving veterans benefits should consult the School’s Certifying Official.
The following changes to the Workforce Investment Act entry of Kaplan University's Financial Aid Services Policy are effective August 5, 2009. The addition of Arizona and Florida state grants to Kaplan University's Financial Aid Services Policy are effective September 11, 2009:

**Financial Aid Services**

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

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

**State Grants** (undergraduate only)
- State of Iowa Scholarship Program (Iowa residents)
- Iowa Tuition Grant (Iowa residents)
- Iowa Grant (Iowa residents)
- Arizona Postsecondary Education Grant Program (Arizona residents)
- Arizona Postsecondary Education Student Assistance Program (must possess associate's degree from an Arizona community college)
- Florida Scholarship for Children and Spouses of Deceased or Disabled Veterans and Servicemembers (Florida residents)
- Florida Bright Futures Scholarship Program (Florida residents)
- Florida Post-Secondary Student Assistance Grant (Florida residents)
- Florida Access to Better Learning and Education Grant Program (Florida residents)
- Florida José Martí Scholarship Challenge Grant Fund (Florida residents)

**State Grant** (undergraduate or graduate)
- Florida Critical Teacher Shortage Tuition Reimbursement Program (Florida residents)

**Loans** (available to all students, subject to eligibility requirements)
- Subsidized Federal Stafford Loan
- Unsubsidized Federal Stafford Loan
- Federal PLUS Loan
- Alternative Loans

**Work Study** (undergraduate only)
- Federal Work Study Program
- State Work Study Program

**Other Agencies or Programs** (undergraduate and graduate)
- Promise Jobs
- Veterans Administration Benefits
- Workforce Development Center
- Workforce Investment Act*
- Division of Vocational Rehabilitation
- Defense Activity for Non-Traditional Education Support (DANTES)

*Kaplan University may be eligible to be an approved training provider for Workforce Investment Act (WIA) student aid. Students must contact their local WIA One-Stop Centers or their Local Workforce Investment Boards to determine training program eligibility.

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

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

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

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

The following changes to Kaplan University's Refund Policy are effective March 24, 2010:

**Refund Policy**

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

**CANCELLATION OF ENROLLMENT AGREEMENT**

A student may cancel an Enrollment Agreement for the University without any penalty or obligation if requested in writing and delivered to the University management within 3 business days after signing the agreement, excluding Saturday, Sunday, and federal and state holidays. Onsite students who have not visited Kaplan University prior to enrollment will have the opportunity to withdraw without penalty within 3 business days, excluding Saturday, Sunday, and federal and state holidays, either following attendance at a regularly scheduled orientation or following a tour of the University facility and an inspection of the equipment. After this period, the University will retain the enrollment fee. Indiana, Tennessee, and Wisconsin residents should refer to their state-specific Enrollment Agreement. International students should refer to their international Enrollment Agreement.
DROPPING COURSES
Provided students remain enrolled in their program, they may drop a course prior to or during the first 7 calendar days of the course without any financial obligation. Students who drop a course beyond the first 7 calendar days will incur 100 percent financial responsibility for the course.

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

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

1. To determine the percentage of the payment period for which federal financial aid was awarded and completed, the percentage of the payment period or term completed, which is the number of days completed up to the withdrawal date, is divided by the total days in the payment period or term. (Any break of 5 days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

2. To determine the amount of aid to be returned, subtract the percentage of aid earned from 100 percent of the aid that could be disbursed and multiply it by the total amount of aid that could have been disbursed during the payment period or term as of the date you withdrew. Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: After the 60 percent point in the payment period, the student will have earned 100 percent of the federal financial aid funds already disbursed to them. This calculation concerning federal financial aid is separate and distinct from the institutional refund policy, and may result in the student owing additional funds to the University to cover tuition charges previously paid by federal financial aid prior to student withdrawal. If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student is required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debt balance to the institution. If a student earned more aid than was disbursed, the institution would owe the student a post-withdrawal disbursement, which must be paid within 180 days of the student's withdrawal.

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

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

WITHDRAWAL AFTER COMMENCEMENT OF CLASSES
The effective withdrawal date for a student shall be when any of the following occur:

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

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

Students who are continuing or restarting their enrollment at the University are subject to the Kaplan University Refund Policy. Under this policy, the percentages of refundable charges are as listed below. Indiana, Tennessee, and Wisconsin residents should refer to their state-specific Enrollment Agreement. International students should refer to their international Enrollment Agreement.

<table>
<thead>
<tr>
<th>STUDENTS WITHDRAWING</th>
<th>REFUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first day of the term*</td>
<td>100% Tuition</td>
</tr>
<tr>
<td>During the first 6 calendar days of the term (first-time students only)</td>
<td>100% Tuition</td>
</tr>
<tr>
<td>During the first day through 10% of the term</td>
<td>90% Tuition†</td>
</tr>
<tr>
<td>After more than 10% and through 25% of the term</td>
<td>50% Tuition†</td>
</tr>
<tr>
<td>After more than 25% and through 50% of the term</td>
<td>25% Tuition†</td>
</tr>
<tr>
<td>After more than 50% and through 100% of the term</td>
<td>0% Tuition</td>
</tr>
</tbody>
</table>

*Day 7 for Florida residents.
†Less $100 Administrative Fee
Undergraduate Programs
Program and Course Changes

COLLEGE OF ARTS AND SCIENCES

The changes to the College of Arts and Sciences Admissions Requirements for the Bachelor of Science in Professional Studies are effective August 5, 2009; the changes to the College of Arts and Sciences Admissions Requirements for the associate’s-level programs are effective July 7, 2010:

Admissions Requirements
In addition to the general University admissions requirements, the College of Arts and Sciences has specific requirements for the following program:

BACHELOR OF SCIENCE IN PROFESSIONAL STUDIES
Students applying for admission to the Bachelor of Science in Professional Studies must submit an unofficial transcript indicating previously earned college credit from a regionally accredited institution or an institution accredited by an agency recognized by the U.S. Department of Education. Students without prior college credit may gain entry to the program if they possess prior learning from work or other experience that can be evaluated by Kaplan University and applied to degree requirements. Students interested in this option should contact their Admissions Advisor for more information on qualifying for experiential learning credit.

Students who do not possess either prior college credit or prior learning from work or other experience, but who feel qualified to enter this program, can appeal to the Dean or Department Chair of the program.

ASSOCIATE’S-LEVEL PROGRAMS
Online students in associate’s-level programs in the College of Arts and Sciences will be considered conditionally admitted to the University and will not be considered regular students or receive aid while in this status. All University policies nevertheless apply to such students, and they enjoy all the rights and resources of a fully instated student during the period of conditional admittance.

At the end of the third week of classes, the University will review the academic performance of online conditionally admitted students. Online students who have earned a grade up to that point of 73 percent or higher for all foundational coursework will be allowed to continue in their program, and will only then be eligible for disbursement of any financial aid and to receive credit for the course. The University will reverse the enrollment of any online student not meeting these criteria, and such a student will not owe any financial obligation to the University except for the tuition deposit, which is not refundable after day six of the term.

Students whose enrollments are reversed in this manner may not reapply for admission for 1 year.

Program Transfers
Changes in regard to program transfers are effective July 7, 2010:

Students who are conditionally admitted into associate’s-level programs in the College of Arts and Sciences are not eligible to transfer between programs until they have completed the period of conditional admittance and are fully instated.

The addition of the progression requirements for the accelerated Bachelor of Science in Psychology-to-Master of Science in Psychology option is effective February 22, 2010; the addition of the progression requirements for the accelerated Bachelor of Science in Professional Studies-to-Master of Arts in Teaching option is effective April 21, 2010:

Progression Requirements
ACCELERATED BACHELOR OF SCIENCE IN PSYCHOLOGY-TO-MASTER OF SCIENCE IN PSYCHOLOGY OPTION
Eligible Kaplan University students enrolled in the Bachelor of Science in Psychology program who wish to continue on to pursue a Kaplan University Master of Science in Psychology may take the following graduate-level psychology courses in place of open electives:

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

In order to qualify for the accelerated Bachelor of Science in Psychology-to-Master of Science in Psychology option, undergraduate students must meet the following criteria:

• Students must have completed between 100 and 145 quarter credit hours in the Bachelor of Science in Psychology program, including any credits received for prior learning. Students enrolled in the advanced start degree option must have completed a minimum of 55 quarter credit hours.
• Students must have at least 20 credits of open electives available in their degree plan.
• Students must possess a minimum cumulative GPA of 3.0
• Students must obtain a grade of “B” or above in each of the above-listed courses
• Students must submit an essay that details career goals and associated reasons for enrolling in the Master of Science in Psychology program

Students should consult with their Academic Advisor to ensure that they are eligible for this option and should discuss any financial aid implications with their Financial Aid Officer.

Students who select this option may be required to take additional courses to fulfill the requisite 180 credits necessary to complete a Kaplan University bachelor’s degree.

Upon successful completion of the Bachelor of Science in Psychology program, students may apply for entry to Kaplan University’s Master of Science in Psychology program. If accepted, students will transfer in the above-listed graduate courses and matriculate into a shortened version of the master’s degree program.
ACCELERATED BACHELOR OF SCIENCE IN PROFESSIONAL STUDIES-TO-MASTER OF ARTS IN TEACHING OPTION

Eligible students enrolled in Kaplan University’s Bachelor of Science in Professional Studies program who wish to continue on to pursue a Kaplan University Master of Arts in Teaching degree may take the following graduate-level courses in place of open electives:

- ED 511: Teaching Methods Through Differentiated Instruction
- ED 581: Secondary Classroom Management

In order to qualify for the accelerated Bachelor of Science in Professional Studies-to-Master of Arts in Teaching option, undergraduate students must meet the following criteria:

- Students must have completed between 100 and 120 quarter credit hours in the Bachelor of Science in Professional Studies degree program, including any credits received for prior learning. Students enrolled in the advanced start degree option must have completed a minimum of 30 quarter credit hours.
- Students must have at least eight credits of open electives available in their degree plan.
- Students must possess and maintain a minimum cumulative GPA of 3.0.
- Students must obtain a grade of “B” or above in each of the above-listed courses.
- Students must submit an essay detailing career goals and associated reasons for enrolling in the program.
- Students must meet with a Master of Arts in Teaching Advisor to discuss their career path and potential routes to teacher certification.
- Students who enroll in the Master of Arts in Teaching’s noncertification track must attest that they have explored their target state’s certification options and have a workable plan for achieving a teaching credential through alternative certification or another acceptable means.
- Students who enroll in the Iowa certification track must reside in the state of Iowa or in close enough proximity to conduct weekly field experiences at an Iowa school, and must meet content area requirements specified by the Iowa Board of Educational Examiners.

Students should consult with their Academic Advisor to ensure that they are eligible for this option and should discuss any financial aid implications with their Financial Aid Officer.

Students who select this option may be required to take additional courses to fulfill the requisite 180 credits necessary to complete a Kaplan University bachelor’s degree.

Upon successful completion of the Bachelor of Science in Professional Studies program, students may apply for entry to Kaplan University’s Master of Arts in Teaching program. If accepted, students will transfer in the above-listed graduate courses and matriculate into a shortened version of the master’s degree program.

Students should consult with their Academic Advisor to ensure that they are eligible for this option and should discuss any financial aid implications with their Financial Aid Officer.

Students who select this option may be required to take additional courses to fulfill the requisite 180 credits necessary to complete a Kaplan University bachelor’s degree.

Upon successful completion of the Bachelor of Science in Professional Studies program, students may apply for entry to Kaplan University’s Master of Arts in Teaching program. If accepted, students will transfer in the above-listed graduate courses and matriculate into a shortened version of the master’s degree program.
XXV. Bachelor of Science in Communication

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

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

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

Kaplan University offers the Advanced Start Bachelor of Science in Communication degree option for students who have earned a comparable associate's or bachelor's degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first 2 years of study allows students to join the workforce with the skills they may need to succeed, while pursuing their lifelong learning aims.

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

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

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

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

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BACHELOR'S DEGREE REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>100/200-level: Communication Course</td>
<td>5</td>
</tr>
<tr>
<td>100/200-level: Mathematics Course</td>
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</tr>
<tr>
<td>200-level: Communication Course</td>
<td>5</td>
</tr>
<tr>
<td>300/400-level: Arts and Humanities Course</td>
<td>6</td>
</tr>
<tr>
<td>300/400-level: Physical Science Course</td>
<td>6</td>
</tr>
<tr>
<td>300/400-level: Social Science Course</td>
<td>6</td>
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<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
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<tr>
<td><strong>MAJOR REQUIREMENTS</strong></td>
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<tr>
<td>CS 116: Academic Strategies for the Communication Professional OR CS 121: Pathways to Academic Success*</td>
<td>5</td>
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<tr>
<td>CM 111: Communication Program and Profession</td>
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<tr>
<td>CM 115: Communicating in the Twenty-First Century</td>
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<tr>
<td>CM 202: Mass Communications</td>
<td>5</td>
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<tr>
<td>CM 206: Interpersonal Communications</td>
<td>5</td>
</tr>
<tr>
<td>CM 208: Communication Research Skills</td>
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<tr>
<td>CM 214: Public Speaking</td>
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<tr>
<td>CM 240: Technical Communication</td>
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<tr>
<td>CM 305: Communicating in a Diverse Society</td>
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<td>CM 310: Communication and Conflict</td>
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<td>CM 313: Tools for the Digital Age</td>
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<td>CM 315: Group Dynamics and Team Building</td>
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<td>CM 405: Communicating Persuasively</td>
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<td>CM 410: Organizational Communication</td>
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<tr>
<td>CM 460: Strategic Communication</td>
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<td>CM 499: Bachelor's Capstone in Communication</td>
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<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
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<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
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Curriculum

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<th>Courses</th>
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**ADVANCED START BACHELOR’S DEGREE REQUIREMENTS**

**ASSOCIATE’S/BACHELOR’S DEGREE REQUIREMENTS**

Comparable Associate’s or Bachelor’s Degree†

<table>
<thead>
<tr>
<th>TOTAL PRIOR DEGREE CREDITS</th>
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**PREREQUISITE REQUIREMENTS**

CM 115: Communicating in the Twenty-First Century

CM 206: Interpersonal Communications

CM 214: Public Speaking

**CORE REQUIREMENTS**

- 300/400-level: Arts and Humanities Course 6
- 300/400-level: Physical Science Course 6
- 300/400-level: Social Science Course 6

TOTAL CORE REQUIREMENTS 18

**MAJOR REQUIREMENTS**

CM 305: Communicating in a Diverse Society 6

CM 310: Communication and Conflict 6

CM 313: Tools for the Digital Age 6

CM 315: Group Dynamics and Team Building 6

CM 405: Communicating Persuasively 6

CM 410: Organizational Communication 6

CM 460: Strategic Communication 6

CM 499: Bachelor’s Capstone in Communication 6

TOTAL MAJOR REQUIREMENTS 48

**OPEN ELECTIVE REQUIREMENTS**

Open Electives 24

TOTAL OPEN ELECTIVE REQUIREMENTS 24

**TOTAL PROGRAM REQUIREMENTS** 180

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

Not all programs or courses are offered at all locations.

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

†Comparability is determined by a course-by-course examination of the prior associate’s or bachelor’s degree against the core requirements of a Kaplan University associate’s degree.
### XXV. Bachelor of Science in Human Services

#### Curriculum

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<tr>
<td>100/200-level: Communication Course</td>
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<tr>
<td>CS 124: Academic Strategies for Human Service Professionals OR</td>
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<tr>
<td>CS 121: Pathways to Academic Success*</td>
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<tr>
<td>HN 115: Introduction to Human Services</td>
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<tr>
<td>HN 144: Human Behavior and the Environment</td>
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<tr>
<td>HN 200: Survey of Social Problems</td>
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<td>HN 205: Applied Skills for Human Services</td>
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<tr>
<td>HN 220: Prevention and Crisis Intervention</td>
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<tr>
<td>MM 207: Statistics</td>
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<tr>
<td>SS 124: Introduction to Psychology</td>
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<tr>
<td>HN 300: Human Services and Social Policy</td>
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<tr>
<td>HN 330: Case Management in Human Services</td>
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<td>HN 410: Human Services Delivery</td>
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<td>300/400-level: Emphasis Area Courses</td>
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<tr>
<td>HN 499: Bachelor’s Capstone for Human Services</td>
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#### ADVANCED START DEGREE REQUIREMENTS

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<td>300/400-level: Emphasis Area Courses</td>
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<td>HN 499: Bachelor’s Capstone for Human Services</td>
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<tr>
<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
<td>180</td>
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</tbody>
</table>

#### EMPHASIS AREAS

**Option I: Human Services Administration**
- HN 345: Public Relations in Not-for-Profit Organizations | 6
- HN 347: Public Personnel Administration | 6
- HN 400: Proposal Designs for Human Services | 6
- HN 450: Legal and Ethical Issues in Human Services | 6

**Option II: Gerontology**
- HN 360: The Aging Population and Society | 6
- HN 365: Psychology of Aging | 6
- HN 420: Social and Health Care Issues in Aging | 6
- HN 450: Legal and Ethical Issues in Human Services | 6

**Option III: Child and Family Welfare**
- HN 370: Child Welfare and Family | 6
- HN 377: Studies in Child and Adolescent Development | 6
- HN 430: Advocacy for Families and Youth | 6
- HN 450: Legal and Ethical Issues in Human Services | 6

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.

*Online students will take the program-specific academic strategies course.
†Comparability is determined by a course-by-course examination of the prior associate’s or bachelor’s degree against the core requirements of a Kaplan University associate’s degree.

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26
The Bachelor of Science in Liberal Studies is a degree-completion program designed to accommodate students with prior learning credit who wish to create a program to meet personal and professional interests. The program allows students to receive credit for eligible prior learning, which may include transfer credits from a regionally or nationally accredited institution, military training, or other experiential learning.

During the first term of study, students will develop an Individualized Learning Plan under the guidance of a faculty advisor. The Individualized Learning Plan contains a career goal statement and outlines the coursework the student will complete as part of his or her degree plan. The student and faculty advisor choose up to two focus areas that align with the student's professional and personal goals. The student is required to write a one-paragraph goal statement explaining his or her rationale for choosing the area(s) of focus and submit it to his or her faculty advisor for approval.

Students will complete the core and major requirements outlined in the degree plan and may choose elective courses from the Catalog to support the educational goals developed in their Individualized Learning Plan.

Graduates of this program may find career opportunities in a variety of fields based on the individualized design of the program. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

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

The Bachelor of Science in Liberal Studies program consists of a minimum of 180 quarter credit hours, including the standard general education requirements. Upon successful completion of the program, graduates will be awarded a Bachelor of Science degree.

Program Outcomes

Discipline-Specific Outcomes

1. Occupational Specialization: Apply program-specific interests and general education knowledge to the development of an approved individualized degree plan designed for a specific career or professional occupation.

2. Interdisciplinary Core: Use the interdisciplinary approach to learning to successfully complete a student-selected, focused sequence of elective coursework.

3. Professional Competencies: Use critical thinking and effective communications in locating, presenting, and analyzing information.

4. Cultural and Diversity Awareness: Demonstrate an understanding of individual and cultural differences and effective collaboration with colleagues of diverse backgrounds.

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>BACHELOR'S DEGREE REQUIREMENTS</strong></td>
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<td>300/400-level: Arts and Humanities Course</td>
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<td>300/400-level: Physical Science Course</td>
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<td><strong>MAJOR REQUIREMENTS</strong></td>
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<td>CS 123: Academic Strategies for Professional and Liberal Studies Professionals OR CS 121: Pathways to Academic Success*</td>
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<td>MM 207: Statistics</td>
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<td>SC 115: Principles of Nutrition</td>
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<td>SS 124: Introduction to Psychology</td>
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<td>100/200-level: Major Electives</td>
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<td>CM 310: Communication and Conflict</td>
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<td>HU 345: Critical Thinking</td>
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<td>SS 360: American Women</td>
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</table>

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

Not all programs or courses are offered at all locations.

*Online students will take the program-specific academic strategies course.
The Bachelor of Science in Professional Studies is designed to help prepare students to advance in the professional ranks of any sector—public, private, or nonprofit. The program integrates courses from across Kaplan University’s College of Arts and Sciences, School of General Education, School of Business and Management, School of Information Systems and Technology, School of Criminal Justice, School of Legal Studies, School of Health Sciences, and School of Nursing. The program is designed to build expertise across five themes central to the modern world: creativity, research, socially responsible leadership, technology, and communications. These concepts are integrated throughout the program in the course curriculum.

The Bachelor of Science in Professional Studies is a degree-completion program designed to accommodate students with prior learning credit who wish to create a program to meet personal and professional goals. The program allows students to receive credit for eligible prior learning, which may include transfer credits from a regionally or nationally accredited institution, military training, or other experiential learning. The program is also designed to help provide students with the leadership and administrative competencies required by many organizations.

During the first term of study, students will develop an Individualized Learning Plan under the guidance of a faculty advisor. The Individualized Learning Plan contains a career goal statement and outlines the coursework the student will complete as part of his or her degree plan. The student and faculty advisor choose up to two focus areas that align with the student’s professional and personal goals. The student is required to write a one-paragraph goal statement explaining his or her rationale for choosing the area(s) of focus and submit it to his or her faculty advisor for approval.

High-potential students who are interested in the field of teaching and fast-tracking their educational goal of earning both a bachelor’s and master’s degree should consider the accelerated Bachelor of Science in Professional Studies-to-Master of Arts in Teaching option. Eligible students will work toward completion of their Bachelor of Science in Professional Studies while simultaneously completing two mandatory core courses in the Master of Arts in Teaching. Upon successful completion of the undergraduate program, students may apply for entry to Kaplan University’s Master of Arts in Teaching program. Once accepted, they will complete the remaining 8 or 11 courses, depending on the choice of certification track, to earn a master’s degree.

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

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

Kaplan University offers the Advanced Start Bachelor of Science in Professional Studies degree option for students who have earned a comparable associate’s or bachelor’s degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program. Upon completion of an associate’s degree, students have the option of joining the workforce while continuing toward a bachelor’s degree. The combination of career courses and general education in the first 2 years of study allows students to join the workforce with the skills they may need to succeed, while pursuing their lifelong learning aims.

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

Kaplan University has expanded the advanced start option to include students who have received a bachelor's degree, but wish to change careers, and receive a second bachelor's degree. Lower-level (100/200) coursework will be transferred as a block of 90 credits. Upper-level (300/400) coursework will be evaluated on a course-by-course basis and applied toward appropriate upper-level degree requirements. In addition to possessing an associate's or bachelor's degree, students applying for admission under this option must also complete all prerequisites required for the bachelor's degree courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start Bachelor of Science degree option.

The Bachelor of Science in Professional Studies degree program consists of a minimum of 180 quarter credit hours, including the standard general education requirements. Upon successful completion of the program, graduates will be awarded a bachelor of science degree.

Program Outcomes

Discipline-Specific Outcomes

1. Knowledge and Skills Base: Apply theoretical and conceptual perspectives, best practices, and historical and current trends to one's professional area of study.
2. Creativity: Create professional perspectives that add value to real-world situations in one's professional area of study.
3. Technology: Analyze the role of emerging technologies within one's professional area of study.
4. Communication: Compose effective communications as required within one's professional area of study.
5. Professional Development: Analyze one's own professional growth and progress toward the achievement of self-initiated goals

(continued on next page)
### BACHELOR'S DEGREE REQUIREMENTS

#### CORE REQUIREMENTS
- 100/200-level: Communication Course  5
- 100/200-level: Mathematics Course  5
- 200-level: Communication Course  5
- 300/400-level: Arts and Humanities Course  6
- 300/400-level: Social Science Course  6

**TOTAL CORE REQUIREMENTS** 33

#### MAJOR REQUIREMENTS
- CS 123: Academic Strategies for Professional and Liberal Studies Professionals 5
- 100/200-level: Diversity and Culture Course  5
- 100/200-level: Ethics Course  5
- 100/200-level: Major Requirements  15
- 300/400-level: Major Requirements  18
- 300/400-level: Major Electives  24
- PR 499: Bachelor’s Capstone in Professional Studies  6

**TOTAL MAJOR REQUIREMENTS** 88

#### OPEN ELECTIVE REQUIREMENTS
- Open Electives*  59

**TOTAL OPEN ELECTIVE REQUIREMENTS** 59

**TOTAL PROGRAM REQUIREMENTS** 180

### ADVANCED START BACHELOR'S DEGREE REQUIREMENTS

#### ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS
- Comparable Associate’s or Bachelor’s Degree†

**TOTAL PRIOR DEGREE CREDITS** 90

#### PREREQUISITE REQUIREMENTS
- 100/200-level: Diversity and Culture Course
- 100/200-level: Ethics Course
- 200-level: Communication Course

#### CORE REQUIREMENTS
- 300/400-level: Arts and Humanities Course  6
- 300/400-level: Physical Science Course  6
- 300/400-level: Social Science Course  6

**TOTAL CORE REQUIREMENTS** 18

#### MAJOR REQUIREMENTS
- 300/400-level: Major Requirements  18
- 300/400-level: Major Electives  24
- PR 499: Bachelor’s Capstone in Professional Studies  6

**TOTAL MAJOR REQUIREMENTS** 48

#### OPEN ELECTIVE REQUIREMENTS
- Open Electives*  24

**TOTAL OPEN ELECTIVE REQUIREMENTS** 24

**TOTAL PROGRAM REQUIREMENTS** 180

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

Not all programs or courses are offered at all locations.

*Eligible students who choose to complete the accelerated Bachelor of Science in Professional Studies-to-Master of Arts in Teaching option will take two graduate-level courses in addition to selected undergraduate electives.

†Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.
XX. Bachelor of Science in Psychology

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

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

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

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

High-potential students who are interested in fast-tracking their educational goal of earning both a bachelor’s and master’s degree in psychology should consider the accelerated Bachelor of Science in Psychology-to-Master of Science in Psychology option. Eligible students will work toward completion of their Bachelor of Science in Psychology while simultaneously completing four mandatory core courses in the Master in Science in Psychology. Upon successful completion of the undergraduate program, students may apply for entry to Kaplan University’s Master of Science in Psychology program. Once accepted, they will complete the remaining eight or nine courses, depending on the chosen track of study, to earn a master’s degree.

Kaplan University offers the Advanced Start Bachelor of Science in Psychology degree option for students who have earned a comparable associate’s or bachelor’s degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program. Upon completion of an associate’s degree, students have the option of joining the workforce while continuing toward a bachelor’s degree. The combination of career courses and general education in the first 2 years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

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

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

Courses | Credits
---|---

**ADVANCED START BACHELOR'S DEGREE REQUIREMENTS**

**ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS**
Comparable Associate's or Bachelor's Degree

**TOTAL PRIOR DEGREE CREDITS** 90

**PREREQUISITE REQUIREMENTS**

MM 207: Statistics
PS 220: Child and Adolescent Psychology
SS 124: Introduction to Psychology

**CORE REQUIREMENTS**

300/400-level: Arts and Humanities Course 6
300/400-level: Physical Science Course 6
300/400-level: Social Science Course 6

**TOTAL CORE REQUIREMENTS** 18

**MAJOR REQUIREMENTS**

PS 300: Research Methods I 6
PS 330: Personality Development 6
PS 410: Screening and Assessment 6
300/400-level: Emphasis Area Courses 24
PS 499: Bachelor's Capstone in Psychology 6

**TOTAL MAJOR REQUIREMENTS** 48

**OPEN ELECTIVE REQUIREMENTS**

Open Electives 24

**TOTAL OPEN ELECTIVE REQUIREMENTS** 24

**TOTAL PROGRAM REQUIREMENTS** 180

**EMPHASIS AREAS**

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

**Option II: Applied Behavioral Analysis**
PS 340: Exceptional Needs Children 6
PS 360: Applied Behavioral Analysis I 6
PS 365: Applied Behavioral Analysis II 6
PS 430: Program Design and Evaluation 6

**Option III: Substance Abuse**
PS 370: Health Psychology 6
PS 375: Substance Abuse Prevention and Treatment 6
PS 380: Clinical Psychology 6
PS 450: Case Management 6

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

Not all programs or courses are offered at all locations.

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

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

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

§Advanced start students need to satisfy the prerequisite requirements for MM 207: Statistics. Students who do not possess prior learning credit comparable to the required prerequisite courses will need to complete courses beyond the minimum degree requirements.
The following program changes are effective May 26, 2010:

XV. Associate of Applied Science in Early Childhood Education

The Associate of Applied Science in Early Childhood Education program is designed to prepare students with applied knowledge, communications abilities, and general knowledge to pursue a wide range of entry-level positions in the field of early childhood education. Successful graduates of this program may pursue employment opportunities as educational technicians/paraprofessionals, infant, toddler, and preschool teachers, or a child care facility owner. Students will be encouraged to develop a thorough understanding of child development, the value of play in children’s learning, and developmentally appropriate practice in the classroom.

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

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Apply knowledge of child development and learning theory in the classroom.
2. Differentiate the needs of diverse learners.
3. Plan developmentally appropriate curriculum.
4. Demonstrate a professional work ethic with attention to health and safety practices and administrative guidelines in early childhood settings.

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSOCIATE’S DEGREE REQUIREMENTS</td>
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</tr>
<tr>
<td>CORE REQUIREMENTS</td>
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<tr>
<td>100/200-level: Communication Course</td>
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<tr>
<td>100/200-level: Mathematics Course</td>
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<tr>
<td>200-level: Communication Course</td>
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<td>TOTAL CORE REQUIREMENTS</td>
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<tr>
<td>MAJOR REQUIREMENTS</td>
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</tr>
<tr>
<td>CS 115: Academic Strategies OR</td>
<td></td>
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<tr>
<td>CS 121: Pathways to Academic Success</td>
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</tr>
<tr>
<td>CE 101: Introduction to Early Childhood Education</td>
<td>5</td>
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<tr>
<td>CE 114: Infant, Toddler, and Early Childhood</td>
<td>5</td>
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<tr>
<td>EP 114: Educational Development of School-Age Students</td>
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<tr>
<td>100/200-level: Major Electives</td>
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<td>CE 298: Associate’s Capstone in Early Childhood</td>
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EMPHASIS AREAS

Early Childhood

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<tr>
<td>EP 210: Math Methods</td>
<td>5</td>
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<tr>
<td>EP 220: Reading and Writing Methods</td>
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Diverse Learners

<table>
<thead>
<tr>
<th>Courses</th>
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<tr>
<td>CE 207: Diversity, Family, and Community</td>
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</tr>
<tr>
<td>CE 240: Young Children With Special Needs</td>
<td>5</td>
</tr>
<tr>
<td>EP 240: Assisting English Language Learners</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.
The following program changes are effective April 21, 2010:

**XXV. Associate of Applied Science in Human Services**

### Curriculum

<table>
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<tr>
<th>Courses</th>
<th>Credits</th>
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<tr>
<td><strong>ASSOCIATE’S DEGREE REQUIREMENTS</strong></td>
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<td><strong>CORE REQUIREMENTS</strong></td>
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<td>200-level: Communication Course</td>
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<td><strong>MAJOR REQUIREMENTS</strong></td>
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<tr>
<td>CS 124: Academic Strategies for Human Service Professionals OR</td>
<td>5</td>
</tr>
<tr>
<td>CS 121: Pathways to Academic Success*</td>
<td>5</td>
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<tr>
<td>HN 115: Introduction to Human Services</td>
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</tr>
<tr>
<td>HN 144: Human Behavior and the Environment</td>
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<tr>
<td>HN 200: Survey of Social Problems</td>
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<td>HN 205: Applied Skills for Human Services</td>
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<tr>
<td>HN 220: Prevention and Crisis Intervention</td>
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<td>SS 124: Introduction to Psychology</td>
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<td>HN 299: Associate’s Capstone for Human Services</td>
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<tr>
<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
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</table>

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.

*Online students will take the program-specific academic strategies course.*
XX. Associate of Science in Interdisciplinary Studies

Curriculum

Courses | Credits
---|---
ASSOCIATE’S DEGREE REQUIREMENTS
CORE REQUIREMENTS
100/200-level: Communication Course | 5
100/200-level: Mathematics Course | 5
200-level: Communication Course | 5
TOTAL CORE REQUIREMENTS | 15
MAJOR REQUIREMENTS
CS 115: Academic Strategies OR CS 121: Pathways to Academic Success* | 5
HU 245: Ethics | 5
SC 115: Principles of Nutrition | 5
SS 124: Introduction to Psychology | 5
100/200-level: Major Electives | 15
IS 299: Associate’s Capstone in Interdisciplinary Studies | 5
TOTAL MAJOR REQUIREMENTS | 40
OPEN ELECTIVE REQUIREMENTS
Open Electives | 35
TOTAL OPEN ELECTIVE REQUIREMENTS | 35
TOTAL PROGRAM REQUIREMENTS | 90

EMPHASIS AREAS
Option I: Educational Paraprofessional†
EP 114: Educational Development of School-Age Students | 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 English Language 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: Young Children With Special Needs | 5
Option III: Communication
CM 115: Communicating in the Twenty-First Century | 5
CM 202: Mass Communications | 5
CM 206: Interpersonal Communications | 5
CM 214: Public Speaking | 5
CM 240: Technical Communication | 5
100/200-level: Major Electives | 15
Open Electives | 15
Option IV: Open Concentration
100/200-level: Major Electives | 15
Open Electives | 15

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

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.
Not all programs or courses are offered at all locations.
*Online students will take CS 115: Academic Strategies.
†Students must take the emphasis area courses in the sequence listed.
# XXV. Bachelor of Science in Accounting

## Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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<tr>
<td>100/200-level: Communication Course</td>
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<td>100/200-level: Mathematics Course</td>
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</tr>
<tr>
<td>200-level: Communication Course</td>
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</tr>
<tr>
<td>300/400-level: Arts and Humanities Course</td>
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<tr>
<td>300/400-level: Physical Science Course</td>
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<tr>
<td>300/400-level: Social Science Course</td>
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<tr>
<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
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<td><strong>MAJOR REQUIREMENTS</strong></td>
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<td>AC 113: Academic Strategies for the Business Professional OR AC 121: Pathways to Academic Success*</td>
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</tr>
<tr>
<td>AC 114: Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>AC 116: Accounting II</td>
<td>5</td>
</tr>
<tr>
<td>AC 239: Managerial Accounting</td>
<td>5</td>
</tr>
<tr>
<td>AC 256: Federal Tax</td>
<td>5</td>
</tr>
<tr>
<td>BU 204: Macroeconomics</td>
<td>5</td>
</tr>
<tr>
<td>MM 255: Business Math</td>
<td>5</td>
</tr>
<tr>
<td>100/200-level: Major Elective</td>
<td>5</td>
</tr>
<tr>
<td>AC 300: Intermediate Accounting I</td>
<td>6</td>
</tr>
<tr>
<td>AC 301: Intermediate Accounting II</td>
<td>6</td>
</tr>
<tr>
<td>MT 311: Business Law</td>
<td>6</td>
</tr>
<tr>
<td>300/400-level: Major Electives</td>
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<tr>
<td>MT 499: Bachelor's Capstone in Management</td>
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<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
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<td><strong>OPEN ELECTIVE REQUIREMENTS</strong></td>
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<td>Open Electives</td>
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<td><strong>TOTAL OPEN ELECTIVE REQUIREMENTS</strong></td>
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<tr>
<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
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### OPEN ELECTIVE REQUIREMENTS

- **Open Electives**: 24
- **TOTAL OPEN ELECTIVE REQUIREMENTS**: 24
- **TOTAL PROGRAM REQUIREMENTS**: 180

### EMphasis Areas

#### Option I: Public Accountability

- AC 302: Intermediate Accounting III 6
- AC 410: Auditing 6
- AC 430: Advanced Tax—Corporation 6
- AC 465: Advanced Forensic Accounting 6

#### Option II: Tax Accountability

- AC 302: Intermediate Accounting III 6
- AC 410: Auditing 6
- AC 430: Advanced Tax—Corporation 6
- AC 450: Advanced Accounting 6

#### Option III: Managerial Accountability

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

#### Option IV: Auditing/Forensic Accountability

- AC 302: Intermediate Accounting III 6
- AC 410: Auditing 6
- AC 430: Advanced Accounting 6
- AC 465: Advanced Forensic Accounting 6

#### Option V: Governmental/Nonprofit Accountability

- AC 302: Intermediate Accounting III 6
- AC 410: Auditing 6
- AC 430: Advanced Tax—Corporation 6
- AC 455: Governmental and Nonprofit Accounting 6

---

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

Not all programs or courses are offered at all locations.

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

*Students must take IT 133: Software Applications in place of an open elective.

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

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### ADVANCED START BACHELOR'S DEGREE REQUIREMENTS

#### ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Comparable Associate’s or Bachelor’s Degree</strong></td>
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<tr>
<td><strong>TOTAL PRIOR DEGREE CREDITS</strong></td>
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<td><strong>PREREQUISITE REQUIREMENTS</strong></td>
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<tr>
<td>AC 114: Accounting I</td>
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<tr>
<td>AC 116: Accounting II</td>
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<td>AC 239: Managerial Accounting</td>
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<td><strong>CORE REQUIREMENTS</strong></td>
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<tr>
<td>300/400-level: Arts and Humanities Course</td>
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<tr>
<td>300/400-level: Physical Science Course</td>
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<td>MT 311: Business Law</td>
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<td>300/400-level: Major Electives</td>
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<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
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</tbody>
</table>

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SCHOOL OF BUSINESS AND MANAGEMENT

The following program changes are effective April 21, 2010:
XXVI. Bachelor of Science in Business Administration

Program Outcomes

Discipline-Specific Outcomes

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

<table>
<thead>
<tr>
<th>Curriculum</th>
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<tbody>
<tr>
<td><strong>Courses</strong></td>
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<td><strong>BACHELOR’S DEGREE REQUIREMENTS</strong></td>
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<td><strong>CORE REQUIREMENTS</strong></td>
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<td>100/200-level: Communication Course</td>
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<td>100/200-level: Mathematics Course</td>
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<td>300/400-level: Physical Science Course</td>
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<td><strong>MAJOR REQUIREMENTS</strong></td>
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<tr>
<td>CS 113: Academic Strategies for the Business Professional OR CS 121: Pathways to Academic Success*</td>
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<td>BU 204: Macroeconomics</td>
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<td>BU 224: Microeconomics</td>
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<td>MT 220: Global Business</td>
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<td>MM 255: Business Math</td>
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<tr>
<td>MT 140: Introduction to Management</td>
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<tr>
<td>MT 217: Finance</td>
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<tr>
<td>MT 219: Marketing</td>
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<tr>
<td>AC 330: Managerial Accounting for Business Professionals</td>
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<tr>
<td>MT 302: Organizational Behavior</td>
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<td>MT 310: Ethics and the Legal Environment OR MT 311: Business Law</td>
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<td>Choose one of the following:</td>
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<td>MT 450: Marketing Management</td>
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<td>300/400-level: Marketing Elective</td>
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<tr>
<td>MT 400: Business Process Management OR MT 435: Operations Management</td>
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<tr>
<td>MT 445: Managerial Economics OR MT 480: Corporate Finance</td>
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<tr>
<td>MT 460: Management Policy and Strategy</td>
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<td>MT 490: Management Capstone Externship OR MT 499: Bachelor's Capstone in Management</td>
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<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
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<td><strong>OPEN ELECTIVE REQUIREMENTS</strong></td>
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<td>Open Electives</td>
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(continued on next page)
## Curriculum

**Courses**

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<td>MT 140: Introduction to Management</td>
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<td>MT 217: Finance</td>
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<td>300/400-level: Arts and Humanities Course</td>
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<td>300/400-level: Social Science Course</td>
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<table>
<thead>
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<tr>
<td>AC 330: Managerial Accounting for Business Professionals</td>
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<td>MT 302: Organizational Behavior</td>
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<td>MT 310: Ethics and the Legal Environment OR MT 311: Business Law</td>
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<tr>
<td>Choose one of the following:</td>
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<tr>
<td>MT 355: Marketing Research</td>
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<td>MT 490: Management Capstone Externship OR MT 499: Bachelor’s Capstone in Management</td>
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<table>
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<tr>
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<tr>
<td>Open Electives</td>
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**Accelerated MBA Option**

<table>
<thead>
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<th>AC 301: Intermediate Accounting II†</th>
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<tbody>
<tr>
<td>HR 485: Strategic Human Resource Management</td>
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<tr>
<td>MT 445: Managerial Economics</td>
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<tr>
<td>MT 450: Marketing Management†</td>
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<tr>
<td>MT 480: Corporate Finance OR MT 482: Financial Statement Analysis</td>
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</table>

**Business Process Management**

<table>
<thead>
<tr>
<th>MT 400: Business Process Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT 435: Operations Management</td>
</tr>
<tr>
<td>MT 475: Outcomes Assessment and Quality Management</td>
</tr>
<tr>
<td>MT 482: Financial Statement Analysis</td>
</tr>
</tbody>
</table>

**Criminal Justice**

| CJ 345: Supervisory Practices in Criminal Justice |
| CJ 421: Organizational Behavior in Criminal Justice Organizations |
| CJ 422: Human Resource Development for the Criminal Justice Professional |
| CJ 424: Application of Management Theory to Criminal Justice Organizations | 6 |

### Entrepreneurship

- AC 420: Cost Accounting 6
- MT 311: Business Law 6
- MT 359: Advertising in the Twenty-First Century 6
- MT 360: Business Entrepreneurship 6

### Financial Analysis

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

### Human Resources

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

### Information Assurance

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

### Management

- HR 400: Employment and Staffing 6
- MT 340: Conflict Resolution and Team Dynamics 6
- MT 355: Marketing Research OR MT 450: Marketing Management 6

### Management of Information Systems

<table>
<thead>
<tr>
<th>MT 300: Management of Information Systems</th>
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<tbody>
<tr>
<td>MT 351: Issues in Economic Policy</td>
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<tr>
<td>MT 451: Managing Technological Innovation</td>
</tr>
<tr>
<td>IT 430: IT Project Management</td>
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### Marketing

<table>
<thead>
<tr>
<th>MT 330: International Marketing</th>
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<tbody>
<tr>
<td>MT 355: Marketing Research OR MT 450: Marketing Management 6</td>
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<tr>
<td>MT 359: Advertising in the Twenty-First Century 6</td>
</tr>
<tr>
<td>MT 459: Consumer Behavior 6</td>
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</tbody>
</table>

### New Media/Internet Marketing

<table>
<thead>
<tr>
<th>MT 219: Marketing</th>
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<tbody>
<tr>
<td>IT 337: Internet Business Fundamentals</td>
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<tr>
<td>IT 437: Internet Marketing</td>
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<tr>
<td>MT 359: Advertising in the Twenty-First Century 6</td>
</tr>
<tr>
<td>MT 450: Marketing Management 6</td>
</tr>
</tbody>
</table>

### Operations Management

<table>
<thead>
<tr>
<th>MT 400: Business Process Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT 435: Operations Management</td>
</tr>
<tr>
<td>MT 475: Outcomes Assessment and Quality Management 6</td>
</tr>
<tr>
<td>MT 482: Financial Statement Analysis 6</td>
</tr>
</tbody>
</table>

(continued on next page)
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HR 420</td>
<td>Employment Law</td>
<td>6</td>
</tr>
<tr>
<td>MT 310</td>
<td>Ethics and the Legal Environment</td>
<td>6</td>
</tr>
<tr>
<td>MT 311</td>
<td>Business Law</td>
<td>6</td>
</tr>
<tr>
<td>MT 312</td>
<td>Business Law II</td>
<td>6</td>
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<tr>
<td><strong>Project Management</strong></td>
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<tr>
<td>IT 301</td>
<td>Project Management I</td>
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</tr>
<tr>
<td>IT 401</td>
<td>Project Management II</td>
<td>6</td>
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<tr>
<td>MT 400</td>
<td>Business Process Management</td>
<td>6</td>
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<tr>
<td>MT 475</td>
<td>Outcomes Assessment and Quality Management</td>
<td>6</td>
</tr>
<tr>
<td><strong>Purchasing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MT 300</td>
<td>Management of Information Systems</td>
<td>6</td>
</tr>
<tr>
<td>MT 435</td>
<td>Operations Management</td>
<td>6</td>
</tr>
<tr>
<td>MT 441</td>
<td>Supply Chain Management</td>
<td>6</td>
</tr>
<tr>
<td>MT 482</td>
<td>Financial Statement Analysis</td>
<td>6</td>
</tr>
<tr>
<td><strong>Retail Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MT 455</td>
<td>Salesforce Management</td>
<td>6</td>
</tr>
<tr>
<td>MT 303</td>
<td>Store Management</td>
<td>6</td>
</tr>
<tr>
<td>MT 401</td>
<td>Merchandising Management</td>
<td>6</td>
</tr>
<tr>
<td>MT 441</td>
<td>Supply Chain Management</td>
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<td><strong>Risk Management</strong></td>
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<tr>
<td>MT 410</td>
<td>Risk Analysis and Strategy</td>
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<tr>
<td>MT 411</td>
<td>Risk Management</td>
<td>6</td>
</tr>
<tr>
<td>MT 435</td>
<td>Operations Management</td>
<td>6</td>
</tr>
<tr>
<td>MT 482</td>
<td>Financial Statement Analysis</td>
<td>6</td>
</tr>
<tr>
<td><strong>Sales Management</strong></td>
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<td></td>
</tr>
<tr>
<td>MT 310</td>
<td>Ethics and the Legal Environment</td>
<td>6</td>
</tr>
<tr>
<td>MT 340</td>
<td>Conflict Resolution and Team Dynamics</td>
<td>6</td>
</tr>
<tr>
<td>MT 455</td>
<td>Salesforce Management</td>
<td>6</td>
</tr>
<tr>
<td>MT 459</td>
<td>Consumer Behavior</td>
<td>6</td>
</tr>
</tbody>
</table>

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

Not all programs or courses are offered at all locations.

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

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

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

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

*Students will need to complete additional elective courses in order to satisfy the necessary number of credits required for completion of the degree.
The following program changes are effective April 21, 2010:

XXV. Associate of Applied Science in Accounting

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSOCIATE'S DEGREE REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td>CORE REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td>100/200-level: Communication Course</td>
<td>5</td>
</tr>
<tr>
<td>100/200-level: Mathematics Course</td>
<td>5</td>
</tr>
<tr>
<td>200-level: Communication Course</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL CORE REQUIREMENTS</td>
<td>15</td>
</tr>
<tr>
<td>MAJOR REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td>CS 113: Academic Strategies for the Business Professional OR</td>
<td></td>
</tr>
<tr>
<td>CS 121: Pathways to Academic Success*</td>
<td>5</td>
</tr>
<tr>
<td>AC 114: Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>AC 116: Accounting II</td>
<td>5</td>
</tr>
<tr>
<td>AC 239: Managerial Accounting</td>
<td>5</td>
</tr>
<tr>
<td>AC 256: Federal Tax</td>
<td>5</td>
</tr>
<tr>
<td>BU 204: Macroeconomics</td>
<td>5</td>
</tr>
<tr>
<td>MM 255: Business Math</td>
<td>5</td>
</tr>
<tr>
<td>AC 298: Associate's Capstone in Accounting</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL MAJOR REQUIREMENTS</td>
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</tr>
<tr>
<td>OPEN ELECTIVE REQUIREMENTS</td>
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</tr>
<tr>
<td>Open Electives†</td>
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<tr>
<td>TOTAL OPEN ELECTIVE REQUIREMENTS</td>
<td>35</td>
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<tr>
<td>TOTAL PROGRAM REQUIREMENTS</td>
<td>90</td>
</tr>
</tbody>
</table>

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

Not all programs or courses are offered at all locations.

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

†Students must take IT 133: Software Applications in place of an open elective.
The following program changes are effective April 21, 2010:

## XXV. Associate of Applied Science in Business Administration

### Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSOCIATE’S DEGREE REQUIREMENTS</strong></td>
<td></td>
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<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>100/200-level: Communication Course</td>
<td>5</td>
</tr>
<tr>
<td>100/200-level: Mathematics Course</td>
<td>5</td>
</tr>
<tr>
<td>200-level: Communication Course</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>MAJOR REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>CS 113: Academic Strategies for the Business Professional OR CS 121: Pathways to Academic Success*</td>
<td>5</td>
</tr>
<tr>
<td>AC 113: Accounting for Nonaccounting Majors OR AC 114: Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td>5</td>
</tr>
<tr>
<td>BU 204: Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>BU 224: Microeconomics</td>
<td></td>
</tr>
<tr>
<td>MT 220: Global Business</td>
<td></td>
</tr>
<tr>
<td>MM 255: Business Math</td>
<td>5</td>
</tr>
<tr>
<td>MT 140: Introduction to Management</td>
<td>5</td>
</tr>
<tr>
<td>MT 219: Marketing</td>
<td>5</td>
</tr>
<tr>
<td>MT 299: Associate’s Capstone in Management</td>
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<tr>
<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
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</tr>
<tr>
<td><strong>OPEN ELECTIVE REQUIREMENTS</strong></td>
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<tr>
<td>Open Electives</td>
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<tr>
<td><strong>TOTAL OPEN ELECTIVE REQUIREMENTS</strong></td>
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</tr>
<tr>
<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
<td>90</td>
</tr>
</tbody>
</table>

### CAREER FOCUS AREAS

- **Banking Service**
  - CM 206: Interpersonal Communications
  - IT 133: Software Applications OR IT 153: Spreadsheet Applications
  - MT 202: Building Customer Sales and Loyalty
  - MT 217: Finance
  - MT 221: Customer Service

- **Business**
  - AC 116: Accounting II
  - BU 204: Macroeconomics
  - IT 133: Software Applications
  - MT 217: Finance

- **Customer Service**
  - CM 206: Interpersonal Communications
  - CM 214: Public Speaking
  - MT 202: Building Customer Sales and Loyalty
  - MT 221: Customer Service

- **Event Planning**
  - TH 117: Global Hospitality
  - TH 213: Food and Beverage Management
  - TH 230: Dynamics of Trip/Event Planning
  - TH 270: Advanced Meeting Planning

- **Food/Hotel Management**
  - TH 117: Global Hospitality
  - TH 206: Hotel Management and Operations
  - TH 213: Food and Beverage Management
  - TH 270: Advanced Meeting Planning

- **Health Club Operations**
  - CM 206: Interpersonal Communications
  - EF 205: Scientific Foundations of Exercise and Fitness
  - HS 120: Anatomy and Physiology I
  - HS 130: Anatomy and Physiology II
  - MT 221: Customer Service

- **Information Processing**
  - CM 115: Communicating in the Twenty-First Century
  - CM 206: Interpersonal Communications
  - IT 133: Software Applications
  - IT 153: Spreadsheet Applications
  - IT 163: Database Concepts Using Microsoft Access

- **Office Management**
  - CM 206: Interpersonal Communications
  - IT 133: Software Applications
  - MT 221: Customer Service
  - TH 270: Advanced Meeting Planning

- **Retail Management**
  - CM 206: Interpersonal Communications
  - MT 102: Principles of Retailing
  - MT 202: Building Customer Sales and Loyalty
  - MT 209: Small Business Management
  - MT 221: Customer Service

- **Sales**
  - CM 206: Interpersonal Communications
  - CM 214: Public Speaking
  - IT 133: Software Applications
  - MT 221: Customer Service

- **Small Business Management**
  - AC 122: Payroll Accounting
  - IT 133: Software Applications
  - MT 202: Building Customer Sales and Loyalty
  - MT 221: Customer Service

- **Travel Counseling**
  - TH 101: Travel Concepts
  - TH 102: Sales, Marketing, and Customer Service
  - TH 110: Destination Geography West
  - TH 200: Destination Geography East
  - TH 210: Travel Technology Systems

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The following program changes are effective April 21, 2010:

**XXV. Office Management Certificate**

**Curriculum**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>CERTIFICATE REQUIREMENTS</strong></td>
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<tr>
<td>CS 113: Academic Strategies for the Business Professional OR</td>
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<tr>
<td>CS 121: Pathways to Academic Success</td>
<td>5</td>
</tr>
<tr>
<td>AC 113: Accounting for Nonaccounting Majors OR</td>
<td></td>
</tr>
<tr>
<td>AC 114: Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>MT 140: Introduction to Management</td>
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</tr>
<tr>
<td>CM 107: College Composition I</td>
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</tr>
<tr>
<td>IT 133: Software Applications</td>
<td>5</td>
</tr>
<tr>
<td>MT 219: Marketing</td>
<td>5</td>
</tr>
<tr>
<td>100/200-level: Communication Course</td>
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<tr>
<td>100/200-level: Mathematics Course</td>
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<td>100/200-level: Program Elective</td>
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<tr>
<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
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</table>

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

Not all programs or courses are offered at all locations.
Progression Requirements

ACCELERATED MASTER OF PUBLIC ADMINISTRATION OPTION

Eligible students enrolled in a Kaplan University School of Criminal Justice bachelor’s degree program who wish to continue on to pursue a Kaplan University Master of Public Administration may take the following graduate-level courses in place of open electives:

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

In order to qualify for the accelerated Master of Public Administration option, undergraduate students must meet the following criteria:

- Students must have completed a minimum of 135 quarter credit hours in their bachelor’s degree program, including any credits received for prior learning. Students enrolled in the advanced start degree option must have completed a minimum of 45 quarter credit hours.
- Students must have at least 20 credits of open electives available in their degree plan.
- Students must possess a minimum cumulative GPA of 3.0.
- Students must obtain a grade of “B” or above in each of the above-listed courses.
- It is highly recommended that students complete the following prerequisite courses at Kaplan University if they have not completed equivalent courses at an accredited college or university:
  - SS 236: People, Power, and Politics—An Introduction to American Government
  - MM 207: Statistics
  - PP 201: Introduction to Policy Making

Students must be in good standing with the University and the School of Criminal Justice.

Students should consult with their Academic Advisor to ensure that they are eligible for this option and should discuss any financial aid implications with their Financial Aid Officer.

Students who select this option may be required to take additional courses to fulfill the requisite 180 credits necessary to complete a Kaplan University bachelor’s degree.

Upon successful completion of the bachelor’s degree program, students may apply for entry to Kaplan University’s Master of Public Administration program. If accepted, students will transfer in the above-listed graduate courses and matriculate into a shortened version of the master’s degree program.

The addition of the progression requirements for the accelerated Master of Public Administration option is effective April 21, 2010:
XX. Bachelor of Science in Criminal Justice

The Bachelor of Science in Criminal Justice program is designed to offer a level of academic study that provides the student with a solid foundation in criminal justice and a broad liberal arts knowledge base.

The baccalaureate program is designed to combine the professional skills of various specialized areas of criminal justice with research and analytical skills.

The bachelor’s degree program also offers the opportunity to personalize a degree with emphasis areas in law enforcement, corrections, forensic psychology, crime scene investigation, homeland security, computer crime, and juvenile justice. Graduates of this program may seek employment opportunities in various criminal justice environments, such as law enforcement, courts, adult and juvenile corrections, corporate security, public safety, loss prevention, private protective services or investigations, as well as community-based programs and services. It should be noted that some positions may require additional academy training and experience.

The Bachelor of Science in Criminal Justice is ideal for students who seek a practice-based program designed to enhance a student's qualifications to pursue more challenging responsibilities in criminal justice agencies and corporations.

High-potential students who are interested in the field of public administration and fast-tracking their educational goal of earning both a bachelor’s and master’s degree should consider the accelerated Master of Public Administration option. Eligible students will work toward completion of their Bachelor of Science in Criminal Justice while simultaneously completing four mandatory core courses in the Master of Public Administration. Upon successful completion of the undergraduate program, students may apply for entry to Kaplan University’s Master of Public Administration program. Once accepted, they will complete the remaining seven courses to earn a master’s degree.

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

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

Kaplan University offers the Advanced Start Bachelor of Science in Criminal Justice degree option for students who have earned a comparable associate’s or bachelor’s degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program. Upon completion of an associate’s degree, students have the option of joining the workforce while continuing toward a bachelor’s degree. The combination of career courses and general education in the 6 rst 2 years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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 may be transferred from the student’s previous degree as a block of 90 credits. Upper-level (300/400) coursework will be evaluated on a course-by-course basis and applied toward appropriate upper-level degree requirements.

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

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

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>BACHELOR'S DEGREE REQUIREMENTS</strong></td>
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<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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<tr>
<td>100/200-level: Communication Course</td>
<td>5</td>
</tr>
<tr>
<td>100/200-level: Mathematics Course</td>
<td>5</td>
</tr>
<tr>
<td>200-level: Communication Course</td>
<td>5</td>
</tr>
<tr>
<td>300/400-level: Arts and Humanities Course</td>
<td>6</td>
</tr>
<tr>
<td>300/400-level: Physical Science Course</td>
<td>6</td>
</tr>
<tr>
<td>300/400-level: Social Science Course</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
<td><strong>33</strong></td>
</tr>
<tr>
<td><strong>MAJOR REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>CJ 100: Eight Skills of the Effective Criminal Justice Student OR CS 121: Pathways to Academic Success*</td>
<td>5</td>
</tr>
<tr>
<td>CJ 101: Introduction to the Criminal Justice System</td>
<td>5</td>
</tr>
<tr>
<td>CJ 102: Criminology I</td>
<td>5</td>
</tr>
<tr>
<td>CJ 210: Criminal Investigation</td>
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</tr>
<tr>
<td>CJ 216: Computers, Technology, and Criminal Justice Information Systems</td>
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<tr>
<td>CJ 227: Criminal Procedure</td>
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<tr>
<td>CJ 230: Criminal Law for Criminal Justice</td>
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<tr>
<td>Choose one of the following 200-level criminal justice courses:</td>
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<tr>
<td>CJ 212: Crime Prevention</td>
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<tr>
<td>CJ 233: Introduction to Forensic Psychology</td>
<td>5</td>
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<tr>
<td>CJ 264: White-Collar Crime</td>
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<tr>
<td>CJ 266: Deviance and Violence</td>
<td>5</td>
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<tr>
<td>CJ 293: Investigating Terrorism</td>
<td>5</td>
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<tr>
<td>CJ 340: Applied Criminal Justice Ethics</td>
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<tr>
<td>Choose one of the following 300-level criminal justice courses:</td>
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</tr>
<tr>
<td>CJ 343: Comparative Criminal Justice Systems</td>
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<tr>
<td>CJ 345: Supervisory Practices in Criminal Justice</td>
<td>6</td>
</tr>
<tr>
<td>CJ 350: Organized Crime</td>
<td>6</td>
</tr>
<tr>
<td>CJ 444: Managing Criminal Justice Organizations</td>
<td>6</td>
</tr>
<tr>
<td>CJ 490: Research Methods in Criminal Justice</td>
<td>6</td>
</tr>
<tr>
<td>300/400-level: Major Electives</td>
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<tr>
<td>CJ 499: Bachelor’s Capstone in Criminal Justice</td>
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<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
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Curriculum

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PREREQUISITE REQUIREMENTS

CJ 101: Introduction to the Criminal Justice System
CJ 210: Criminal Investigation
CJ 227: Criminal Procedure

Advanced start students must take the following emphasis area prerequisite course in place of an open elective§:

Option III: Forensic Psychology
CM 220: College Composition II

Option VI: Juvenile Justice
CM 220: College Composition II

CORE REQUIREMENTS

300/400-level: Arts and Humanities Course  6
300/400-level: Physical Science Course  6
300/400-level: Social Science Course  6

TOTAL CORE REQUIREMENTS  18

MAJOR REQUIREMENTS

CJ 340: Applied Criminal Justice Ethics  6

Choose one of the following 300-level criminal justice courses:  6
CJ 343: Comparative Criminal Justice Systems
CJ 345: Supervisory Practices in Criminal Justice
CJ 444: Managing Criminal Justice Organizations
CJ 350: Organized Crime

CJ 490: Research Methods in Criminal Justice  6
300/400-level: Major Electives  24
CJ 499: Bachelor’s Capstone in Criminal Justice  6

TOTAL MAJOR REQUIREMENTS  48

OPEN ELECTIVE REQUIREMENTS

Open Electives†  24

TOTAL OPEN ELECTIVE REQUIREMENTS  24

TOTAL PROGRAM REQUIREMENTS  180

EMPHASIS AREAS

Option I: Law Enforcement
C 333: Family and Domestic Violence  6
C 355: Homeland Security  6
C 370: Crime Scene Investigation II  6
C 421: Organizational Behavior in Criminal Justice Organizations  6

Option II: Corrections
C 130: Introduction to Corrections§  5
C 355: Homeland Security  6
C 411: Drugs and Alcohol in the Criminal Justice System  6
C 433: Probation and Parole  6
300/400-level: Criminal Justice Elective  6

Option III: Forensic Psychology
C 325: Psychology for Law Enforcement  6
C 440: Crisis Intervention  6
SS 440: Abnormal Psychology  6
300/400-level: Criminal Justice Elective  6

Option IV: Crime Scene Investigation
C 305: Legal Foundations of Criminal Evidence  6
C 327: Crime Scene Photography OR
C 328: Forensic Fingerprint Analysis  6
C 370: Crime Scene Investigation II  6
C 385: Forensic Chemistry and Trace Evidence Analysis OR
C 386: Forensic Biology and Impression Evidence  6

Option V: Computer Crime
C 315: Internet Vulnerabilities and the Legal Implications of Monitoring Criminal Activity in Cyberspace  6
C 316: Investigating Cybercrime  6
C 317: Computer Forensics  6
C 416: Protecting Digital Assets  6

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

Option VII: Homeland Security
C 355: Homeland Security  6
C 407: Crisis Negotiation  6
300/400-level: Criminal Justice Electives  12

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations. *Online students will take the program-specific Eight Skills of the Effective Student course. §Eligible students who choose to complete the accelerated Master of Public Administration option will take four graduate-level courses in addition to selected undergraduate electives. ‡Comparability is determined by a course-by-course examination of the prior associate’s or bachelor’s degree against the core requirements of a Kaplan University associate’s degree. §These courses may be waived if a student has comparable prior learning. ¶Taken in place of an open elective; advanced start students are exempt from this prerequisite requirement.
The following program changes are effective April 21, 2010:

**XXV. Bachelor of Science in Criminal Justice Administration and Management**

The Bachelor of Science in Criminal Justice Administration and Management is designed to provide students with a solid foundation in criminal justice and professional knowledge regarding managerial issues in the criminal justice field. This program is designed to help students become highly skilled administrators and provides a practical and applied instructional approach in the areas of supervision, leadership, management, organization, problem solving, research, and law. The program also addresses current issues impacting the field. The Bachelor of Science in Criminal Justice Administration and Management is designed to prepare students to take on additional responsibilities as leaders in criminal justice and to be productive change agents in the criminal justice system.

The Bachelor of Science in Criminal Justice Administration and Management includes the study of current trends that managers and supervisors may confront in the areas of corrections, policing, and criminology. This program is designed to prepare students to critically evaluate and respond to challenges as leaders in criminal justice organizations. The criminal justice manager's duties, including planning, policy analysis, and policy implementation, are also addressed. In addition, students are taught the techniques to become informed consumers of criminal justice research knowledge.

Students study ethical conduct and professionalism within criminal justice organizations, which includes effectively managing risks and avoiding civil liabilities that deplete the limited resources of criminal justice agencies. Current management principles, organizational theory, and administrative processes are examined to help students gain a broad range of managerial skills necessary for a variety of supervisory positions. This program is designed to prepare students to pursue criminal justice careers as managers, supervisors, consultants, and entrepreneurs.

High-potential students who are interested in the field of public administration and fast-tracking their educational goal of earning both a bachelor's and master's degree should consider the accelerated Master of Public Administration option. Eligible students will work toward completion of their Bachelor of Science in Criminal Justice Administration and Management while simultaneously completing four mandatory core courses in the Master of Public Administration. Upon successful completion of the undergraduate program, students may apply for entry to Kaplan University's Master of Public Administration program. Once accepted, they will complete the remaining seven courses to earn a master's degree.

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

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

Kaplan University offers the Advanced Start Bachelor of Science in Criminal Justice Administration and Management degree option for students who have earned a comparable associate's or bachelor's degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first 2 years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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 may be transferred from the student's previous degree as a block of 90 credits. Upper-level (300/400) coursework will be evaluated on a course-by-course basis and applied toward appropriate upper-level degree requirements.

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

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

(continued on next page)
Curriculum

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<td>CJ 142: Criminal Origins and Correctional Alternatives</td>
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<td>CJ 228: Risk Management</td>
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<td>CJ 290: Terrorism Today</td>
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<td>MT 140: Introduction to Management</td>
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<td>CJ 305: Legal Foundations of Criminal Evidence</td>
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<td>CJ 422: Human Resource Development for the Criminal Justice Professional</td>
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<td>CJ 423: Employment and Policy Law for Supervisors and Managers</td>
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*Eligible students who choose to complete the accelerated Master of Public Administration option will take four graduate-level courses in addition to selected undergraduate electives.

†Comparability is determined by a course-by-course examination of the prior associate’s or bachelor’s degree against the core requirements of a Kaplan University associate’s degree.
The Bachelor of Science in Fire and Emergency Management is designed for emergency services personnel and addresses the new challenges in technology, human resource management, and fiscal responsibility. The general public and government appointees are demanding higher levels of training and education for those who lead our nation’s first response teams to catastrophic disasters, terrorist incidents, and typical emergencies. This bachelor’s degree is designed to empower students to pursue leadership roles that include managing all aspects of modern fire, EMS, and emergency preparedness agencies. Additionally, this program targets those students who want to increase their administrative and management knowledge as well as occupational and life safety awareness.

Since 1999, Fire and Emergency Services Higher Education (FESHE) leaders labored to produce, through consensus, a standardized undergraduate curriculum that is national in scope, content, and outcome. Fire-related and EMS management courses were developed for colleges and universities to use as a model when developing curriculum. All the courses share common titles, catalog descriptions, outlines, and content, which provide a national core of knowledge and competencies as suggested by FESHE. This degree program closely follows the FESHE model.

High-potential students who are interested in the field of public administration and fast-tracking their educational goal of earning both a bachelor’s and master’s degree should consider the accelerated Master of Public Administration option. Eligible students will work toward completion of their Bachelor of Science in Fire and Emergency Management while simultaneously completing four mandatory core courses in the Master of Public Administration. Upon successful completion of the undergraduate program, students may apply for entry to Kaplan University’s Master of Public Administration program. Once accepted, they will complete the remaining seven courses to earn a master’s degree.

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

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

Kaplan University offers the Advanced Start Bachelor of Science in Fire and Emergency Management degree option for students who have earned a comparable associate’s or bachelor’s degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program. Upon completion of an associate’s degree, students have the option of joining the workforce while continuing toward a bachelor’s degree. The combination of career courses and general education in the first 2 years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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 may be transferred from the student’s previous degree as a block of 90 credits. Upper-level (300/400) coursework will be evaluated on a course-by-course basis and applied toward appropriate upper-level degree requirements.

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

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

The following program changes are effective April 21, 2010:

XXV. Bachelor of Science in Fire and Emergency Management

The Bachelor of Science in Fire and Emergency Management is designed for emergency services personnel and addresses the new challenges in technology, human resource management, and fiscal responsibility. The general public and government appointees are demanding higher levels of training and education for those who lead our nation’s first response teams to catastrophic disasters, terrorist incidents, and typical emergencies. This bachelor’s degree is designed to empower students to pursue leadership roles that include managing all aspects of modern fire, EMS, and emergency preparedness agencies. Additionally, this program targets those students who want to increase their administrative and management knowledge as well as occupational and life safety awareness.

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

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Not all programs or courses are offered at all locations.

*Students must take Cj 101: Introduction to the Criminal Justice System in place of an open elective.

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

†Comparability is determined by a course-by-course examination of the prior associate’s or bachelor’s degree against the core requirements of a Kaplan University associate’s degree.
XXV. Bachelor of Science in Fire Science

Modeled on the Fire and Emergency Services Higher Education (FESHE) national curriculum, the Bachelor of Science in Fire Science is designed to provide students with foundational skills in firefighter safety, building codes, fire prevention, code inspection, and firefighting strategy and tactics. In addition, the program explores technical, legal, and social aspects of arson, the application of technology to firefighting, and the psychological effects of fire dynamics. The degree serves fire service professionals seeking enhanced skills and a broad spectrum of knowledge in the field of fire science. The curriculum includes analytical approaches to fire protection and investigation, disaster and fire defense planning, hazardous materials management, fire protection structure and system design, and the role of the fire service within the community.

High-potential students who are interested in the field of public administration and fast-tracking their educational goal of earning both a bachelor's and master's degree should consider the accelerated Master of Public Administration option. Eligible students will work toward completion of their Bachelor of Science in Fire Science while simultaneously completing four mandatory core courses in the Master of Public Administration. Upon successful completion of the undergraduate program, students may apply for entry to Kaplan University's Master of Public Administration program. Once accepted, they will complete the remaining seven courses to earn a master's degree.

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

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Kaplan University offers the Advanced Start Bachelor of Science in Fire Science degree option for students who have earned a comparable associate's or bachelor's degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career and general education in the first 2 years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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 may be transferred from the student's previous degree as a block of 90 credits. Upper-level (300/400) coursework will be evaluated on a course-by-course basis and applied toward appropriate upper-level degree requirements.

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

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

Curriculum

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Not all programs or courses are offered at all locations.

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

†Comparability is determined by a course-by-course examination of the prior associate's or bachelor's degree against the core requirements of a Kaplan University associate's degree.
The following program changes are effective April 21, 2010:

**XXV. Bachelor of Science in International and Comparative Criminal Justice**

The Bachelor of Science in International and Comparative Criminal Justice is designed to provide a foundation for a critical, global approach to the analysis of cross-cultural theories of crime, legal systems, jurisprudence, policing, courts, juvenile justice, and other substantive offenses including computer crime, smuggling, narco-terrorism, human and migrant trafficking, and cyber laundering. A particular emphasis is placed on evaluating policy recommendations, planning, procedural design, emerging trends, and preventative approaches to transnational crime. Ultimately, the program promotes the talent needed to collect, analyze, synthesize, and report information regarding international and comparative criminal justice procedures and investigations.

The degree program in international and comparative criminal justice teaches students about the complexities of the causes, prevention, and containment of global criminal activity. Additionally, students evaluate the components of international criminal justice systems as they apply to transnational and international crime. This includes analysis of the impact of varying global legal systems on human rights and crimes against humanity. This program is intended to equip students with the knowledge and skills to pursue careers in which the comparative knowledge of criminal justice systems and international crime play an important role.

High-potential students who are interested in the field of public administration and fast-tracking their educational goal of earning both a bachelor's and master's degree should consider the accelerated Master of Public Administration option. Eligible students will work toward completion of their Bachelor of Science in International and Comparative Criminal Justice while simultaneously completing four mandatory core courses in the Master of Public Administration. Upon successful completion of the undergraduate program, students may apply for entry to Kaplan University's Master of Public Administration program. Once accepted, they will complete the remaining seven courses to earn a master's degree.

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

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

Kaplan University offers the Advanced Start Bachelor of Science in International and Comparative Criminal Justice degree option for students who have earned a comparable associate's or bachelor's degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program. Upon completion of an associate's degree, students will have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first 2 years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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 may be transferred from the student's previous degree as a block of 90 credits. Upper-level (300/400) coursework will be evaluated on a course-by-course basis and applied toward appropriate upper-level degree requirements.

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

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

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Not all programs or courses are offered at all locations.

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

\(^{1}\)Comparability is determined by a course-by-course examination of the prior associate’s or bachelor’s degree against the core requirements of a Kaplan University associate’s degree.
The following program changes are effective November 11, 2009:

## XXV. Associate of Applied Science in Fire Science

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**SCHOOL OF HEALTH SCIENCES**

**ADMISSIONS**
Changes in regard to admissions requirements are effective July 7, 2010:

Online students in associate’s-level programs in the School of Health Sciences will be considered conditionally admitted to the University and will not be considered regular students or receive aid while in this status. All University policies nevertheless apply to such students, and they enjoy all the rights and resources of a fully instated student during the period of conditional admittance.

Upon successfully meeting the academic conditions of their admission, conditionally admitted students will become fully instated students, and will only then be eligible to earn financial aid and continue on in their program. The University will reverse the enrollment of any student not meeting these criteria, and such a student will not owe any financial obligation to the University except for the tuition deposit, which is not refundable after day six of the term.

Students whose enrollments are reversed in this manner may not reapply for admission for 1 year.

**PROGRAM TRANSFERS**
Changes in regard to program transfers are effective July 7, 2010:

Students who are conditionally admitted into associate’s-level programs in the School of Health Sciences are not eligible to transfer between programs until they have completed the period of conditional admittance and are fully instated.

The following changes to the School of Health Sciences’ progression requirements in regards to MR 290 are effective November 11, 2009; changes to the general progression requirements, the progression requirements in regards to criminal background checks, and the addition of progression requirements for the Bachelor of Science in Health Care Administration are effective January 6, 2010; the addition of the progression requirements for the accelerated master’s degree options is effective February 22, 2010; changes to the requirements for the accelerated master’s degree options and the Bachelor of Science in Health Care Administration, and the addition of the progression requirements for the accelerated Master of Health Care Administration and Master of Public Health options and those regarding the Portfolio Development and Assessment Process are effective April 21, 2010:

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

- Transfer credit applied toward major courses must have been completed within 7 years of the start of the School of Health Sciences program.
- In addition to meeting Kaplan University’s requirements, bachelor’s and associate’s-level students must achieve a minimum grade of “C” in each of the major requirements for the program.
- Health sciences students must also achieve a minimum of “S” (satisfactory) for the clinical components of courses.
- Online students must provide required documentation for clinical course, practicum, and externship placement, including, but not limited to, health assessments and an application for clinical placement. Specific policies and procedures for submitting required documentation can be found in the appropriate Student Clinical Handbook. Failure to submit appropriate documentation by the deadline may result in a delay in clinical course, practicum, or externship placement and/or dismissal from the University.

**ASSOCIATE’S DEGREE PROGRAMS**
- Students in the Associate of Applied Science in Medical Transcription program will be withdrawn from their program if unable to successfully complete MR 290: Medical Transcription Practicum on the second attempt.
- Online students enrolled in the Associate of Applied Science in Health Information Technology, Associate of Applied Science in Medical Assisting, or Associate of Applied Science in Medical Office Management program must complete and pass a criminal background check prior to placement at a clinical, practicum, or externship site.
- All online medical assisting, medical office management, and health information technology students interested in pursuing credit for experiential learning must complete the Portfolio Development and Assessment Process by the end of the third term, or by the time they have accumulated 30 credits within their program. Therefore, students must enroll in EL 203: Portfolio Development in their second term.

**BACHELOR OF SCIENCE IN HEALTH CARE ADMINISTRATION**
- Students in the Bachelor of Science in Health Care Administration program will be withdrawn from their program if unable to successfully complete HA 499: Bachelor’s Capstone in Health Care Administration on the second attempt.
- Students enrolled in the Bachelor of Science in Health Care Administration program must provide notice of intent to enroll in HA 499: Bachelor’s Capstone in Health Care Administration 3 months prior to the beginning of the term in which they wish to enroll. Notification must be submitted to the Health Sciences Clinical Placement Department using the appropriate application form.
- Students enrolled in the Bachelor of Science in Health Care Administration program are required to complete a clinical orientation workshop prior to placement at an externship site.
- Students enrolled in the Bachelor of Science in Health Care Administration program must complete and pass a criminal background check prior to placement at an externship site.

**ACCELERATED MASTER’S DEGREE OPTIONS**
Eligible Kaplan University students enrolled in the Bachelor of Science in Health and Wellness, Bachelor of Science in Health Science, Bachelor of Science in Nutrition Science, Bachelor of Science in Health Care Administration, or the Bachelor of Science in Public Health who wish to continue on to pursue a Kaplan University School of Health Sciences master’s degree in public health or health care administration may choose to complete one of the below accelerated master’s degree options.

In order to qualify for an accelerated master’s degree option, undergraduate students must meet the following criteria:

- Students must have completed a minimum of 135 quarter credit hours in a School of Health Sciences bachelor's degree program, including any credits received for prior learning. Students enrolled in an advanced start degree option must have completed a minimum of 45 quarter credit hours.
- Students must possess a minimum cumulative GPA of 3.0.
- Students must obtain a grade of “B” or above in each of the master’s-level courses and maintain a minimum cumulative GPA of 3.0 while completing the master’s-level courses; failure to meet this requirement will result in removal from the accelerated master’s degree option.
Students should consult with their Academic Advisor for additional information, to ensure that they are eligible for this option, and to apply for entry to the option. They should also discuss any financial aid implications with their Financial Aid Officer.

Students who select this option may be required to take additional courses to fulfill the requisite 180 credits necessary to complete a Kaplan University bachelor’s degree.

**Accelerated Bachelor of Science in Health Care Administration-to-Master of Health Care Administration Option**

Eligible Kaplan University students enrolled in the Bachelor of Science in Health Care Administration program who wish to continue on to pursue a Kaplan University Master of Health Care Administration may take up to two courses that are included in the Master of Health Care Administration degree plan. Students will complete these courses in place of open electives. Students pursuing this option may not take HA 515: Leadership in Health Care, HA 520: Health Care Finance and Economics, or HA 540: Operation and Quality Assessment in place of open electives.

Upon successful completion of the Bachelor of Science in Health Care Administration program, students may apply for entry to Kaplan University's Master of Health Care Administration program. If accepted, a waiver will be granted for courses completed as part of the undergraduate program.

In addition, Kaplan University’s School of Health Sciences has an articulation plan by which eligible students who successfully complete the Bachelor of Science in Health Care Administration program can obtain credit for graduate-level courses and avoid a repetition of previous coursework. Once accepted to the master’s degree program, the following graduate courses will be waived and students will matriculate into a shortened version of the program:

- HA 515: Leadership in Health Care
- HA 520: Health Care Finance and Economics
- HA 540: Operation and Quality Assessment

**Accelerated Bachelor of Science in Public Health-to-Master of Public Health Option**

Eligible Kaplan University students enrolled in the Bachelor of Science in Public Health program who wish to continue on to pursue a Kaplan University Master of Public Health may take up to two courses that are included in the Master of Public Health degree plan. Students will complete these courses in place of open electives. Students pursuing this option may not take HA 520: Health Care Finance and Economics, PU 530: Occupational and Environmental Health, or PU 545: Disaster Management for Public Health Professionals in place of open electives.

Upon successful completion of the Bachelor of Science in Public Health program, students may apply for entry to Kaplan University's Master of Public Health program. If accepted, a waiver will be granted for courses completed as part of the undergraduate program.

In addition, Kaplan University’s School of Health Sciences has an articulation plan by which eligible students who successfully complete the Bachelor of Science in Public Health program can obtain credit for graduate-level courses and avoid a repetition of previous coursework. Once accepted to the master's degree program, the following graduate courses will be waived and students will matriculate into a shortened version of the program:

- HA 520: Health Care Finance and Economics
- PU 530: Occupational and Environmental Health
- PU 545: Disaster Management for Public Health Professionals

**Accelerated Master of Health Care Administration and Master of Public Health Options**

Eligible students enrolled in the Bachelor of Science in Health and Wellness, Bachelor of Science in Health Science, or Bachelor of Science in Nutrition Science program who wish to continue on to pursue a Kaplan University Master of Health Care Administration or Master of Public Health may take up to five graduate-level courses in place of open electives.

Upon successful completion of the bachelor’s degree program, students may apply for entry to the applicable Kaplan University master's degree program. If accepted, students will transfer in graduate-level courses completed as part of the undergraduate program and will matriculate into a shortened version of the master's degree program.
The School of Health Sciences Honors Program

Membership in the School of Health Sciences Honors Program is limited to online students.

The School of Health Sciences Honors Program contributes to excellence in education by enriching and enhancing the degree programs of qualified students. The Honors Program emphasizes critical thinking, leadership, and communication skills in both professional and academic arenas. To this end, the Honors Program promotes intellectual and personal development through curricular and co-curricular initiatives. Ultimately, the School of Health Sciences Honors Program reflects the University’s stated missions of commitment to general education, applied scholarship, and student-centered service and support.

GENERAL ELIGIBILITY REQUIREMENTS FOR THE HONORS PROGRAM

Application to the School of Health Sciences Honors Program is voluntary, and qualification is based on evidence of academic achievement and leadership potential. The School of Health Sciences Honors Program is not available to students enrolled in advanced start programs.

Students who wish to enter the School of Health Sciences Honors Program must:

• Be enrolled in a School of Health Sciences degree program
• Have a minimum GPA of 3.5.
• Maintain at least a CGPA of 3.5 to remain in the Honors Program
• Successfully complete an Honors Program application
• Have completed their second term at Kaplan University
• Be in and maintain good standing with the University

Honors students must maintain a minimum CGPA of 3.5 to remain in good standing in the School of Health Sciences Honors Program. Honors students falling below a CGPA of 3.5 will be placed on probation. Honors students on probation will have two terms to attain a CGPA of 3.5. Honors students who fail to raise their CGPA to 3.5 within the designated two terms will be dropped from the Honors Program. Students may reapply to the Honors Program when they have raised their CGPA to the required 3.5 minimum.

Honors students reprimanded for an academic violation, such as plagiarism or inappropriate behavior or communication, will be immediately removed from the Honors Program. A complete list of academic violations can be found in the Catalog.

SERVICE COMPONENT

The School of Health Sciences Honors Program service component requirements can be found in the School of Health Sciences Honors Handbook.
XX. Bachelor of Science in Health and Wellness

The Bachelor of Science in Health and Wellness program is designed to help prepare graduates to pursue 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 to apply principles of healthy living to educate individuals and communities, and administrative, ethical, and professional skills that may enable them to pursue leadership positions in the increasingly diverse health care field. The program is also intended to develop foundational knowledge and skills upon which students can build additional competencies.

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

A student may define their own degree path by choosing any four upper-level elective courses from those offered by the School of Health Sciences.

High-potential students who are interested in fast-tracking their educational goal of earning both a bachelor's and master's degree should consider the accelerated Master of Health Care Administration or Master of Public Health option. Eligible students will work toward completion of their Bachelor of Science in Health and Wellness while simultaneously completing core courses in either the Master of Health Care Administration or Master of Public Health. Upon successful completion of the undergraduate program, students may apply for entry to the applicable master's degree program. Once accepted, students will transfer in the graduate-level courses completed as part of the undergraduate program and will complete the remaining courses to earn a master's degree.

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

Kaplan University offers the Advanced Start Bachelor of Science in Health and Wellness degree option for students who have earned a comparable associate's or bachelor's degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first 2 years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

In addition to possessing an associate's or bachelor's degree, students applying for admission under this option must also complete all prerequisites required for the bachelor's degree courses. Students who do not possess prior learning in the basics of health and wellness may need to complete a sequence of three prerequisite courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start bachelor of science degree option.

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

Curriculum

Courses | Credits
--- | ---

**BACHELOR'S DEGREE REQUIREMENTS**

**CORE REQUIREMENTS**

| 100/200-level: Communication Course | 5 |
| 100/200-level: Mathematics Course | 5 |
| 200-level: Communication Course | 5 |
| 300/400-level: Arts and Humanities Course | 6 |
| 300/400-level: Physical Science Course | 6 |
| 300/400-level: Social Science Course | 6 |
| **TOTAL CORE REQUIREMENTS** | **33** |

**MAJOR REQUIREMENTS**

| CS 119: Academic Strategies for the Health Care Professional | 5 |
| EF 205: Scientific Foundations of Exercise and Fitness | 5 |
| HW 205: Vitamins, Herbs, and Nutritional Supplements | 5 |
| HW 210: Complementary and Alternative Medicine | 5 |
| HW 215: Models for Health and Wellness | 5 |
| HW 220: Contemporary Diet and Nutrition | 5 |
| SC 115: Principles of Nutrition | 5 |
| 100/200-level: Major Elective | 5 |
| EF 310: Current Trends in Exercise and Fitness—Aging Well Across the Life Span | 6 |
| HW 410: Stress—Critical Issues in Management and Prevention | 6 |
| HW 420: Creating Wellness—Psychological and Spiritual Aspects of Healing | 6 |
| 300/400-level: Major Electives | 24 |
| HW 499: Bachelor's Capstone in Health and Wellness | 6 |
| **TOTAL MAJOR REQUIREMENTS** | **88** |

**OPEN ELECTIVE REQUIREMENTS**

Open Electives * | 59 |

**TOTAL OPEN ELECTIVE REQUIREMENTS** | **59** |

**TOTAL PROGRAM REQUIREMENTS** | **180**

(continued on next page)
Curriculum

Courses | Credits
---|---

**ADVANCED START BACHELOR’S DEGREE REQUIREMENTS**

**ASSOCIATE’S/BACHELOR’S DEGREE REQUIREMENTS**

Comparable Associate's or Bachelor's Degree†

| TOTAL PRIOR DEGREE CREDITS | 90 |

**PREREQUISITE REQUIREMENTS**

HW 215: Models for Health and Wellness
HW 220: Contemporary Diet and Nutrition
HW 280: Mapping the Mind-Body Divide

**CORE REQUIREMENTS**

- 300/400-level: Arts and Humanities Course | 6
- 300/400-level: Physical Science Course | 6
- 300/400-level: Social Science Course | 6

TOTAL CORE REQUIREMENTS | 18

**MAJOR REQUIREMENTS**

- EF 310: Current Trends in Exercise and Fitness—Aging Well Across the Life Span | 6
- HW 410: Stress—Critical Issues in Management and Prevention | 6
- HW 420: Creating Wellness—Psychological and Spiritual Aspects of Healing | 6
- 300/400-level: Major Electives | 24
- HW 499: Bachelor's Capstone in Health and Wellness | 6

TOTAL MAJOR REQUIREMENTS | 48

**OPEN ELECTIVE REQUIREMENTS**

Open Electives* | 24

TOTAL OPEN ELECTIVE REQUIREMENTS | 24

TOTAL PROGRAM REQUIREMENTS | 180

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

Not all programs or courses are offered at all locations.

*Eligible students who choose to complete the accelerated Master of Health Care Administration or Master of Public Health option will take up to five graduate-level courses in addition to selected undergraduate electives.

†Comparability is determined by a course-by-course examination of the prior associate’s or bachelor's degree against the core requirements of a Kaplan University associate’s degree.
XXV. Bachelor of Science in Health Care Administration

The Bachelor of Science in Health Care Administration program is designed to address the growing need for well-prepared, entry-level health care administrators. The objective of the program is to provide students with the foundation to work within the health care industry as well as help prepare them to pursue entry-level supervisory roles in health care organizations. The curriculum is designed to help students gain a strong foundation in the core disciplines of health care administration, as well as important concepts and processes, including content knowledge and skills in the areas of administration and management. Coursework teaches both foundational knowledge and skills, as well as overall concepts, values, research methods, and applications that could assist students as they prepare for a leadership career in health administration in the public sector or private industry. The program is taught by faculty with real-world knowledge and experience and helps students develop expertise in core health areas. Graduates may be equipped to pursue a multitude of career options in health care organizations, as well as further graduate-level study.

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

Ideal candidates for the Bachelor of Science in Health Care Administration program are those students interested in pursuing entry-level management positions in health care administration. Graduates could prepare themselves for administrative positions within the health care industry in organizations such as: insurance companies, hospitals, long-term care facilities, public health agencies, outpatient facilities, physician offices, mental health organizations, and other types of health organizations. The Bachelor of Science in Health Care Administration program could also provide a foundation for students who want to pursue a master's degree in order to apply for executive health care positions.

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

This program blends online coursework with an on-ground administrative experience. Students will complete an externship at an approved site during HA 499: Bachelor’s Capstone in Health Care Administration.

High-potential students who are interested in fast-tracking their educational goal of earning both a bachelor's and master's degree should consider the accelerated Bachelor of Science in Health Care Administration-to-Master of Health Care Administration option. Eligible students will work toward completion of their Bachelor of Science in Health Care Administration while simultaneously completing core courses in the Master of Health Care Administration. Upon successful completion of the undergraduate program, students may apply for entry to Kaplan University's Master of Health Care Administration program. Once accepted, a waiver will be granted for courses completed as part of the undergraduate program. In addition, students will receive credit for specific graduate-level courses to avoid a repetition of previous coursework. Students will matriculate into a shortened version of the graduate program to earn a master's degree.

Kaplan University offers the Advanced Start Bachelor of Science in Health Care Administration degree option for students who have earned a comparable associate's or bachelor's degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program.

Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first 2 years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

In addition to possessing an associate's or bachelor's degree, students applying for admission under this option must also complete all prerequisites required for the bachelor's degree courses. Students who do not possess prior learning in the basics of health care administration may need to complete a sequence of three prerequisite courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start Bachelor of Science degree option.

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Program Outcomes

1. Knowledge Base: Demonstrate a sound foundational knowledge and understanding of principles and practice in health care regarding administration, management, law, economics, and policy.
2. Research Methods and Critical Thinking Skills: Demonstrate competency in industry-specific knowledge and skills related to research methods, critical thinking, and problem solving in health care settings.
3. Interdisciplinary Integration: Apply principles of management needed to work in teams, build cross-functional teams, and facilitate collaborative decision making.
4. Operations: Apply best practices in decision making within the functional areas of health care management.
5. Health Care Administration: Demonstrate an understanding of the forces impacting health delivery systems and the effective and efficient management of health care.
6. Ethics and Professionalism: Analyze the professional, ethical, and legal standards of health care administrative practice.

(continued on next page)
Curriculum

Courses Credits

BACHELOR’S DEGREE REQUIREMENTS

CORE REQUIREMENTS
100/200-level: Communication Course 5
100/200-level: Mathematics Course 5
200-level: Communication Course 5
300/400-level: Arts and Humanities Course 6
300/400-level: Physical Science Course 6
300/400-level: Social Science Course 6
TOTAL CORE REQUIREMENTS 33

MAJOR REQUIREMENTS
CS 119: Academic Strategies for the Health Care Professional 5
HA 255: Human Resources for Health Care Organizations 5
HS 230: Health Care Administration 5
PU 120: Introduction to Public Health 5
100/200-level: Major Electives 20
HA 405: Leadership and Ethics in Health Care 6
HA 415: Health Care Policy and Economics 6
HA 425: Operational Analysis and Quality Improvement 6
HI 300: Information Technology and Systems for Health Care 6
HS 305: Research Methods for Health Sciences 6
HS 310: Epidemiology and Biostatistics 6
HS 410: Organization and Management for Health Care 6
HS 440: Finance for Health Care 6
HS 450: Strategic Planning and Organizational Development for Health Care 6
HA 499: Bachelor’s Capstone in Health Care Administration 6
TOTAL MAJOR REQUIREMENTS 100

OPEN ELECTIVE REQUIREMENTS
Open Electives* 47
TOTAL OPEN ELECTIVE REQUIREMENTS 47

TOTAL PROGRAM REQUIREMENTS 180

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.

*Eligible students who choose to complete the accelerated Bachelor of Science in Health Care Administration-to-Master of Health Care Administration option will take up to two graduate-level courses in addition to selected undergraduate electives.

†Comparability is determined by a course-by-course examination of the prior associate’s or bachelor’s degree against the core requirements of a Kaplan University associate’s degree.
The Bachelor of Science in Health Information Management is a
90-credit program designed to act as the next step for individuals who
already possess an Associate of Applied Science in Health Information
Technology degree. Students matriculating into this program must
have successfully completed Kaplan University's Associate of Applied
Science in Health Information Technology program or a Commission
on Accreditation for Health Informatics and Information Management
Education (CAHIIM)-approved Associate of Applied Science in Health
Information Technology program prior to admission.

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

The objective of the Bachelor of Science in Health Information
Management program is to help prepare graduates with the knowledge,
technical skills, and work habits to be innovative and adaptable
critical thinkers and problem solvers. These individuals are capable of
using available services and technologies to support the operations,
management, and decision-making initiatives within the health
information field. The curriculum encourages graduates to be lifelong
learners and addresses the evolving professional skills of baccalaureate
degree students.

Graduates may pursue positions that require them to perform either
technical or management duties within the health information field.
Typical duties may include overall department management; generation
and analysis of health care data; implementation of quality improvement
processes, risk management techniques, compliance strategies, and
reimbursement procedures; research; and evaluation of legal issues.

Employment opportunities may exist within hospitals, long-term care
facilities, physicians' offices, health maintenance organizations, insurance
companies, home health care, consulting companies, computer software
companies, and government agencies.

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

Kaplan University is pursuing Commission on Accreditation for Health
Informatics and Information Management Education (CAHIIM)
accreditation for the Bachelor of Science in Health Information
Management program. Once the Bachelor of Science in Health
Information Management is awarded initial accreditation from CAHIIM,
gradiates of the program may sit for the certification exam to become a
Registered Health Information Administrator (RHIA).

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

The Bachelor of Science in Health Information Management program
consists of a minimum of 180 quarter credit hours including the requisite
90-credit associate's degree. Upon successful completion of the program,
gradiates will receive a bachelor of science degree.
XX. Bachelor of Science in Health Science

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

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

A student may define their own degree path by choosing any four upper-level elective courses from those offered by the School of Health Sciences.

High-potential students who are interested in fast-tracking their educational goal of earning both a bachelor’s and master’s degree should consider the accelerated Master of Health Care Administration or Master of Public Health option. Eligible students will work toward completion of their Bachelor of Science in Health Science while simultaneously completing core courses in either the Master of Health Care Administration or Master of Public Health. Upon successful completion of the undergraduate program, students may apply for entry to the applicable master’s degree program. Once accepted, students will transfer in the graduate-level courses completed as part of the undergraduate program and will complete the remaining courses to earn a master’s degree.

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

Kaplan University offers the Advanced Start Bachelor of Science in Health Science degree option for students who have earned a comparable associate’s or bachelor’s degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program. Upon completion of an associate’s degree, students have the option of joining the workforce while continuing toward a bachelor’s degree. The combination of career courses and general education in the first 2 years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

In addition to possessing an associate’s or bachelor’s degree, students applying for admission under this option must also complete all prerequisites required for the bachelor’s degree courses. Students who do not possess prior learning in the basics of health science may need to complete a sequence of three prerequisite courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start bachelor of science degree option.

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

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>BACHELOR’S DEGREE REQUIREMENTS</strong></td>
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<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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<td>CS 119: Academic Strategies for the Health Care Professional OR CS 121: Pathways to Academic Success*</td>
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<td>HS 230: Health Care Administration</td>
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<td>HW 215: Models for Health and Wellness</td>
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<td>SC 155: Introduction to Chemistry—Matter and Equilibrium</td>
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<td>100/200-level: Major Elective</td>
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<td>HS 305: Research Methods for Health Sciences</td>
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<td>HS 310: Epidemiology and Biostatistics</td>
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<td>HS 315: Public Health</td>
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<td>300/400-level: Major Electives</td>
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<td>HS 499: Bachelor’s Capstone in Health Science</td>
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<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
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<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
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## ADVANCED START BACHELOR’S DEGREE REQUIREMENTS

### ASSOCIATE’S/BACHELOR’S DEGREE REQUIREMENTS

Comparable Associate’s or Bachelor’s Degree

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<th>Requirement</th>
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### PREREQUISITE REQUIREMENTS

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<tr>
<td>HS 265</td>
<td>Drugs, Disease, and Health Care</td>
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<td>HW 215</td>
<td>Models for Health and Wellness</td>
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### CORE REQUIREMENTS

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<tr>
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**TOTAL CORE REQUIREMENTS** 18

### MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>HS 305</td>
<td>Research Methods for Health Sciences</td>
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<tr>
<td>HS 310</td>
<td>Epidemiology and Biostatistics</td>
<td>6</td>
</tr>
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<td>HS 315</td>
<td>Public Health</td>
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<td>HS 499</td>
<td>Bachelor’s Capstone in Health Science</td>
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**TOTAL MAJOR REQUIREMENTS** 48

### OPEN ELECTIVE REQUIREMENTS

<table>
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<tr>
<td>Open Electives†</td>
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**TOTAL OPEN ELECTIVE REQUIREMENTS** 24

**TOTAL PROGRAM REQUIREMENTS** 180

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

Not all programs or courses are offered at all locations.

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

†Eligible students who choose to complete the accelerated Master of Health Care Administration or Master of Public Health option will take up to five graduate-level courses in addition to selected undergraduate electives.

‡Comparability is determined by a course-by-course examination of the prior associate’s or bachelor’s degree against the core requirements of a Kaplan University associate’s degree.
The following program changes are effective April 21, 2010:

**XX. Bachelor of Science in Nutrition Science**

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

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

A student may define their own degree path by choosing any four upper-level elective courses from those offered by the School of Health Sciences.

High-potential students who are interested in fast-tracking their educational goal of earning both a bachelor’s and master’s degree should consider the accelerated Master of Health Care Administration or Master of Public Health option. Eligible students will work toward completion of their Bachelor of Science in Nutrition Science while simultaneously completing core courses in either the Master of Health Care Administration or Master of Public Health. Upon successful completion of the undergraduate program, students may apply for entry to the applicable master’s degree program. Once accepted, students will transfer in the graduate-level courses completed as part of the undergraduate program and will complete the remaining courses to earn a master’s degree.

Please note that the Bachelor of Science in Nutrition Science program does not qualify students to sit for the Registered Dietitian Examination. Students interested in becoming a Certified Clinical Nutritionist may be required to take additional coursework and complete a 900-hour internship before being eligible to sit for the Certified Clinical Nutritionist Examination. For more information, visit www.cncb.org. Kaplan University is not responsible for assisting in placements for this internship.

In order to pursue examinations and/or preprofessional experiences, students may be required to present documentation of a health assessment/physical examination, immunization records, drug screening results, and/or a background check. Students are responsible for ensuring that they have met all requirements prior to beginning examinations and/or preprofessional coursework/externships. Although the program is designed to prepare students to take various certification or licensing exams, the University cannot guarantee the student will pass those exams.

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

Kaplan University offers the Advanced Start Bachelor of Science in Nutrition Science degree option for students who have earned a comparable associate’s or bachelor’s degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program. Upon completion of an associate’s degree, students have the option of joining the workforce while continuing toward a bachelor’s degree. The combination of career courses and general education in the first 2 years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

In addition to possessing an associate’s or bachelor’s degree, students applying for admission under this option must also complete all prerequisites required for the bachelor’s degree courses. Students who do not possess prior learning in the basics of nutrition science may need to complete a sequence of three prerequisite courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start bachelor of science degree option.

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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>BACHELOR’S DEGREE REQUIREMENTS</strong></td>
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<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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<td>100/200-level: Mathematics Course</td>
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<td>200-level: Communication Course</td>
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<td>CS 119: Academic Strategies for the Health Care Professional</td>
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<td>HS 120: Anatomy and Physiology I</td>
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<tr>
<td>HS 130: Anatomy and Physiology II</td>
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<tr>
<td>NS 205: Food Safety and Microbiology</td>
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<tr>
<td>NS 210: Nutritional Analysis and Assessment</td>
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<td>NS 220: Nutrition Planning and Management</td>
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<td>SC 155: Introduction to Chemistry—Matter and Equilibrium</td>
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<tr>
<td>100/200-level: Major Elective</td>
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<td>NS 315: Nutritional Biochemistry</td>
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<td>NS 325: Nutrition Across the Human Life Cycle</td>
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<td>NS 335: Nutrition for Special Populations</td>
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<tr>
<td>300/400-level: Major Electives</td>
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<td>NS 499: Bachelor’s Capstone in Nutrition Science</td>
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<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
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<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
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### ADVANCED START BACHELOR’S DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td><strong>ASSOCIATE’S/BACHELOR’S DEGREE REQUIREMENTS</strong></td>
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<td>NS 270: Nutritional Assessment and Management</td>
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<td><strong>MAJOR REQUIREMENTS</strong></td>
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<td>NS 315: Nutritional Biochemistry</td>
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<td>NS 325: Nutrition Across the Human Life Cycle</td>
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<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
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<td>Open Electives*</td>
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<td><strong>TOTAL OPEN ELECTIVE REQUIREMENTS</strong></td>
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<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
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</table>

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.

*Eligible students who choose to complete the accelerated Master of Health Care Administration or Master of Public Health option will take up to five graduate-level courses in addition to selected undergraduate electives.

*Comparability is determined by a course-by-course examination of the prior associate’s or bachelor’s degree against the core requirements of a Kaplan University associate’s degree.
XXV. Bachelor of Science in Public Health

The Bachelor of Science in Public Health program is designed to address the growing need for well-prepared public health professionals. The objective of the Bachelor of Science in Public Health is to prepare students with the credentials to serve as a public health professional and an advocate for the development of healthy individuals, organizations, and communities. The curriculum is designed to help students gain a strong foundation in the core disciplines of public health, as well as important concepts and processes. Coursework focuses on health care administration, public health law, models of health and wellness, epidemiology and biostatistics, research methods, pathophysiology, nutrition management, and issues related to health disparity. Diverse elective courses that cover topics such as microbiology, environmental health, disaster management and emergency preparedness, and finance for health professionals are offered in the program. The curriculum is taught by faculty with real-world knowledge and experience and helps students develop expertise in core public health areas.

Graduates may be equipped to pursue a multitude of career options in public health and health care organizations, as well as further graduate-level study.

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

High-potential students who are interested in fast-tracking their educational goal of earning both a bachelor’s and master’s degree should consider the accelerated Bachelor of Science in Public Health-to-Master of Public Health option. Eligible students will work toward completion of their Bachelor of Science in Public Health while simultaneously completing core courses in the Master of Public Health. Upon successful completion of the undergraduate program, students may apply for entry to Kaplan University’s Master of Public Health program. Once accepted, a waiver will be granted for courses completed as part of the undergraduate program. In addition, students will receive credit for specific graduate-level courses to avoid a repetition of previous coursework. Students will matriculate into a shortened version of the graduate program to earn a master’s degree.

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

Kaplan University offers the Advanced Start Bachelor of Science in Public Health degree option for students who have earned a comparable associate’s or bachelor’s degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program. Upon completion of an associate’s degree, students have the option of joining the workforce while continuing toward a bachelor’s degree. The combination of career courses and general education in the first 2 years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

In addition to possessing an associate’s or bachelor’s degree, students applying for admission under this option must also complete all prerequisites required for the bachelor’s degree courses. Students who do not possess prior learning in the basics of health care administration may need to complete a sequence of three prerequisite courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours to complete the advanced start Bachelor of Science degree option.

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Knowledge Base: Demonstrate a sound foundational knowledge and understanding of the principles and practice of public health, pathophysiology, microbiology, epidemiology and biostatistics, and disparities in health status among diverse population groups.
2. Research Methods and Critical Thinking Skills: Demonstrate competency in medical research and inquiry using the scientific method or critical thinking, and problem solving in public health settings.
3. Interdisciplinary Integration: Apply principles of healthy living at the individual and community level to protect and promote optimal health.
4. Public Health and Education: Design culturally appropriate health promotion programs for diverse population groups using knowledge of public health.
5. Health Care Administration: Describe the forces impacting health delivery systems and the effective and efficient management of health care.
6. Ethics and Professionalism: Employ the professional, ethical, and legal standards of public health practice and interdisciplinary collaboration through leadership and community stewardship.
7. Environmental Health: Explain the impact of the environment and its effects on human health.

(continued on next page)
## BACHELOR'S DEGREE REQUIREMENTS

### CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
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<td>100/200-level: Communication Course</td>
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<td>100/200-level: Mathematics Course</td>
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<td>300/400-level: Arts and Humanities Course</td>
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**TOTAL CORE REQUIREMENTS** 33

### MAJOR REQUIREMENTS

<table>
<thead>
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<tr>
<td>CS 119: Academic Strategies for the Health Care Professional</td>
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<td>HS 200: Diseases of the Human Body</td>
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<tr>
<td>HS 230: Health Care Administration</td>
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<tr>
<td>HW 215: Models for Health and Wellness</td>
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</tr>
<tr>
<td>MM 207: Statistics</td>
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<tr>
<td>NS 220: Nutrition Planning and Management</td>
<td>5</td>
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<tr>
<td>PU 120: Introduction to Public Health</td>
<td>5</td>
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<td>PU 240: Health Disparity</td>
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<tr>
<td>HS 305: Research Methods for Health Sciences</td>
<td>6</td>
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<tr>
<td>HS 310: Epidemiology and Biostatistics</td>
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<td>HS 320: Microbiology</td>
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<tr>
<td>PU 340: Public Health Law</td>
<td>6</td>
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<td>PU 430: Introduction to Disaster Management and Emergency Preparedness</td>
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<td>PU 499: Bachelor’s Capstone in Public Health</td>
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**TOTAL MAJOR REQUIREMENTS** 100

### OPEN ELECTIVE REQUIREMENTS

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**TOTAL OPEN ELECTIVE REQUIREMENTS** 47

**TOTAL PROGRAM REQUIREMENTS** 180

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## ADVANCED START BACHELOR'S DEGREE REQUIREMENTS

### ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS

<table>
<thead>
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<th>Course</th>
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### PREREQUISITE REQUIREMENTS

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<td>PU 240: Health Disparity</td>
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### CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>300/400-level: Physical Science Course</td>
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<td>300/400-level: Social Science Course</td>
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**TOTAL CORE REQUIREMENTS** 18

### MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HS 305: Research Methods for Health Sciences</td>
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<td>HS 310: Epidemiology and Biostatistics</td>
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<td>PU 430: Introduction to Disaster Management and Emergency Preparedness</td>
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**TOTAL MAJOR REQUIREMENTS** 60

### OPEN ELECTIVE REQUIREMENTS

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**TOTAL OPEN ELECTIVE REQUIREMENTS** 12

**TOTAL PROGRAM REQUIREMENTS** 180

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

Not all programs or courses are offered at all locations.

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

†Comparability is determined by a course-by-course examination of the prior associate’s or bachelor’s degree against the core requirements of a Kaplan University associate’s degree.
The objective of the Associate of Applied Science in Health Information Technology program is to help prepare graduates with the knowledge, technical skills, and work habits to pursue an entry-level position in the health information management field. The curriculum is geared toward the ability to process, maintain, compile, and report health information data for patient care, reimbursement, facility planning, marketing, risk management, quality assessment, and research. Through this program, students are taught medical coding and abstracting procedures. The curriculum also covers supervisory issues as well as medicolegal aspects of health information. Basic courses that address the use of computers in these areas are also part of the program.

Graduates of this program may abstract health records and compile reports on health care services; accurately assign code numbers to diagnoses and procedures for indexing health data and processing bills; answer legal, government, insurance, and other inquiries for patient health information; and organize, analyze, and evaluate health record content for completeness and accuracy. Graduates may also review and evaluate health records to assist with meeting accreditation guidelines, release patient information in accordance with applicable laws, and supervise human resources.

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

Kaplan University is pursuing Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) accreditation for the online Associate of Applied Science in Health Information Technology program. Once the Associate of Applied Science in Health Information Technology is awarded initial accreditation from CAHIIM, graduates of the program may sit for the certification exam to become a Registered Health Information Technician (RHIT).

This program blends online coursework with on-ground clinical experiences. Students will need to complete a minimum 30-hour clinical practicum at an approved clinical site during HI 160: Health Information Practicum. Students must also complete a 90-hour externship in a hospital or other health care facility to complete their course of study. Students must complete and pass a criminal background check prior to placement at a site. Externship sites may require a medical examination.

The Associate of Applied Science in Health Information Technology program consists of a minimum of 91 quarter credit hours. Upon successful completion of the program, graduates will receive an associate of applied science degree.
The objective of the Associate of Applied Science in Medical Assisting program is to prepare students with the knowledge, technical skills, and work habits to pursue an entry-level position in the ambulatory medical field. The Associate of Applied Science in Medical Assisting program is designed to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. This program concentrates on helping students acquire knowledge and develop skills in performing laboratory, clinical, and medical office procedures in a physician’s office or ambulatory care clinic. The associate’s degree program is designed to provide a broad education that helps the student develop advanced technical and communication skills. Although the program is designed to prepare the student 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 exam. Graduates may be eligible to take the Certified Medical Assistant examination, given by the American Association of Medical Assistants, or the Registered Medical Assistant examination, given by the American Medical Technologists.

Duties for graduates of this program may include performing CLIA-waived tests, venipuncture, urinalysis, and electrocardiograms. They may also assist the physician in patient preparation and patient relations. This program is designed to prepare graduates to pursue employment in the medical field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The online program blends online coursework with on-ground experience. Students enrolling in the online program will need to complete unpaid clinical experiences 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 practicum or externship (160 hours) in a physician's office or clinic to complete the course of study. Students must complete and pass a criminal background check prior to placement at a site. The site may require a medical examination.

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

The following changes to the program description are effective November 11, 2009:
The objective of the Associate of Applied Science in Medical Office Management program is to prepare students with the knowledge, technical skills, and work habits to pursue entry-level positions in medical offices. The program concentrates on helping students acquire knowledge and develop skills in administrative procedures and clerical skills. The associate's degree program provides a broad education that teaches the student to develop advanced technical and communication skills.

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

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

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

This program blends online coursework with on-ground experience. Students enrolling in the online program will need to complete a minimum 90-hour, supervised externship in a physician's office or clinic to complete the course of study. Students must complete and pass a criminal background check prior to placement at a site. The externship site may require a medical examination.

The Associate of Applied Science in Medical Office Management program consists of a minimum of 91 quarter credit hours. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

Program Outcomes

Discipline-Specific Outcomes

1. Administration: Exhibit proficiency in clerical and administrative functions required of a medical office manager.
3. Foundational Knowledge of Allied Health Sciences: Integrate knowledge from behavioral and biological sciences as a basis for allied health practices.
4. Professionalism: Embody professional behaviors as defined by the disciplines of allied health.
The objective of the Associate of Applied Science in Medical Transcription program is to prepare students with the knowledge, technical skills, and work habits for an entry-level position as a medical transcriptionist. Students are trained to transcribe and edit medical dictations with accuracy, consistency, and timeliness, while upholding the privacy and security of the health care data. Students may acquire proficiency in grammar, punctuation, medical terminology, and editing. Maintaining the integrity of the transcribed document and applying the principles of professional and ethical conduct are also stressed. The program provides a broad education and, if the student pursues Registered Medical Transcriptionist certification, may allow the graduate to advance faster in the workplace.

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

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

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

The program includes a simulated practicum experience designed to prepare students for work in the medical transcription field.

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

## Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td><strong>ASSOCIATE’S DEGREE REQUIREMENTS</strong></td>
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<td><strong>CORE REQUIREMENTS</strong></td>
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<td>100/200-level: Communication Course</td>
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<td>100/200-level: Mathematics Course</td>
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<td>CS 119: Academic Strategies for the Health Care Professional</td>
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<td>CS 121: Pathways to Academic Success*</td>
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<tr>
<td>HS 101: Medical Law and Bioethics</td>
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<tr>
<td>HS 111: Medical Terminology</td>
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<tr>
<td>HS 115: Software Applications for Health Care Professionals</td>
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<tr>
<td>HS 120: Anatomy and Physiology I</td>
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<tr>
<td>HS 130: Anatomy and Physiology II</td>
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<tr>
<td>HS 200: Diseases of the Human Body</td>
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<td>MR 105: Keyboarding I—Fundamentals</td>
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<td>MR 110: Keyboarding II—Advanced Techniques</td>
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<td>MR 160: Pharmacology and Laboratory Medicine</td>
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<td>MR 250: Medical Records Transcription I</td>
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<td>MR 270: Medical Records Transcription III</td>
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<td>MR 275: Professional Development for Medical Transcriptionists</td>
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<td>MR 290: Medical Transcription Practicum</td>
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<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
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</table>

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

Not all programs or courses are offered at all locations.

*Online students will take the program-specific Academic Strategies course.
The objective of the Dental Assistant Diploma program is to prepare students with the knowledge, technical skills, and work habits to pursue an entry-level position in a dental office, clinic, or lab environment. The program concentrates on helping students acquire knowledge and develop skills in treatment room care of the dental patient. In addition, students are taught how to assist the dentist, infection control and sterilization techniques, how to handle medical emergencies, the correct procedure for taking dental X-rays and making impressions, and the use of various dental instruments. Topics covered in the program also include oral evacuation, fixed prosthodontics, pharmacology and pain control, preventative dentistry, how to assist with oral surgery, and tray setups. Instruction occurs in classroom, laboratory, and clinical settings.

Students who enroll in this program generally seek post-graduation employment in positions such as dental assistant. Duties for graduates of this program may include providing essential and vital auxiliary services for the dentist chairside, in the business office, and in the office laboratory. This program is designed to prepare graduates to pursue entry-level employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although the University will assist students with job placement, finding a job is the individual responsibility of the student. The University does not guarantee that any student will be placed in any particular job, or at all.

The length of the program is 960 contact hours over a 48-week period. All students must complete the program with a minimum of 56 quarter credit hours. Prior to graduation, students are required to complete two externships for a total of 300 contact hours. Please refer to the Externship and Clinical Experiences policy within the Policies Governing Undergraduate Study section of the Catalog. Upon successful completion of the program, graduates will be awarded a diploma. The program is only available onsite.

### Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tr>
<td>DIPLOMA REQUIREMENTS</td>
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<tr>
<td>DA B170: Radiology</td>
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<tr>
<td>DA G151: Patient Interaction</td>
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<tr>
<td>DA K151: Foundational Skills for Dental Assisting</td>
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<tr>
<td>DA O170: Operative Assisting</td>
<td>5</td>
</tr>
<tr>
<td>DA P170: Dental Materials</td>
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<tr>
<td>DA R170: Chairside Specialties</td>
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</tr>
<tr>
<td>DA V190: Specialty Dentistry Externship</td>
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<tr>
<td>DA W151: Technology and Terminology for Dental Assisting</td>
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<tr>
<td>DA Y151: Diagnostic Assisting</td>
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<tr>
<td>DA Z190: General Dentistry Externship</td>
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<tr>
<td>TOTAL PROGRAM REQUIREMENTS</td>
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</table>

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.

The following program changes are effective November 11, 2009:

XXVI. Dental Assistant Diploma
The following program changes are effective November 11, 2009:

### XXH. Medical Billing/Coding Certificate

#### Curriculum

<table>
<thead>
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<th>Courses</th>
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<tr>
<td><strong>CERTIFICATE REQUIREMENTS</strong></td>
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<tr>
<td>CS 119: Academic Strategies for the Health Care Professional OR</td>
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<td>CS 121: Pathways to Academic Success</td>
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</tr>
<tr>
<td>CM 107: College Composition I OR</td>
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<tr>
<td>CM 109: College Composition I—</td>
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<tr>
<td>Effective Writing I for the Health Care Professional</td>
<td>5</td>
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<tr>
<td>HS 111: Medical Terminology</td>
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<td>HS 115: Software Applications for Health Care Professionals</td>
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<tr>
<td>HS 120: Anatomy and Physiology I</td>
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<td>HS 140: Pharmacology</td>
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<td>HS 200: Diseases of the Human Body</td>
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<td>HS 210: Medical Office Management</td>
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<tr>
<td>HS 215: Medical Insurance and Billing</td>
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<tr>
<td>HS 225: Medical Coding I</td>
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<td>HI 250: Medical Coding II</td>
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<td>HS 292: Billing and Coding Externship</td>
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</tr>
<tr>
<td>MM 150: Survey of Mathematics</td>
<td>5</td>
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</table>

**TOTAL PROGRAM REQUIREMENTS** 62

*NOTE: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.*
SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY

The following program changes are effective April 21, 2010:

XX. Bachelor of Science in Information Technology

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

This degree program accommodates both the student whose immediate educational goals are satisfied by the completion of a bachelor's degree and the student who is planning to pursue study in the information technology field beyond the baccalaureate level. The nine emphasis areas available in the Bachelor of Science in Information Technology program are application development, network administration, database management, information security and forensics, Web development, project management, health informatics, mobile computing, and new media/Internet marketing.

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

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

Kaplan University offers the Advanced Start Bachelor of Science in Information Technology degree option for students who have earned a comparable associate's or bachelor's degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first 2 years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

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

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

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>BAcHELOR'S DEGREE REQUIREMENTS</strong></td>
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<td><strong>CORE REQUIREMENTS</strong></td>
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<tr>
<td>100/200-level: Communication Course</td>
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<td>100/200-level: Mathematics Course</td>
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<td>200-level: Communication Course</td>
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<tr>
<td>300/400-level: Arts and Humanities Course</td>
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<td>300/400-level: Physical Science Course</td>
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<td>300/400-level: Social Science Course</td>
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<td>CS 114: Academic Strategies for the IT Professional OR CS 121: Pathways to Academic Success*</td>
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<td>IT 117: Introduction to Website Development</td>
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<tr>
<td>IT 190: Foundations in Information Technology</td>
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<tr>
<td>IT 193: Foundations of Programming Using Visual Basic</td>
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<td>100/200-level: Major Electives†</td>
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<td>IT 320: Operating System Concepts OR</td>
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<tr>
<td>IT 331: Technology Infrastructure‡</td>
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<tr>
<td>IT 430: IT Project Management</td>
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<td>IT 460: Systems Analysis and Design</td>
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<td>300/400-level: Major Electives</td>
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<td>IT 499: Bachelor’s Capstone in Information Technology</td>
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(continued on next page)
## Curriculum

### ADVANCED START BACHELOR'S DEGREE REQUIREMENTS

### ASSOCIATE’S/BACHELOR’S DEGREE REQUIREMENTS

Comparable Associate’s or Bachelor’s Degree§

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### PREREQUISITE REQUIREMENTS

100/200-level: IT Courseª
100/200-level: IT Courseª
100/200-level: IT Courseª

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### MAJOR REQUIREMENTS

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<td>IT 430: IT Project Management</td>
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### OPEN ELECTIVE REQUIREMENTS

Open Electives¹

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### TOTAL PROGRAM REQUIREMENTS

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### EMPHASIS AREAS

**Option I: Web Development**

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<td>IT 245: Website Development**</td>
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<tr>
<td>IT 247: Fundamentals of Web Graphics</td>
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<tr>
<td>IT 250: Enhancing Websites With PHP</td>
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<tr>
<td>IT 373: Introduction to Multimedia Using Adobe Flash</td>
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<tr>
<td>IT 476: Web Marketing and E-Commerce</td>
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<tr>
<td>IT 490: Multimedia Scripting</td>
<td>6</td>
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<td>IT 492: Advanced Scripting for Interactivity</td>
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**Option II: Database Management**

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<td>IT 163: Database Concepts Using Microsoft Access</td>
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<tr>
<td>IT 271: Visual Basic Fundamentals OR</td>
<td>5</td>
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<tr>
<td>IT 293: Intermediate Visual Basic Programming†‡</td>
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<tr>
<td>IT 273: Networking Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT 350: Structured Query Language</td>
<td>6</td>
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<tr>
<td>IT 358: Oracle Query Design</td>
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<td>IT 452: Intermediate Query Design and Reporting</td>
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<td>IT 456: SQL Server Database Administration</td>
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**Option III: Application Development**

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<td>IT 254: Foundations of Programming Using C#</td>
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<td>IT 258: Foundations of Programming Using Java</td>
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<td>IT 271: Visual Basic Fundamentals OR</td>
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<td>IT 293: Intermediate Visual Basic Programming †‡</td>
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<td>IT 310: Data Structures and Algorithms</td>
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<td>IT 350: Structured Query Language</td>
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<tr>
<td>IT 355: Web Programming Development</td>
<td>6</td>
</tr>
<tr>
<td>IT 461: Advanced Visual Basic Programming</td>
<td>6</td>
</tr>
</tbody>
</table>

**Option IV: Network Administration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 273: Networking Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT 278: Network Administration</td>
<td>5</td>
</tr>
<tr>
<td>IT 283: Networking with TCP/IP</td>
<td>5</td>
</tr>
<tr>
<td>IT 375: Windows Enterprise Administration</td>
<td>6</td>
</tr>
<tr>
<td>IT 388: Routing and Switching I</td>
<td>6</td>
</tr>
<tr>
<td>IT 471: Routing and Switching II</td>
<td>6</td>
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<tr>
<td>IT 482: Network Design</td>
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</table>

**Option V: Information Security and Forensics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 273: Networking Concepts</td>
<td>5</td>
</tr>
<tr>
<td>IT 278: Network Administration</td>
<td>5</td>
</tr>
<tr>
<td>IT 286: Introduction to Network Security</td>
<td>5</td>
</tr>
<tr>
<td>IT 317: Computer Forensics</td>
<td>6</td>
</tr>
<tr>
<td>IT 390: Intrusion Detection and Incidence Response</td>
<td>6</td>
</tr>
<tr>
<td>IT 411: Digital Forensics</td>
<td>6</td>
</tr>
<tr>
<td>IT 412: Information Systems Security</td>
<td>6</td>
</tr>
</tbody>
</table>

**Option VI: Project Management**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>IT 301: Project Management I</td>
<td>6</td>
</tr>
<tr>
<td>IT 401: Project Management II</td>
<td>6</td>
</tr>
<tr>
<td>MT 400: Business Process Management</td>
<td>6</td>
</tr>
<tr>
<td>MT 475: Outcomes Assessment and Quality Management</td>
<td>6</td>
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</tbody>
</table>

**Option VII: Health Informatics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IT 128: Health Informatics I</td>
<td>5</td>
</tr>
<tr>
<td>IT 228: Health Informatics II</td>
<td>5</td>
</tr>
<tr>
<td>IT 238: Data Modeling for Health Informatics</td>
<td>5</td>
</tr>
<tr>
<td>IT 358: Oracle Query Design</td>
<td>6</td>
</tr>
<tr>
<td>IT 428: Application Development for Health Care</td>
<td>6</td>
</tr>
<tr>
<td>IT 453: Business Intelligence</td>
<td>6</td>
</tr>
<tr>
<td>IT 457: Data Warehousing and Data Mining</td>
<td>6</td>
</tr>
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</table>

**Option VIII: New Media/Internet Marketing**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 245: Website Development</td>
<td>5</td>
</tr>
<tr>
<td>IT 247: Fundamentals of Web Graphics</td>
<td>5</td>
</tr>
<tr>
<td>MT 219: Marketing</td>
<td>5</td>
</tr>
<tr>
<td>IT 337: Internet Business Fundamentals</td>
<td>6</td>
</tr>
<tr>
<td>IT 437: Internet Marketing</td>
<td>6</td>
</tr>
<tr>
<td>MT 359: Advertising in the Twenty-First Century</td>
<td>6</td>
</tr>
<tr>
<td>MT 450: Marketing Management</td>
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</tr>
</tbody>
</table>

**Option IX: Mobile Computing**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 258: Foundations of Programming Using Java</td>
<td>5</td>
</tr>
<tr>
<td>IT 259: Intermediate Java Programming</td>
<td>5</td>
</tr>
<tr>
<td>IT 284: Introduction to Mobile Systems</td>
<td>5</td>
</tr>
<tr>
<td>IT 305: Introduction to Wireless Application Development</td>
<td>6</td>
</tr>
<tr>
<td>IT 405: Advanced Wireless Application Development</td>
<td>6</td>
</tr>
<tr>
<td>IT 406: Mobile Database Systems</td>
<td>6</td>
</tr>
<tr>
<td>IT 407: Mobile Application Development for Apple Handheld Devices OR</td>
<td>6</td>
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</tbody>
</table>

**Option X: Information Security and Forensics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT 400: Business Process Management</td>
<td>6</td>
</tr>
<tr>
<td>MT 475: Outcomes Assessment and Quality Management</td>
<td>6</td>
</tr>
</tbody>
</table>

**Option XI: Mobile Computing**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 412: Information Systems Security</td>
<td>6</td>
</tr>
</tbody>
</table>

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.

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

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

‡Students enrolled in the advanced start degree option must complete the prerequisite 100/200-level emphasis area courses.

**Students enrolled in the advanced start degree option will take IT 214: Foundations of Web Design.

††Students enrolled in the advanced start degree option will take IT 271: Visual Basic Fundamentals.
XXH. Associate of Applied Science in Graphic Design

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSOCIATE'S DEGREE REQUIREMENTS</strong></td>
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</tr>
<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>CM 106: College Composition I—Effective Writing I for IT Majors OR</td>
<td>5</td>
</tr>
<tr>
<td>CM 107: College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CM 220: College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>MM 150: Survey of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
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</tr>
<tr>
<td><strong>MAJOR REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>CS 114: Academic Strategies for the IT Professional OR</td>
<td>5</td>
</tr>
<tr>
<td>CS 121: Pathways to Academic Success</td>
<td>5</td>
</tr>
<tr>
<td>GD 100: Color and Design Layout</td>
<td>5</td>
</tr>
<tr>
<td>GD 110: Introduction to the History of Graphic Design</td>
<td>5</td>
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<tr>
<td>GD 120: Typography</td>
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<tr>
<td>100/200-level: Major Electives</td>
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<tr>
<td>IT 299: Associate's Capstone in Information Technology</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
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<tr>
<td><strong>OPEN ELECTIVE REQUIREMENTS</strong></td>
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<tr>
<td>Open Electives</td>
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<tr>
<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
<td>90</td>
</tr>
</tbody>
</table>

**EMPHASIS AREAS**

Option I: Print Layout and Design
- GD 180: Digital Design I 5
- GD 200: Digital Design II 5
- GD 210: Print and Production Design 5

Option II: Web and Online Animation Design
- IT 214: Foundations of Web Design 5
- IT 247: Fundamentals of Web Graphics 5
- GD 260: Multimedia and Production 5

NOTE: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.
### XXV. Associate of Applied Science in Information Technology

#### Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSOCIATE’S DEGREE REQUIREMENTS</strong></td>
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<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>100/200-level: Communication Course</td>
<td>5</td>
</tr>
<tr>
<td>100/200-level: Mathematics Course</td>
<td>5</td>
</tr>
<tr>
<td>200-level: Communication Course</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
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</tr>
<tr>
<td><strong>MAJOR REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>CS 114: Academic Strategies for the IT Professional OR CS 121: Pathways to Academic Success*</td>
<td>5</td>
</tr>
<tr>
<td>IT 117: Introduction to Website Development</td>
<td>5</td>
</tr>
<tr>
<td>IT 190: Foundations in Information Technology</td>
<td>5</td>
</tr>
<tr>
<td>IT 193: Foundations of Programming Using Visual Basic</td>
<td>5</td>
</tr>
<tr>
<td>100/200-level: Major Electives†</td>
<td>15</td>
</tr>
<tr>
<td>IT 299: Associate’s Capstone in Information Technology</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

| **OPEN ELECTIVE REQUIREMENTS** | |
| Open Electives | 35 |
| **TOTAL OPEN ELECTIVE REQUIREMENTS** | **35** |

| **TOTAL PROGRAM REQUIREMENTS** | **90** |

#### EMPHASIS AREAS

**Option I: Network Administration**
- IT 273: Networking Concepts | 5 |
- IT 278: Network Administration | 5 |
- IT 283: Networking with TCP/IP | 5 |

**Option II: Application Development**
- IT 254: Foundations of Programming Using C# | 5 |
- IT 258: Foundations of Programming Using Java | 5 |
- IT 293: Intermediate Visual Basic Programming | 5 |

**Option III: Web Development**
- IT 245: Website Development | 5 |
- IT 247: Fundamentals of Web Graphics | 5 |
- IT 250: Enhancing Websites With PHP | 5 |

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

Not all programs or courses are offered at all locations.

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

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

ACCELERATED MASTER OF PUBLIC ADMINISTRATION OPTION

Eligible students enrolled in a Kaplan University School of Legal Studies bachelor's degree program who wish to continue on to pursue a Kaplan University Master of Public Administration may take the following graduate-level courses in place of open electives:

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

In order to qualify for the accelerated Master of Public Administration option, undergraduate students must meet the following criteria:

- Students must have completed a minimum of 135 quarter credit hours in their bachelor's degree program, including any credits received for prior learning. Students enrolled in the advanced start degree option must have completed a minimum of 45 quarter credit hours.
- Students must have at least 20 credits of open electives available in their degree plan.
- Students must possess a minimum cumulative GPA of 3.0.
- Students must obtain a grade of “B” or above in each of the above-listed courses.

- With the exception of students in enrolled in the Bachelor of Science in Public Administration and Policy, it is highly recommended that students complete the following prerequisite courses at Kaplan University if they have not completed equivalent courses at an accredited college or university:
  - SS 236: People, Power, and Politics—An Introduction to American Government
  - MM 207: Statistics
  - PP 201: Introduction to Policy Making
- Students must be in good standing with the University and the School of Legal Studies.

Students should consult with their Academic Advisor to ensure that they are eligible for this option and should discuss any financial aid implications with their Financial Aid Officer.

Students who select this option may be required to take additional courses to fulfill the requisite 180 credits necessary to complete a Kaplan University bachelor's degree.

Upon successful completion of the bachelor's degree program, students may apply for entry to Kaplan University's Master of Public Administration program. If accepted, students will transfer in the above-listed graduate courses and matriculate into a shortened version of the master's degree program.
XXV. Bachelor of Science in Environmental Policy and Management

The Bachelor of Science in Environmental Policy and Management offers students an interdisciplinary opportunity to study environmental issues and policy from a perspective that explores the interrelationship between public and private sectors and society, economics, and the environment. The program focuses on the environment in conjunction with a set of core courses in science, economics, and policy. Students will delve into concepts of economics, ethics and values, environmental politics, business, law, culture, and property rights in addition to studying the science of the environment and sustainability. Students will study how institutions in society, including government, business, and nonprofits, all participate in devising solutions to environmental issues.

This interdisciplinary program draws courses and faculty from across disciplines throughout the University including business, arts and sciences, health sciences, and legal studies. The program has been designed to immerse students in the real problems and issues concerning the environment. In addition, students are presented with opportunities for critical thinking and problem solving as they apply concepts and methods to solve issues at the local, national, and global level.

High-potential students who are interested in the field of public administration and fast-tracking their educational goal of earning both a bachelor’s and master’s degree should consider the accelerated Master of Public Administration option. Eligible students will work toward completion of their Bachelor of Science in Environmental Policy and Management while simultaneously completing four mandatory core courses in the Master of Public Administration. Upon successful completion of the undergraduate program, students may apply for entry to Kaplan University’s Master of Public Administration program. Once accepted, they will complete the remaining seven courses to earn a master’s degree.

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

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

Kaplan University offers the Advanced Start Bachelor of Science in Environmental Policy and Management degree option for students who have earned a comparable associate’s or bachelor’s degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program. Upon completion of an associate’s degree, students have the option of joining the workforce while continuing toward a bachelor’s degree. The combination of career courses and general education in the first 2 years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

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

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

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BACHELOR’S DEGREE REQUIREMENTS</strong></td>
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</tr>
<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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</tr>
<tr>
<td>100/200-level: Communication Course</td>
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<tr>
<td>100/200-level: Mathematics Course</td>
<td>5</td>
</tr>
<tr>
<td>200-level: Communication Course</td>
<td>5</td>
</tr>
<tr>
<td>300/400-level: Arts and Humanities Course</td>
<td>6</td>
</tr>
<tr>
<td>300/400-level: Physical Science Course</td>
<td>6</td>
</tr>
<tr>
<td>300/400-level: Social Science Course</td>
<td>6</td>
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<tr>
<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
<td>33</td>
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<tr>
<td><strong>MAJOR REQUIREMENTS</strong></td>
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<tr>
<td>LS 100: Eight Skills of the Effective Legal Studies Student</td>
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<td>EM 101: Introduction to Environmental Policy and Management</td>
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<td>EM 205: The Politics of Managing the Environment</td>
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</tr>
<tr>
<td>MM 207: Statistics</td>
<td>5</td>
</tr>
<tr>
<td>PP 110: Ethics and Public Administration</td>
<td>5</td>
</tr>
<tr>
<td>PP 201: Introduction to Policy Making</td>
<td>5</td>
</tr>
<tr>
<td>PP 205: Introduction to Administrative Law</td>
<td>5</td>
</tr>
<tr>
<td>PP 220: Socially Responsible Leadership</td>
<td>5</td>
</tr>
<tr>
<td>SC 225: Environmental Science—Ecosystems, Resources, and Carbon Footprints</td>
<td>5</td>
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<tr>
<td>EM 305: The Economics of Environmental Management</td>
<td>6</td>
</tr>
<tr>
<td>EM 410: The Global Environment</td>
<td>6</td>
</tr>
<tr>
<td>EM 430: Environmental Policy Analysis</td>
<td>6</td>
</tr>
<tr>
<td>LS 302: Advanced Environmental Law and Policy</td>
<td>6</td>
</tr>
<tr>
<td>PP 310: Finance and Budgeting in the Public Sector</td>
<td>6</td>
</tr>
<tr>
<td>PP 420: Private and Public Sector Partnerships</td>
<td>6</td>
</tr>
<tr>
<td>PP 450: Program Evaluation OR</td>
<td>6</td>
</tr>
<tr>
<td>PP 460: Grant Writing</td>
<td>6</td>
</tr>
<tr>
<td>EM 499: Bachelor’s Capstone in Environmental Policy and Management</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
<td>93</td>
</tr>
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<td><strong>OPEN ELECTIVE REQUIREMENTS</strong></td>
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<tr>
<td>Open Electives*</td>
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</tr>
<tr>
<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
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</tr>
</tbody>
</table>

(continued on next page)
Curriculum

Courses | Credits
---|---

**ADVANCED START BACHELOR’S DEGREE REQUIREMENTS**

**ASSOCIATE’S/BACHELOR’S DEGREE REQUIREMENTS**

Comparable Associate’s or Bachelor’s Degree†

<table>
<thead>
<tr>
<th>TOTAL PRIOR DEGREE CREDITS</th>
<th>90</th>
</tr>
</thead>
</table>

**PREREQUISITE REQUIREMENTS**

EM 101: Introduction to Environmental Policy and Management

MM 207: Statistics‡

SC 225: Environmental Science—Ecosystems, Resources, and Carbon Footprints

**CORE REQUIREMENTS**

300/400-level: Arts and Humanities Course  | 6 |

300/400-level: Physical Science Course | 6 |

300/400-level: Social Science Course | 6 |

<table>
<thead>
<tr>
<th>TOTAL CORE REQUIREMENTS</th>
<th>18</th>
</tr>
</thead>
</table>

**MAJOR REQUIREMENTS**

EM 305: The Economics of Environmental Management | 6 |

EM 410: The Global Environment | 6 |

EM 430: Environmental Policy Analysis | 6 |

LS 302: Advanced Environmental Law and Policy | 6 |

PP 310: Finance and Budgeting in the Public Sector | 6 |

PP 420: Private and Public Sector Partnerships | 6 |

PP 450: Program Evaluation OR PP 460: Grant Writing | 6 |

EM 499: Bachelor’s Capstone in Environmental Policy and Management | 6 |

<table>
<thead>
<tr>
<th>TOTAL MAJOR REQUIREMENTS</th>
<th>48</th>
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**OPEN ELECTIVE REQUIREMENTS**

Open Electives* | 24 |

<table>
<thead>
<tr>
<th>TOTAL OPEN ELECTIVE REQUIREMENTS</th>
<th>24</th>
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</thead>
</table>

**TOTAL PROGRAM REQUIREMENTS**

180

Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus. Not all programs or courses are offered at all locations.

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

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

‡Advanced start students need to satisfy the prerequisite requirements for MM 207: Statistics. Students who do not possess prior learning credit comparable to the required prerequisite courses will need to complete courses beyond the minimum degree requirements.
The following program changes are effective April 21, 2010:

**XX. Bachelor of Science in Legal Studies**

The Bachelor of Science in Legal Studies degree plan is designed to provide students wishing to enter the legal profession with an education that incorporates the study of law (and related disciplines) with the development of both practical skills and analytical skills. Students who plan to continue their course of study at the law school level also will have the solid educational foundation necessary to prepare them for the rigors of advanced study of the law or other areas of graduate study.

The program focuses on the knowledge, skills, and values to become competent and ethical professionals working in the legal services industry. Courses provide a well-rounded academic foundation that emphasizes analytical thinking, reading comprehension, and communication skills, while developing the practical skills needed to successfully enter the job market. Students have the opportunity to develop strong interpersonal skills, self-discipline, and ethical principles.

The legal education and training provided to students in the bachelor's degree in legal studies is useful for individuals interested in pursuing law school and graduate education or in many other occupations including: arbitrator, mediator, patent agent, title examiner, legislative assistant, lobbyist, political office holder, corporate executive, journalist, abstractor, claims examiner, compliance and enforcement inspector, occupational and safety health worker, legal psychology expert, and jury consultant.

High-potential students who are interested in the field of public administration and fast-tracking their educational goal of earning both a bachelor's and master's degree should consider the accelerated Master of Public Administration option. Eligible students will work toward completion of their Bachelor of Science in Legal Studies while simultaneously completing four mandatory core courses in the Master of Public Administration. Upon successful completion of the undergraduate program, students may apply for entry to Kaplan University's Master of Public Administration program. Once accepted, they will complete the remaining seven courses to earn a master's degree.

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

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

Kaplan University offers the Advanced Start Bachelor of Science in Legal Studies degree option for students who have earned a comparable associate's or bachelor's degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first 2 years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims. Associate's and bachelor's degrees and credits considered to be remedial, occupational, or specialized may not be accepted for transfer under this option.

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XXV. Bachelor of Science in Paralegal Studies

The Bachelor of Science in Paralegal Studies program is designed to prepare individuals for a career as a paralegal as well as for advancement for those already working in the field. The program provides the student with a broad knowledge base and a strong foundation in law and paralegal skills. The baccalaureate program is designed to combine the technical skills of various specialized areas of law with research, practical, technological, and analytical skills. In addition to the areas covered in the associate’s-level program, the bachelor’s level covers the fields of real estate law, family law, tort law, and advanced legal writing, as well as the addition of paralegal electives and general education requirements at the 300/400-level.

Students who enroll in this program may pursue occupational advancement or seek employment in legal environments including private law firms, corporations, and government agencies. A paralegal's duties may include providing support during courtroom proceedings, interviewing and investigation, preparing documents, managing technology, and researching legal issues.

High-potential students who are interested in the field of public administration and fast-tracking their educational goal of earning both a bachelor's and master's degree should consider the accelerated Master of Public Administration option. Eligible students will work toward completion of their Bachelor of Science in Paralegal Studies while simultaneously completing four mandatory core courses in the Master of Public Administration. Upon successful completion of the undergraduate program, students may apply for entry to Kaplan University's Master of Public Administration program. Once accepted, they will complete the remaining seven courses to earn a master's degree.

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

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

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

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XXV. Bachelor of Science in Political Science

The Bachelor of Science in Political Science program is designed to help students develop an understanding of the interconnected issues and challenges that confront governing bodies and society locally, regionally, nationally, and globally.

The study of politics and political science is broad and interdisciplinary; therefore, the program focuses on the historical, global, current, and future approaches to political theories, and the application of those theories to the creation of political institutions and policy. In addition, the program emphasizes dimensions of politics, governance, the relationships between law and political institutions, economic and political power, and cultural and political identity.

The program's curriculum bridges to other disciplines including economics, law/legal studies, and social science. This melding of perspectives and the connection of disciplines creates a program rich in analysis of how various facets of political, legal, governmental, and economic structures interact. In addition, the program helps students develop skills and understand methods of applying these facets to the study of leadership in the political arena. The Bachelor of Science in Political Science is designed to prepare graduates to be "active" and involved citizens in a democratic political system founded on principles of representative government as well as a multitiered system involving the federal, state, and local levels. This program also helps provide students with the tools to participate and compete in the multifaceted political structure within a rapidly developing culture where global lines, institutions, cultures, and economies are blurred. The Bachelor of Science in Political Science teaches students to think about politics and helps prepare them to be critical and informed participants in an increasingly complex world.

High-potential students who are interested in the field of public administration and fast-tracking their educational goal of earning both a bachelor's and master's degree should consider the accelerated Master of Public Administration option. Eligible students will work toward completion of their Bachelor of Science in Political Science while simultaneously completing four mandatory core courses in the Master of Public Administration. Upon successful completion of the undergraduate program, students may apply for entry to Kaplan University's Master of Public Administration program. Once accepted, they will complete the remaining seven courses to earn a master's degree.

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

Program Outcomes

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

Discipline-Specific Outcomes
1. The Structure and Organization of Government: Assess the organization and structure of governmental organizations in the context of legislative and administrative processes.
2. Leadership and Advocacy: Apply techniques to access the political system in order to effectively advocate for social and political change.
3. Societal Relationships and Influence: Analyze relationships between law and political institutions, economic and political power, and culture and political identity.
4. Political Theory and Process: Analyze political, administrative, and policy theories and assess their impact on political processes and policy development.
5. Ethics: Apply ethical principles to decision making, actions, and interactions within the political process.
6. Comparative Global Politics: Evaluate the political process, public decision making, and implementation globally.

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

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

‡ Advanced start students need to satisfy the prerequisite requirements for MM 207: Statistics. Students who do not possess prior learning credit comparable to the required prerequisite courses will need to complete courses beyond the minimum degree requirements.
XXV. Bachelor of Science in Public Administration and Policy

Government and the public sector have increasingly become major players in nearly every facet of society. Knowledge of and skills in government process, policy, procedure, and the law are essential for success in a wide variety of jobs.

The Bachelor of Science in Public Administration and Policy focuses on the study of organization, structure, and processes of government through an interdisciplinary lens and is designed to help students develop an understanding of the issues and challenges confronting society locally, nationally, and globally. With that understanding, students study the process of policy development and implementation through direct government action as well as public and private interaction. This includes not only the structure and processes of the government, but the economics of public administration, the evolution of both law and policy, and the tools used to implement those policies. In addition, the program is designed to help students develop an understanding of the environment and processes in which public policy is formulated and implemented, the goals of public policy, methods and tools used to evaluate and design policy, and how the economy works.

The Bachelor of Science in Public Administration and Policy offers students the flexibility to join a wide variety of topics to create a study of these issues in an interdisciplinary fashion.

High-potential students who are interested in fast-tracking their educational goal of earning both a bachelor's and master's degree in public administration should consider the accelerated Master of Public Administration option. Eligible students will work toward completion of their Bachelor of Science in Public Administration and Policy while simultaneously completing four mandatory core courses in the Master of Public Administration. Upon successful completion of the undergraduate program, students may apply for entry to Kaplan University's Master of Public Administration program. Once accepted, they will complete the remaining seven courses to earn a master's degree.

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

While the program is designed to prepare graduates to pursue continued graduate-level education, the University cannot guarantee that students will be granted admission to any graduate programs. Kaplan University offers the Advanced Start Bachelor of Science in Public Administration and Policy degree option for students who have earned a comparable associate's or bachelor's degree from a regionally or nationally accredited college. The advanced start degree option is an innovative program that combines the career-oriented focus of a 2-year degree with the academic curriculum of a 4-year program. Upon completion of an associate's degree, students have the option of joining the workforce while continuing toward a bachelor's degree. The combination of career courses and general education in the first 2 years of study allows students the opportunity to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

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

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

Curriculum

Courses | Credits
--- | ---
**BACHELOR'S DEGREE REQUIREMENTS**

**CORE REQUIREMENTS**

100/200-level: Communication Course | 5
100/200-level: Mathematics Course | 5
200-level: Communication Course | 5
300/400-level: Arts and Humanities Course | 6
300/400-level: Physical Science Course | 6
300/400-level: Social Science Course | 6

**TOTAL CORE REQUIREMENTS** | 33

**MAJOR REQUIREMENTS**

LS 100: Eight Skills of the Effective Legal Studies Student | 5
BU 204: Macroeconomics | 5
MM 207: Statistics | 5
PP 101: Introduction to Public Administration | 5
PP 105: Introduction to State and Local Government | 5
PP 110: Ethics and Public Administration | 5
PP 201: Introduction to Policy Making | 5
PP 205: Introduction to Administrative Law | 5
PP 220: Socially Responsible Leadership | 5
LS 305: Constitutional Law | 6
PP 301: Public Policy Analysis | 6
PP 310: Finance and Budgeting in the Public Sector | 6
PP 410: The Oversight and Administration of Public Funds | 6
PP 420: Private and Public Sector Partnerships | 6
PP 430: Planning for Economic Growth and Development | 6
PP 450: Program Evaluation OR | 6
PP 460: Grant Writing | 6
PP 499: Bachelor's Capstone in Public Administration and Policy | 6

**TOTAL MAJOR REQUIREMENTS** | 93

**OPEN ELECTIVE REQUIREMENTS**

Open Electives* | 54

**TOTAL OPEN ELECTIVE REQUIREMENTS** | 54

**TOTAL PROGRAM REQUIREMENTS** | 180

(continued on next page)
## Curriculum

### Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVANCED START BACHELOR'S DEGREE REQUIREMENTS</strong></td>
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<tr>
<td><strong>ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS</strong></td>
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<tr>
<td>Comparable Associate’s or Bachelor’s Degree†</td>
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<td><strong>TOTAL PRIOR DEGREE CREDITS</strong></td>
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<tr>
<td>200-level: Composition Course</td>
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<tr>
<td>MM 207: Statistics‡</td>
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</tr>
<tr>
<td>PP 101: Introduction to Public Administration</td>
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</tr>
<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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</tr>
<tr>
<td>300/400-level: Arts and Humanities Course</td>
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</tr>
<tr>
<td>300/400-level: Physical Science Course</td>
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<td>300/400-level: Social Science Course</td>
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</tr>
<tr>
<td><strong>MAJOR REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>LS 305: Constitutional Law</td>
<td>6</td>
</tr>
<tr>
<td>PP 301: Public Policy Analysis</td>
<td>6</td>
</tr>
<tr>
<td>PP 310: Finance and Budgeting in the Public Sector</td>
<td>6</td>
</tr>
<tr>
<td>PP 410: The Oversight and Administration of Public Funds</td>
<td>6</td>
</tr>
<tr>
<td>PP 420: Private and Public Sector Partnerships</td>
<td>6</td>
</tr>
<tr>
<td>PP 430: Planning for Economic Growth and Development</td>
<td>6</td>
</tr>
<tr>
<td>PP 450: Program Evaluation OR PP 460: Grant Writing</td>
<td></td>
</tr>
<tr>
<td>PP 499: Bachelor’s Capstone in Public Administration and Policy</td>
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<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
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<td>Open Electives*</td>
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<td><strong>TOTAL OPEN ELECTIVE REQUIREMENTS</strong></td>
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</tr>
<tr>
<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
<td>180</td>
</tr>
</tbody>
</table>

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

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

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

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

Not all programs or courses are offered at all locations.
XXV. Associate of Applied Science in Paralegal Studies

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSOCIATE'S DEGREE REQUIREMENTS</strong></td>
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</tr>
<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>100/200-level: Communication Course</td>
<td>5</td>
</tr>
<tr>
<td>100/200-level: Mathematics Course</td>
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</tr>
<tr>
<td>200-level: Communication Course</td>
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<tr>
<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>MAJOR REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>LS 100: Eight Skills of the Effective Legal Studies Student OR</td>
<td>5</td>
</tr>
<tr>
<td>CS 121: Pathways to Academic Success*</td>
<td></td>
</tr>
<tr>
<td>IT 133: Software Applications OR</td>
<td>5</td>
</tr>
<tr>
<td>PA 230: Introduction to Legal Technology†</td>
<td>5</td>
</tr>
<tr>
<td>PA 101: The Paralegal Professional</td>
<td>5</td>
</tr>
<tr>
<td>PA 110: Civil Litigation</td>
<td>5</td>
</tr>
<tr>
<td>PA 201: Introduction to Legal Research</td>
<td>5</td>
</tr>
<tr>
<td>PA 205: Introduction to Legal Analysis and Writing</td>
<td>5</td>
</tr>
<tr>
<td>PA 253: Legal Ethics</td>
<td>5</td>
</tr>
<tr>
<td>PA 299: Associate's Capstone—Project</td>
<td>5</td>
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<tr>
<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
<td>40</td>
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<tr>
<td><strong>OPEN ELECTIVE REQUIREMENTS</strong></td>
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<td>Open Electives</td>
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<tr>
<td><strong>TOTAL OPEN ELECTIVE REQUIREMENTS</strong></td>
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</tr>
<tr>
<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
<td>90</td>
</tr>
</tbody>
</table>

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

Not all programs or courses are offered at all locations.

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

†Onsite students will take IT 133: Software Applications.
XXV. Bachelor of Science in Nursing

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

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

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

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

In addition to possessing an associate's degree or diploma in nursing, students applying for admission must also complete all prerequisites for the bachelor's degree courses. Thus, students may need to complete more than the minimum of 90 quarter credit hours.

This program blends online coursework with a practicum 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. Prior to beginning the practicum experience, students will be required to complete a criminal background check, as required by applicable federal and/or state regulatory agencies. Please refer to the Criminal Background Check Policy listed in the School of Nursing—Undergraduate section of the Catalog.

All students will have completed a minimum of two graduate courses upon graduation from the program. Students who are not interested in enrolling in Kaplan University's Master of Science in Nursing program will complete the Bachelor of Science in Nursing program with a minimum of 181 quarter credit hours. Those students interested in continuing on to pursue a Kaplan University Master of Science in Nursing will complete three or four graduate courses, depending on whether or not they possess a prior non-nursing bachelor's degree, and will complete the Bachelor of Science in Nursing program with a minimum of 180 or 185 credits, respectfully. All graduate courses completed in the Bachelor of Science in Nursing program satisfy course requirements in the Kaplan University Master of Science in Nursing.

The Bachelor of Science in Nursing program consists of a minimum of 180 to 185 quarter credit hours including the requisite 90-credit associate's degree or diploma in nursing. Upon successful completion of the program, graduates will receive a bachelor of science degree.
The Associate of Science in Nursing program is a prelicensure, nursing education program. The program is designed to support the learner through the organization and integration of content, skills, and procedures along with a dynamic curriculum designed to increase student knowledge and competence, and provide the foundation for progressively higher levels of nursing practice. A student successfully completing the required plan of study and all other graduation requirements may be academically prepared to apply to take the licensing examination for registered nurses (NCLEX-RN). Students who complete the associate's degree and successfully pass the National Council Licensure Examination (NCLEXRN) will be eligible to enter the Kaplan University Bachelor of Science in Nursing degree-completion program.

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

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

The program blends online coursework with on-ground, facility-based clinical practicum experiences. Students are required to complete their clinical practice experience in Palm Beach County, Broward County, or Miami Dade County in Florida. Students will be required to successfully complete both components of the coursework to fulfill program requirements. Prior to the end of the first term, students will be required to submit a criminal background check, as required by applicable federal and/or state regulatory agencies. The background check must be able to qualify the student for practice as a nursing student under the requirements of the state of his or her clinical placements. Please refer to the Criminal Background Check Policy listed in the School of Nursing—Undergraduate section of the Catalog.

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

The Associate of Science in Nursing degree program consists of a minimum of 98 quarter credit hours. Due to state-specific nursing education requirements, the student may need to take more than 98 credits to complete the prelicensure program. Upon successful completion of the program, graduates will receive an associate of science degree.

### Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSOCIATE'S DEGREE REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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</tr>
<tr>
<td>CS 118: Academic Strategies for the Nursing Professional</td>
<td>5</td>
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<tr>
<td>CM 108: College Composition I—Effective Writing I for the Nursing Professional</td>
<td>5</td>
</tr>
<tr>
<td>HS 200: Diseases of the Human Body</td>
<td>5</td>
</tr>
<tr>
<td>MM 212: College Algebra (or higher)</td>
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<tr>
<td>NU 200: LPN Professional Role Transition*</td>
<td>2</td>
</tr>
<tr>
<td>SS 124: Introduction to Psychology</td>
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<tr>
<td>SS 144: Sociology</td>
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<td><strong>MAJOR REQUIREMENTS</strong></td>
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<tr>
<td>HS 120: Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>HS 130: Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>NU 101: Nursing Fundamentals</td>
<td>6</td>
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<tr>
<td>NU 105: Pharmacology</td>
<td>5</td>
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<tr>
<td>NU 110: Medical-Surgical Nursing I</td>
<td>6</td>
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<tr>
<td>NU 120: Care of Special Populations—Obstetrics</td>
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<tr>
<td>NU 130: Medical-Surgical Nursing II</td>
<td>6</td>
</tr>
<tr>
<td>NU 220: Care of Special Populations, Family II—Pediatrics</td>
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<tr>
<td>NU 240: Care of Special Populations—Mental Health Nursing II</td>
<td>6</td>
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<tr>
<td>NU 260: Medical-Surgical Nursing III</td>
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<tr>
<td>NU 270: Transitions Course—Issues and Trends</td>
<td>5</td>
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<tr>
<td>100/200-level: Additional Courses†</td>
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<td>NU 299: Associate’s Degree Integrated Care Strategies Capstone</td>
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<td><strong>TOTAL MAJOR REQUIREMENTS</strong></td>
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<tr>
<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
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</table>

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

Not all programs or courses are offered at all locations.

*This course is required only for LPNs entering the program who are substituting prior learning to fulfill NU 101. The credits earned will be included in the additional nursing electives category.

†The number of additional electives required will be based on the number of credits needed to meet individual state education requirements for nursing students.
Discontinued Programs

Effective January 6, 2010, the following programs are discontinued:

• Bachelor of Science in Business Administration—Project Management Analyst Career Focus Area
• Bachelor of Science in Business Administration—Web/E-Commerce Manager Career Focus Area
• Associate of Applied Science in Global Travel and Hospitality Management
• Global Travel and Hospitality Management Certificate

Effective February 22, 2010, the following programs are discontinued:

• Dental Assistant Certificate
• Medical Assistant Certificate available at the Kaplan University, Frederick Campus

Effective April 21, 2010, the following programs are discontinued:

• Bachelor of Science in Communication—Technical Communication Emphasis Area
• Bachelor of Science in Communication—Organizational Communication Emphasis Area
Undergraduate Course Descriptions

Discontinued Courses

AC 440: ADVANCED AUDITING**
AC 460: INTERNATIONAL ACCOUNTING**
AC 475: ACCOUNTING FRAUD AND EXAMINATION CONCEPTS**
AC 485: ADVANCED FEDERAL TAX**
ANA 201: ANATOMY AND PHYSIOLOGY#
BU 100: INTRODUCTION TO BUSINESS†
BU 250: BUSINESS MATH**
CJ 390: FIELDWORK IN CRIMINAL JUSTICE§
CJ 394: INDEPENDENT STUDY IN CRIME SCENE INVESTIGATIONª
CM 498: BACHELOR'S CAPSTONE IN TECHNICAL COMMUNICATION**
DA 01: PROFESSIONAL DEVELOPMENTª
DA 02: DENTAL SCIENCEª
DA 03: DENTAL BIOMEDICALª
DA 04: DENTAL CHAIRSIDE ASSISTING Iª
DA 05: PREVENTIVE DENTISTRYª
DA 06: OFFICE EMERGENCIES AND PROCEDURESª
DA 07: DENTAL CHAIRSIDE ASSISTING IIª
DA 08: DENTAL CHAIRSIDE ASSISTING APPLICATIONSª
DA 09: DENTAL MATERIALSª
DA 10: DENTAL LAB MATERIALS AND TECHNIQUESª
DA 11: DENTAL OFFICE INVENTORYª
DA 12: CPR*
DA 13: DENTAL RADIOLOGY Iª
DA 14: DENTAL RADIOLOGY IIª
DA 15: DENTAL RADIOLOGY CERTIFICATIONª
DA 16: OFFICE MANAGEMENT AND COMMUNICATIONª
DA 17: RECORD MANAGEMENT AND ETHICSª
DA 18: INTRODUCTION TO BASIC COMPUTER SKILLSª
DA 19: EXTERNSHIPª
ENG 203: PRESENTATION SKILLS FOR THE PROFESSIONAL#
HIT 102: BASIC PRINCIPLES OF ICD-9-CM CODINGª
IT 267: SYSTEMS PROGRAMMING AND UNIXª
IT 287: INTRODUCTION TO ROUTING AND SWITCHING§
LS 300: PRINCIPLES OF REAL PROPERTY§
LS 301: ADVANCED REAL ESTATE CONCEPTS§
LS 303: ADMINISTRATIVE LAW§
LS 304: INSURANCE LAW§
LS 310: TORTS§
LS 326: PRODUCT LIABILITY§
LS 328: INTELLECTUAL PROPERTY LAW§
LS 412: ALTERNATIVE DISPUTE RESOLUTION§
LS 425: HEALTH CARE LEGISLATION AND REGULATION§
LS 426: MEDICAL MALPRACTICE§
LS 430: MANAGED CARE AND INSURANCE ISSUES§
LS 435: BIOETHICS IN HEALTH CARE§
LS 440: EMPLOYMENT LAW§
LS 441: EMPLOYMENT MEDIATION§
LS 450: DIVORCE MEDIATION§
LS 451: ELDER LAW§
LS 497: ADVANCED PRACTICE IN LEGAL STUDIES§
MED 103: CLINICAL ARTS Iª
MED 104: MEDICAL OFFICE MANAGEMENTª
MED 105: MEDICAL TERMINOLOGY Iª
MED 203: CLINICAL ARTS IIª
MED 204: CLINICAL ARTS IIIª
MED 205: MEDICAL TERMINOLOGY IIª
MED 209: CLINICAL ARTS IVª
MED 255: MEDICAL EXTERNSHIPª
MT 103: INFORMATION AND OFFICE MANAGEMENT**
MT 204: ESSENTIALS OF MANAGEMENTª
MT 305: HEALTH CARE ORGANIZATION AND DELIVERYª
MT 315: OPERATIONS MANAGEMENT IN HEALTH CAREª
MT 471: THE LEGAL AND ETHICAL ENVIRONMENT OF HEALTH CAREª
NS 320: NUTRITIONAL RESEARCHª
NR 100: ANATOMY AND PHYSIOLOGYª
NU 410: EMERGING CONCEPTS IN AGING AND ALTERNATIVE THERAPIESª
OTD 111: BEGINNING KEYBOARDINGª

*Effective August 5, 2009 †Effective September 11, 2009 ‡Effective November 11, 2009 §Effective January 6, 2010 ††Effective February 22, 2010 **Effective April 21, 2010 †††Effective May 26, 2010
### Revised Course Titles/Numbers

<table>
<thead>
<tr>
<th>Revised Course Titles/Numbers</th>
<th>Effective August 5, 2009</th>
</tr>
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</table>
| PA 100: EIGHT SKILLS OF THE EFFECTIVE ONLINE PARALEGAL STUDENT | †‡§
| PA 284: SUBSTANTIVE AREAS OF LAW REVIEW | #
| PA 293: ASSOCIATE'S CAPSTONE—PORTFOLIO OPTION | §
| PA 321: TIME, BILLING, AND RECORDS MANAGEMENT | †
| PA 352: PRINCIPLES OF SUPPLEMENTAL SECURITY INCOME (SSI) | §
| PA 360: CONSTITUTIONAL LAW THEORY | †
| PA 403: REAL ESTATE TRANSACTIONS | †
| PA 407: PREPARING FOR THE SOCIAL SECURITY ADMINISTRATIVE HEARING | †
| PA 416: EMPLOYMENT DISPUTE RESOLUTION | †
| PA 423: HANDLING CHILDHOOD DISABILITY CLAIMS | †
| PA 427: PRINCIPLES OF MEDICAID AND MEDICARE | †
| PA 450: MEDICAL MALPRACTICE LITIGATION | †
| SA 421: ETHICS AND COMPLIANCE—SARBANES-OXLEY AND SEC REGULATIONS | †
| SA 422: ETHICS AND COMPLIANCE—HIPAA AND HEALTH INDUSTRY REGULATIONS | †
| SA 423: ETHICS AND COMPLIANCE—FEDERAL ACTS AND REGULATIONS | †
| SA 442: ETHICS AND COMPLIANCE—HIPAA AND HEALTH INDUSTRY REGULATIONS | †
| SS 114: CHILD DEVELOPMENT AND LEARNING | †
| TH 225: SPECIAL TOPICS IN TOURISM | †
| TH 280: GLOBAL APPLICATIONS | †
| TH 299: ASSOCIATE’S CAPSTONE IN GLOBAL TRAVEL AND HOSPITALITY MANAGEMENT | †
| CJ 360: GLOBAL CULTURE AND CRIMINAL JUSTICE | †∥§
| CJ 361: TRENDS IN INTERNATIONAL POLICING | †∥§
| CM 460: STRATEGIC COMMUNICATION | †∥§
| CJ 360: GLOBALISM, CULTURE, AND CRIMINAL JUSTICE | †∥§
| CM 499: BACHELOR'S CAPSTONE IN COMMUNICATION | †∥§
| CM 499: BACHELOR’S CAPSTONE IN ORGANIZATIONAL COMMUNICATION | †∥§
| CS 120: COLLEGE SUCCESS STRATEGIES FOR THE PSYCHOLOGY PROFESSIONAL | †∥§
| CS 120: ACADEMIC STRATEGIES FOR THE PSYCHOLOGY PROFESSIONAL | †∥§
| DA B170: RADIOLOGY | †∥§
| DA B150: RADIOLOGY (BLUE) | †∥§
| DA G151: PATIENT INTERACTION | †∥§
| DA G150: PATIENT INTERACTION (GREEN) | †∥§
| DA K151: FOUNDATIONAL SKILLS FOR DENTAL ASSISTING | †∥§
| DA O170: OPERATIVE ASSISTING | †∥§
| DA O150: OPERATIVE ASSISTING (ORANGE) | †∥§
| DA P170: DENTAL MATERIALS | †∥§
| DA P150: DENTAL MATERIALS (PURPLE) | †∥§
| DA R170: CHAIRSIDE SPECIALTIES | †∥§
| DA R150: CHAIRSIDE SPECIALTIES (RED) | †∥§
| DA V190: SPECIALTY DENTISTRY EXTERNSHIP | †∥§
| DA V150: SPECIALTY DENTISTRY EXTERNSHIP (TAN) | †∥§
| DA W151: TECHNOLOGY AND TERMINOLOGY FOR DENTAL ASSISTING | †∥§
| DA Y151: DIAGNOSTIC ASSISTING | †∥§
| DA Y150: DIAGNOSTIC ASSISTING (YELLOW) | †∥§
| DA Z190: GENERAL DENTISTRY EXTERNSHIP | †∥§
| DA Z150: GENERAL DENTISTRY EXTERNSHIP (TAN) | †∥§
| FS 499: BACHELOR'S CAPSTONE IN FIRE AND EMERGENCY MANAGEMENT | †∥§
| FS 100: ACADEMIC STRATEGIES FOR THE FIRE SCIENCE AND EMERGENCY MANAGEMENT STUDENT | †∥§
| FS 100: ACADEMIC STRATEGIES FOR THE FIRE SCIENCE STUDENT | †∥§
| FS 499: BACHELOR'S CAPSTONE IN FIRE AND EMERGENCY MANAGEMENT | †∥§
| FS 499: BACHELOR’S CAPSTONE IN FIRE SCIENCE AND EMERGENCY MANAGEMENT | †∥§
| GD 180: DIGITAL DESIGN I | †∥§
| GD 180: DIGITAL DESIGN I (PHOTOSHOP/ILLUSTRATOR) | †∥§
| HS 292: BILLING AND CODING EXTERNSHIP | †∥§
| HS 292: BILLING/CODING EXTERNSHIP | †∥§
| FS 261: GLOBAL CIVILIZATION (HONORS) | †∥§
| FS 261: GLOBAL CIVILIZATION | †∥§
| IT 284: INTRODUCTION TO MOBILE SYSTEMS | †∥§
| IT 284: INTRODUCTION TO WIRELESS TECHNOLOGIES | †∥§
| IT 285: WIRELESS CASES | †∥§
| IT 285: WIRELESS LAN TECHNOLOGIES | †∥§
| IT 285: WIRELESS TECHNOLOGIES | †∥§
| IT 430: IT PROJECT MANAGEMENT | †∥§
| IT 430: PROJECT MANAGEMENT | †∥§
| IT 453: DECISION SUPPORT SYSTEMS | †∥§
| IT 453: BUSINESS INTELLIGENCE | †∥§
| IT 470: INTERACTIVE SCRIPTING FOR WEB PAGES | †∥§
| IT 470: ADVANCED WEB LANGUAGES FOR WEB DESIGN | †∥§
| MR 290: MEDICAL TRANSCRIPTION PRACTICUM | †∥§
| MR 290: MEDICAL TRANSCRIPTION EXTERNSHIP AND EVALUATION | †∥§
| MT 102: PRINCIPLES OF RETAILING | †∥§
| MT 102: PRINCIPLES OF RETAILING | †∥§
| MT 202: BUILDING CUSTOMER SALES AND LOYALTY | †∥§
| MT 202: BUILDING CUSTOMER SALES AND LOYALTY | †∥§

*Effective August 5, 2009 †Effective September 11, 2009 ‡Effective November 11, 2009 §Effective January 6, 2010 ††Effective February 22, 2010 **Effective April 21, 2010 †††Effective May 26, 2010
MT 303: STORE MANAGEMENT will replace RT 301: STORE MANAGEMENT

MT 400: BUSINESS PROCESS MANAGEMENT will replace SA 400: BUSINESS PROCESS ANALYSIS

MT 401: MERCHANDISING MANAGEMENT will replace RT 401: MERCHANDISING MANAGEMENT

MT 410: RISK ANALYSIS AND STRATEGY will replace SA 410: RISK ANALYSIS AND STRATEGY

MT 411: RISK MANAGEMENT will replace SA 411: RISK MANAGEMENT

MT 441: SUPPLY CHAIN MANAGEMENT will replace RT 441: SUPPLY CHAIN MANAGEMENT

PR 499: BACHELOR'S CAPSTONE IN PROFESSIONAL STUDIES will replace PR 499: CAPSTONE IN PROFESSIONAL STUDIES

SS 124: INTRODUCTION TO PSYCHOLOGY will replace SS 124: PSYCHOLOGY

SS 365: APPLIED ETHICAL LEADERSHIP STRATEGIES (HONORS) will replace SS 365: APPLIED ETHICAL LEADERSHIP STRATEGIES

SS 430: MAKING A LIVING IN THE TWENTY FIRST CENTURY—THE SOCIOLOGY OF WORK (HONORS) will replace SS 430: MAKING A LIVING IN THE TWENTY FIRST CENTURY—THE SOCIOLOGY OF WORK

Course Prerequisite Changes

CJ 102: CRIMINOLOGY
Prerequisite: CJ 101

CJ 216: COMPUTERS, TECHNOLOGY, AND CRIMINAL JUSTICE INFORMATION SYSTEMS
Prerequisite: Any College Composition I course

CJ 240: LEGAL ISSUES IN CORRECTIONS
Prerequisite: CJ 130 or permission of the Dean

CJ 343: COMPARATIVE CRIMINAL JUSTICE SYSTEMS
Prerequisite: CJ 101

CJ 360: GLOBAL CULTURE AND CRIMINAL JUSTICE
Prerequisite: CJ 101

CJ 386: FORENSIC BIOLOGY AND IMPRESSION EVIDENCE
Prerequisite: CJ 101

CJ 444: MANAGING CRIMINAL JUSTICE ORGANIZATIONS
Prerequisite: None

CM 103: COLLEGE COMPOSITION I—EFFECTIVE WRITING I FOR CRIMINAL JUSTICE MAJORS
Prerequisite: None

CM 225: COLLEGE COMPOSITION II FOR BUSINESS MAJORS
Prerequisite: None

CM 410: ORGANIZATIONAL COMMUNICATION
Prerequisite: CM 220

CM 460: STRATEGIC COMMUNICATION
Prerequisite: None

DA B170: RADIOLOGY
Prerequisites: DA K151, DA W151, DA Y151, and DA G151

DA G151: PATIENT INTERACTION
Prerequisite: None

DA O170: OPERATIVE ASSISTING
Prerequisites: DA K151, DA W151, DA Y151, and DA G151

DA P170: DENTAL MATERIALS
Prerequisites: DA K151, DA W151, DA Y151, and DA G151

DA R170: CHAIRSIDE SPECIALTIES
Prerequisites: DA K151, DA W151, DA Y151, and DA G151

DA V190: SPECIALTY DENTISTRY EXTERNSHIP
Prerequisites: DA B170, DA O170, DA P170, and DA R170

DA Y151: DIAGNOSTIC ASSISTING
Prerequisite: None

DA Z190: GENERAL DENTISTRY EXTERNSHIP
Prerequisites: DA B170, DA O170, DA P170, and DA R170

HI 300: INFORMATION TECHNOLOGY AND SYSTEMS FOR HEALTH CARE
Prerequisite: Students enrolled in the Bachelor of Science in Health Information Management or Bachelor of Science in Health Care Administration only, or permission of the Dean

HS 120: ANATOMY AND PHYSIOLOGY
Prerequisite: None

HS 140: PHARMACOLOGY
Prerequisite: MM 150

HS 200: DISEASES OF THE HUMAN BODY
Prerequisite: HS 130 or PU 120

HS 291: PHLEBOTOMY LAB
Prerequisite: HS 111 and first two hepatitis B immunizations

HS 299: PHLEBOTOMY EXTERNSHIP
Prerequisite: Last term or earlier with permission of Program Coordinator, CPR certification, and completion of site requirements

HU 261: GLOBAL CIVILIZATION (HONORS)
Prerequisite: Any College Composition I course; honors students only

IT 284: INTRODUCTION TO MOBILE SYSTEMS
Prerequisite: None

IT 285: WIRELESS LAN TECHNOLOGIES
Prerequisite: IT 273

IT 350: STRUCTURED QUERY LANGUAGE
Prerequisite: IT 163, IT 193, or IT 271

IT 358: ORACLE QUERY DESIGN
Prerequisite: IT 238 or IT 350

IT 390: INTRUSION DETECTION AND INCIDENCE RESPONSE
Prerequisite: IT 286

IT 411: DIGITAL FORENSICS
Prerequisite: IT 286

IT 453: BUSINESS INTELLIGENCE
Prerequisite: IT 238 or IT 350

IT 457: DATA WAREHOUSING AND DATA MINING
Prerequisite: IT 358 or IT 456

MA 260: CLINICAL COMPETENCIES
Prerequisite: HS 210

MM 207: STATISTICS
Prerequisites: IT 133 and MM 150

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MM 305: QUANTITATIVE METHODS*
Prerequisites: IT 133 and MM 150

MR 290: MEDICAL TRANSCRIPTION PRACTICUM‡
Prerequisite: MR 270, final term of study

MT 401: MERCHANDISING MANAGEMENT§
Prerequisites: MT 102 or MT 202, AC 116, and MT 217

MT 441: SUPPLY CHAIN MANAGEMENT§
Prerequisites: MT 102 or MT 202, and MT 435

MT 499: BACHELOR’S CAPSTONE IN MANAGEMENT§
Prerequisite: Last term or permission from the Program Chair

NR 150: MEDICAL SURGICAL NURSING‡
Prerequisites: NR 120 and NR 130

NR 165: ADVANCED MEDICAL SURGICAL NURSING I†
Prerequisite: NR 150

NS 315: NUTRITIONAL BIOCHEMISTRY‡
Prerequisites: SC 155 and NS 220 or NS 270

NS 325: NUTRITION ACROSS THE HUMAN LIFE CYCLE§
Prerequisite: SC 115, NS 220, or NS 270

NS 335: NUTRITION FOR SPECIAL POPULATIONS‡
Prerequisite: SC 115, NS 220, or NS 270

NS 415: FOOD SCIENCE WITH LAB‡
Prerequisite: NS 205

NS 420: NUTRITIONAL COUNSELING‡
Prerequisite: SC 115, NS 220, or NS 270

NS 425: SPORTS NUTRITION‡
Prerequisite: SC 115, NS 220, or NS 270

NS 430: WHOLE FOODS PRODUCTION‡
Prerequisite: SC 115 or NS 205

NS 440: LEGAL AND REGULATORY ENVIRONMENT IN FOOD PRODUCTION§
Prerequisite: SC 115 or NS 205

NU 120: CARE OF SPECIAL POPULATIONS—OBSTETRICS§
Prerequisite: NU 130

NU 220: CARE OF SPECIAL POPULATIONS, FAMILY II—PEDIATRICS§
Prerequisite: NU 120

NU 240: CARE OF SPECIAL POPULATIONS—MENTAL HEALTH NURSING II§
Prerequisite: NU 220

NU 260: MEDICAL-SURGICAL NURSING III§
Prerequisite: NU 240

NU 310: NURSING RESEARCH§
Prerequisite: NU 300 or concurrent enrollment in NU 300 and MM 207

PA 230: INTRODUCTION TO LEGAL TECHNOLOGY§
Prerequisite: PA101 or LS102
Corequisite: Students enrolled in an advanced start paralegal studies program: PA 101

PP 310: FINANCE AND BUDGETING IN THE PUBLIC SECTOR§
Prerequisite: None

SS 365: APPLIED ETHICAL LEADERSHIP STRATEGIES (HONORS)**
Prerequisites: HU 261 and any College Composition I course; honors students only

SS 430: MAKING A LIVING IN THE TWENTY FIRST CENTURY—THE SOCIOLOGY OF WORK (HONORS)**
Prerequisite: CM 220; honors students only

Course Descriptions

Courses offered at the University are identified by a code indicating subject area, followed by a three-digit number indicating the level of the course offering. The following subject codes and numbers are used:

**ALLIED HEALTH**

**BUSINESS**
Accounting
General Business
Human Resources
Management
Security and Assurance
Travel and Hospitality Management

**CHILDHOOD EDUCATION**

**COMMUNICATION AND COMPOSITION**

**CRIMINAL JUSTICE**

**DENTAL ASSISTING**

**EDUCATIONAL PARAPROFESSIONAL**

**ENVIRONMENTAL POLICY AND MANAGEMENT**

**EXPERIENTIAL LEARNING**

**FIRE SCIENCE**

**FOUNDATIONS**

**HEALTH SCIENCES**
Exercise and Fitness
Health and Wellness
Health Care Administration
Health Information Technology
Health Science
Medical Assisting
Medical Office Management
Medical Records
Nutrition Science
Public Health

**HUMANITIES**

**HUMAN SERVICES**

**INFORMATION SYSTEMS AND TECHNOLOGY**
Computer Forensics
Graphic Design

**INTERDISCIPLINARY STUDIES**

**LEGAL STUDIES**

**LIBERAL STUDIES**

**MATHEMATICS**

**NURSING**
Practical Nursing

**PARALEGAL STUDIES**

**PROFESSIONAL STUDIES**

**POLITICAL SCIENCE**

**PSYCHOLOGY**

**PUBLIC ADMINISTRATION AND POLICY**

**SCIENCE**

**SOCIAL SCIENCE**

**COURSE NUMBERING:**
100–199 First-year courses
200–299 Second-year courses
300–399 Third-year courses
400–499 Fourth-year courses

**AC 113: ACCOUNTING FOR NONACCOUNTING MAJORS**

This course emphasizes the use of accounting by managers in a business environment. Topics covered include accounting concepts, internal control, current assets, noncurrent assets, liabilities, and equity. The course is specifically designed for nonaccounting majors, and emphasis is placed on accounting areas affecting business owners and managers.

5 Quarter Credit Hours
Prerequisite: None

*Effective August 5, 2009
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††Effective May 26, 2010
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. This course continues to lead students to accounting mastery using an integrated learning system. This course provides further understanding of what accounting is all about and accounting’s evolving role in business. Students will use an accounting homework assistance program. The program is an online interactive homework solution system that assists students in the accounting learning process.
5 Quarter Credit Hours
Prerequisite: AC 113 or AC 114

AC 301: INTERMEDIATE ACCOUNTING II‡
This course covers the accounting theory and practices associated with inventory valuations; the acquisition, cost allocation, and disposal of property, plants, and equipment; intangible assets; current liabilities, contingencies, and long-term liabilities; and investments.
6 Quarter Credit Hours
Prerequisite: AC 300

AC 302: INTERMEDIATE ACCOUNTING III‡
This course covers the accounting theory and practices associated with corporate accounting issues involving pensions, leases, earnings per share, taxes, contributed capital, and income recognition. The reporting requirements and structure of the statement of cash flows are examined. In-depth studies of accounting changes and error analysis are also included.
6 Quarter Credit Hours
Prerequisites: AC 300 and AC 301

ANA 201: ANATOMY AND PHYSIOLOGY§
This course provides an introductory treatment of the structure and function of the human body. A detailed overview of cellular and tissue structure is given, followed by a brief review of the body systems and functions. The general scientific education is enhanced by using a balance of anatomical and physiological concepts.
Frederick campus only
4.5 Quarter Credit Hours
Prerequisite: None

CE 298: ASSOCIATE’S CAPSTONE IN EARLY CHILDHOOD EDUCATION**
The capstone course with an externship component is designed to provide students with the opportunity to integrate the knowledge and skills acquired throughout the Associate of Applied Science in Early Childhood program of study. Students will use critical thinking skills and synthesize previous coursework in developing an original capstone project. As well, students complete a 120-hour externship experience in an early childhood classroom setting where they not only participate in the operation of the classroom but are responsible for a portion of the curriculum. Students practice as able communicators and listeners with both the children in their care and the cooperating staff.
5 Quarter Credit Hours
Prerequisite: Last term of program

CF 101: COMPUTER FORENSICS I†
This course will introduce students to the fundamentals of computer forensics. Topics discussed will include preservation of evidence and chain of custody, applying computer forensic methodologies to acquire, extract, and analyze data from digital media, and report writing. Students will analyze and complete several sample cases.
Hagerstown campus only
5 Quarter Credit Hours
Prerequisite: IT 190

CF 201: COMPUTER FORENSICS II†
This is a continuation of Computer Forensics I. Advanced forensic techniques will be discussed including an in-depth overview of Microsoft file systems and registry analysis. Additional topics discussed will include metadata, steganography, and other data-hiding techniques. Students will complete several hands-on projects.
Hagerstown campus only
5 Quarter Credit Hours
Prerequisite: CF 101

CF 235: COMPUTER SECURITY AND PENETRATION TESTING‡
This course introduces students to the fundamentals of network and computer security and penetration testing. Students will learn about various attacks and methods used by hackers to gain access to computer systems and how to combat them. Various tools and techniques used for penetration testing will be discussed and utilized.
Hagerstown campus only
5 Quarter Credit Hours
Prerequisite: CF 201

CF 245: MOBILE DEVICE FORENSICS‡
This course will introduce students to various techniques used to acquire, extract, and analyze digital information found on cell phones and PDA devices. Mobile phone technologies and available tools will be discussed.
Hagerstown campus only
5 Quarter Credit Hours
Prerequisite: None

CF 265: NETWORK FORENSICS‡
This course will introduce students to the fundamentals of network forensics. Students will develop an understanding of the fundamentals of topologies, protocols, and applications required to conduct forensic analysis in a network environment. Topics such as conducting network investigations, live analysis, and analyzing log files will be discussed.
Hagerstown campus only
5 Quarter Credit Hours
Prerequisite: CF 201

CJ 213: COMMUNITY POLICING§
This course examines the current trend of community policing in American policing. Topics will include the history of community policing, crime prevention, the use of information technology, and training, as well as the implementation and evaluation of specific community policing initiatives. The course will specifically focus on how community policing can be applied to a variety of crimes and social issues. Additionally, international applications and the future of community policing will be highlighted.
5 Quarter Credit Hours
Prerequisite: None

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, the impact of technology upon criminal justice agencies, and a summary of future needs.
5 Quarter Credit Hours
Prerequisite: Any College Composition I course

CJ 230: CRIMINAL LAW FOR CRIMINAL JUSTICE§
In this course, students learn how to identify the elements of a crime and to categorize crimes by type, including homicide, crimes against the person, and crimes against property or habitation. Students learn about criminal capacity, different defenses, and who may be considered parties to a crime.
5 Quarter Credit Hours
Prerequisite: CJ 101

CJ 343: COMPARATIVE CRIMINAL JUSTICE SYSTEMS‡
This course compares and contrasts justice systems around the world. Topics covered include crime on the world scene, legal traditions, substantive law and procedural law, and an international perspective on policing, the courts, corrections, and juvenile justice. The study of other cultures and countries is an important feature of a comprehensive educational experience. In this course, students discuss the positive and negative attributes of the various justice systems of England, France, Sweden, Japan, and Russia.
6 Quarter Credit Hours
Prerequisite: CJ 101

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CJ 360: GLOBAL CULTURE AND CRIMINAL JUSTICE**
This course includes a study of transnational crime, including violence and economic crime. Concerns exist for criminal justice organizations around the world as they work to stem the flow of drugs, control trade in human beings, diminish smuggling, and halt terrorism. This course will explore how individual cultures and societies affect the processes related to crime investigation, prosecution, and punishment.
6 Quarter Credit Hours
Prerequisite: CJ 101

CJ 361: TRENDS IN INTERNATIONAL POLICING**
The mafia, Russian organized crime, drug cartels, Chinese human traffickers, terrorists, and the electronic sex trade thrive in part due to the disconnected efforts of sovereign countries and their law enforcement institutions to enforce law outside of their national borders. Slowly, the international community has recognized that it must establish international institutions and work collaboratively in order to challenge those who profit from an absence of the rule of law. During this course, we will explore law enforcement efforts to combat international organized crime in the past, present, and future. The course will furnish a concise but comprehensive introduction to the challenges inherent in criminal investigations that span traditional state boundaries. Students will analyze international policing case studies and identify effective operational methods that result in the successful enforcement of the transnational rule of law.
6 Quarter Credit Hours
Prerequisite: CJ 102

CJ 411: DRUGS AND ALCOHOL IN THE CRIMINAL JUSTICE SYSTEM**
This course examines all aspects of drug use and abuse, with the goal of providing students with the information and knowledge to identify and understand drug use and abuse from the perspective of the criminal justice system. Students will learn about the history of drug use and abuse in the United States, the impact of drugs on the human body, various theoretical explanations for drug use and abuse, current treatment and prevention strategies, as well as the business of drugs and the criminal justice system's response in terms of law enforcement and public policy.
6 Quarter Credit Hours
Prerequisite: CJ 101

CJ 481-486: INDEPENDENT STUDY IN CRIMINAL JUSTICE
In this course, students will engage in an independent, directed-studies project focused on a student-submitted topic of inquiry. The student will select a project or topic for inquiry which is of interest and relevant to her/his professional goals.
CJ 481: 1 Quarter Credit Hour
CJ 482: 2 Quarter Credit Hours
CJ 483: 3 Quarter Credit Hours

CJ 484: 4 Quarter Credit Hours
CJ 485: 5 Quarter Credit Hours
CJ 486: 6 Quarter Credit Hours
Prerequisite: A minimum of 30 quarter credit hours of criminal justice coursework completed

CM 103: COLLEGE COMPOSITION I—EFFECTIVE WRITING I FOR CRIMINAL JUSTICE MAJORS†
This course is designed to illustrate how writing is used within the criminal justice field. Using a problem-based model, students will learn how to communicate effectively by applying various writing styles to real-world issues. Additionally, they will identify and further develop their own writing process. Grammar, mechanics, effective paragraph construction, source use, and APA formatting and documentation standards will be reviewed, helping students focus on areas that will improve their writing.
5 Quarter Credit Hours
Prerequisite: None

CM 110: COMMUNICATION PROGRAM AND PROFESSION**
This course introduces students to the communication field and the Kaplan University Bachelor of Science in Communication degree program. The field of study, skill sets, and the process of communication will be discussed. Students will research the communication degree and class offerings along with their professional and personal goals in order to map out their specific degree plan.
5 Quarter Credit Hours
Prerequisite: None

CM 111: COMMUNICATION PROGRAM AND PROFESSION**
This course provides students with the knowledge and skills necessary to communicate in a multicultural society. Students will analyze international communication case studies and identify effective operational methods that result in the successful enforcement of the transnational rule of law.
6 Quarter Credit Hours
Prerequisite: CJ 102

CM 214: PUBLIC SPEAKING*
This course provides 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 analyze the ethical impact of their communication. Students will learn how to use organization and research to support their views. They will write and deliver speeches on diverse topics and also view and critique examples from professional speeches.
5 Quarter Credit Hours
Prerequisite: Any College Composition I course

CM 221: COLLEGE COMPOSITION II FOR FIRE SCIENCE MAJORS§
Using a scenario-based model, this course demonstrates methods for applying research and critical thinking skills to develop effective arguments. Particular emphasis is placed on source analysis and synthesis and the application of APA formatting and documentation standards. Ultimately, students will create professional writings, incorporating postdraft revision strategies and working constructively with colleagues.
5 Quarter Credit Hours
Prerequisite: CM 112

CM 223: COLLEGE COMPOSITION II FOR CRIMINAL JUSTICE MAJORS§
Using a scenario-based model, this course demonstrates methods for applying research and critical thinking skills to develop effective arguments. Particular emphasis is placed on source analysis and synthesis and the application of APA formatting and documentation standards. Ultimately, students will create professional writings, incorporating postdraft revision strategies and working constructively with colleagues.
5 Quarter Credit Hours
Prerequisite: CM 103

CM 305: COMMUNICATING IN A DIVERSE SOCIETY**
This course provides students with the knowledge and skills necessary to communicate in a multicultural society. Students will analyze linguistic, cultural, and social differences and their impact on communication. The course will also address barriers to communication as well as the skills and concepts needed for effective communication outside of one's primary culture.
6 Quarter Credit Hours
Prerequisite: None

CM 313: TOOLS FOR THE DIGITAL AGE**
This course introduces students to the concepts necessary for effectively using new technologies and digital tools. By applying these concepts to the communication context (purpose, audience), students will be able to decide what tools are most appropriate. Students will also practice using a variety of digital tools and new technologies and reflect on how they affect communication.
6 Quarter Credit Hours
Prerequisite: None

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¶Effective February 22, 2010
**Effective April 21, 2010
††Effective May 26, 2010
CM 405: COMMUNICATING PERSUASIVELY**
Students will explore the role of persuasion in various communication contexts. They will analyze the factors that lead to the adoption of an idea, attitude, or action and the role of emotional appeal, credibility, and language in this process. The concepts and theories studied in the course will be applied to crafting persuasive messages appropriate for different contexts.
6 Quarter Credit Hours
Prerequisite: None

CM 460: STRATEGIC COMMUNICATION**
Rhetoric is the art of composing and analyzing effective discourse. Students will study rhetorical principles and apply them to the processes of analyzing and producing discourse in a variety of contexts. Using rhetorical principles, students will evaluate the effectiveness of discourse for particular purposes and audiences. In addition to analyzing discourse, students will apply the principles they are learning to their own discourse and to the process of creating meaning in a variety of contexts.
6 Quarter Credit Hours
Prerequisite: None

CM 499: BACHELOR'S CAPSTONE IN COMMUNICATION**
This capstone course is the culminating experience for the Bachelor of Science in Communication. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.
6 Quarter Credit Hours
Prerequisite: Completion of the final term of the Bachelor of Science in Communication or permission from the program Dean

CS 122: ACADEMIC STRATEGIES FOR THE PRACTICAL NURSING PROFESSIONAL‡
In this course, students are taught the purpose and processes of university education. Emphasis is placed on study, communication, and thinking skills to support academic achievement. Students have the opportunity to demonstrate their interpersonal communication and team building skills.
Onsite only
3 Quarter Credit Hours
Prerequisite: None

CS 124: ACADEMIC STRATEGIES FOR HUMAN SERVICE PROFESSIONALS‡
Designed to facilitate personal and professional success, this course introduces students to the purposes and processes of university education. An emphasis is placed on study, communication, and thinking skills that support academic achievement. Students also examine the relationship between learning and motivation.
5 Quarter Credit Hours
Prerequisite: None

CS 290: STRATEGIC CAREER PLANNING§
This course introduces the student to the lifelong process of career development. Emphasis is placed on career concepts and applications, focusing on self-assessment, occupational explorations, and decision making. Students will identify social conditions affecting career development, focusing on social, economic, family, and organizational structures, and will implement a strategic career plan.
5 Quarter Credit Hours
Prerequisite: Any College Composition I course; taken in the last term or second to last term of study

DA 01: PROFESSIONAL DEVELOPMENT§
This course is designed to provide an overview of the dental profession, introduce the other members of the dental health care team, and explain the legal and ethical standards expected of a dental professional. Emphasis is placed on education and skills performed by different disciplines of the dental team, while noting the historical contributions of dental founders. Upon successful completion of this course, students should understand basic terminology. Students should also be able to list individuals who had a great impact on the profession of dentistry; explain the terms DDS, DMD, and the eight specialties of dentistry; and define G.V. Black's six classifications of a cavity.
Frederick campus only
2.5 Quarter Credit Hours
Prerequisites: DA 01, DA 02, and DA 03

DA 02: DENTAL SCIENCE§
This course gives students an overview of basic human anatomy and physiology. Emphasis is placed on the structures of the oral cavity and how teeth begin developing from before birth. Upon successful completion of this course, students should be able to use their knowledge with dentition and charting on a daily basis in their career as a dental assistant. Students should be able to identify regions of the head, bones of the skull, and muscles of the head and neck; describe the development of the face and oral cavity; explain the life cycle and tissues of a tooth; know the different types of teeth; name the universal code for each tooth; and provide the correct location.
Frederick campus only
3.5 Quarter Credit Hours
Prerequisites: DA 01

DA 03: DENTAL BIOMEDICAL§
This course is a study of anatomical systems with emphasis on oral pathology and developmental abnormalities. Emphasis will be placed on the study of microorganisms in virus form and bacteria and their relationship to the anomalies of teeth. Upon successful completion of this course, students should be able to recognize pathological conditions in the mouth, explain the process of tooth decay and identify the stages, describe the diseases of the oral soft tissues and conditions of the tongue, and describe symptoms and causes of temporomandibular disorders.
Frederick campus only
2 Quarter Credit Hours
Prerequisites: DA 01 and DA 02

DA 04: DENTAL CHAIRSIDE ASSISTING I‡
This course is an introduction to chairside assisting procedures, instrumentation, infection control, equipment safety, pharmacology, and maintenance. This will include proper positioning of the team, maintaining visibility of the operative field, identifying and transferring instruments, treatment planning, charting the oral cavity, preparing and maintaining rotary instruments, placing dental dams, and preparing matrices for dental procedures. Upon successful completion of this course, students should be able to provide assistance to the doctor during the preoperative phases of dental treatment.
Frederick campus only
3.5 Quarter Credit Hours
Prerequisites: DA 01, DA 02, and DA 03

DA 05: PREVENTIVE DENTISTRY‡
In this course, students study the prevention of dental diseases. Emphasis will be placed on community dental health research and projects, fluoridation, nutrition and nutritional counseling, visual aids, and oral hygiene instruction for dental patients. Students demonstrate the clinical skills of coronal polishing, fluoride, and pit and fissure sealants application. Upon successful completion of this course, students should be able to assist patients in understanding the importance of proper oral self-care.
Frederick campus only
3.5 Quarter Credit Hours
Prerequisites: DA 01, DA 02, and DA 03

DA 06: OFFICE EMERGENCIES AND PROCEDURES‡
This course provides training in the assessment of dental emergencies and their treatment. Students identify the medically compromised patient and...
assist in emergency situations. Upon successful completion of this course, students should be able to identify several dental emergencies that a patient may have such as an abscessed tooth, alveolitis, an avulsed tooth, a broken prosthesis, soft tissue injury, a broken tooth, and a loose crown and their treatment.  
Frederick campus only  
1 Quarter Credit Hour  
Prerequisites: DA 01, DA 02, and DA 03

DA 07: DENTAL CHAIRSIDE ASSISTING II†  
This course is designed for students to learn instrument setup and procedures for each specialty. Topics include recording diagnosis and treatment planning in the specialty area of periodontics, endodontics, general dentistry, oral pathology, orthodontics, pediatrics, prosthodontics, and oral and maxillofacial surgery. Upon successful completion of this course, students should be able to assist in operative dentistry procedures. Students explore the various specialties of dentistry, specifically as they relate to procedures performed in a general dental practice, and become proficient in oral evacuation, instrument transfer zones, four-handed dentistry, and seating and dismissing a patient.  
Frederick campus only  
2.5 Quarter Credit Hours  
Prerequisites: DA 01, DA 02, and DA 03

DA 08: DENTAL CHAIRSIDE ASSISTING APPLICATIONS‡  
This course provides training in the basic concept of chairside assisting. Emphasis will be on preparing the patient for treatment, handling instruments, and managing the dental milieu. Upon successful completion of this course, students should be able to apply all the skills of chairside assisting while incorporating all areas of the eight specialties.  
Frederick campus only  
3.5 Quarter Credit Hours  
Prerequisites: DA 01, DA 02, and DA 03

DA 09: DENTAL MATERIALS§  
This course is designed to present students with dental materials that will guide and improve the skills of the dental assistant when working in the general and specialized areas of dentistry. Emphasis will be placed on the role of the dental assistant in the preparation and application of dental materials. Upon successful completion of this course, students should have knowledge and skills in the use of restorative materials, lab materials, dental cements, resins, and any materials that may be used in any of the dental specialties.  
Frederick campus only  
3.5 Quarter Credit Hours  
Prerequisites: DA 01, DA 02, and DA 03

DA 10: DENTAL LAB MATERIALS AND TECHNIQUES  
This course is designed to familiarize students with dental laboratory safety while preparing dental models and dental impressions for use. Emphasis will be placed on fabricating and polishing custom impression trays, bleaching trays, mouth guards, temporary crowns, and bridges, and operating and maintaining sterilization equipment, dental lathes, model trimmers, and other necessary lab equipment. Upon successful completion of this course, students should possess the knowledge and skills to manipulate and pour elastomeric and rigid impression materials.  
Frederick campus only  
1.5 Quarter Credit Hours  
Prerequisites: DA 01, DA 02, and DA 03

DA 11: DENTAL OFFICE INVENTORY†  
This course provides training in dental office inventory management and control. Emphasis will be placed on inventory control of laboratory equipment, all dental instruments, chairside assisting materials, and front office supplies. Upon successful completion of this course, students should possess the knowledge to organize and manage an effective inventory system in all aspects of the dental office, business office, operatories, and the lab.  
Frederick campus only  
1 Quarter Credit Hour  
Prerequisites: DA 01, DA 02, and DA 03

DA 12: CPR‡  
This course provides training in the use of methods and equipment in CPR and other emergencies for patients and dental office personnel. Students identify the medically compromised patient and assist in emergency situations while demonstrating the ABCs of CPR and the skills associated with it. Upon successful completion of this course, students should be able to sit for the CPR examination administered by the American Heart Association.  
Frederick campus only  
0.5 Quarter Credit Hour  
Prerequisites: DA 01, DA 02, and DA 03

DA 13: DENTAL RADIOLOGY I  
This course is designed to give students an understanding of the physics and biological effects of ionizing radiation and how to utilize this understanding during every radiographic exposure. Emphasis will be placed on ALARA principles, utilizing protective equipment to maintain a patient's safety, and labeling and storing radiograph materials to prevent loss and exposure. Upon successful completion of this course, students should be able to describe the nature and behavior of radiation, radiology equipment operation, radiation production, safety, and the basics of mounting, darkroom procedures, and factors in radiographic quality.  
Frederick campus only  
3 Quarter Credit Hours  
Prerequisites: DA 01, DA 02, and DA 03

DA 14: DENTAL RADIOLOGY II  
This course is designed for hands-on training in exposing film and taking full-mouth radiographs for proper diagnosis by the dentist. Students will receive instruction in film processing and developing, film placement, bitewing radiograph techniques, intraoral techniques, mounting radiographs, and manual film processing. Upon successful completion of this course, students should be able to incorporate the knowledge gained in Dental Radiology I to correctly expose diagnostically acceptable radiographs on patients.  
Frederick campus only  
3 Quarter Credit Hours  
Prerequisites: DA 01, DA 02, and DA 03

DA 15: DENTAL RADIOLOGY CERTIFICATION§  
This course is designed to prepare students to sit for the national and state board radiologic certification examinations. Emphasis will be placed on concepts of radiologic imaging, radiographic techniques, radiation health, and assessment and interpretation in a case-based question format. Upon successful completion of this course, students should be proficient in all aspects of radiology in order to sit for the radiology exam mandated by their state.  
Frederick campus only  
0.5 Quarter Credit Hour  
Prerequisites: DA 01, DA 02, and DA 03

DA 16: OFFICE MANAGEMENT AND COMMUNICATION§  
This course is designed to introduce students to the structures of the oral cavity including location of teeth, their surfaces, tooth landmarks, dentition, classifications of occlusion, and tooth numbering systems. Students also study the assistant's role when diagnosing and charting, and the importance of treatment planning. Emphasis will be placed on communication skills when dealing with colleagues and patients, managing the financial aspects of a practice, and marketing your personal skills for lifelong learning. Topics include filing, scheduling appointments, charting procedures, and coding, along with insurance-processing protocols. Upon successful completion of this course, students should be able to discuss the role of the office manager, identify filing systems, schedule appointments, identify practice records, and be familiar with insurance company requirements. Students should also be able to properly greet patients, produce professional quality letters, and maintain a positive office atmosphere.  
Frederick campus only  
2.5 Quarter Credit Hours  
Prerequisite: None

DA 17: RECORD MANAGEMENT AND ETHICS§  
This course is designed to introduce students to the legal boundaries that govern the practice of dentistry, risk management, and the importance of accuracy and management of patient records. Topics include civil and criminal law, standards of care, dental records, and medical ethics. Upon successful completion of this course, students should be able to explain the difference between ethical and legal consideration, discuss ethical decision making, explain the American Dental Assistants Association's Principles of Ethics, identify dental certification requirements, and discuss the role of the dental assistant in preventing malpractice lawsuits.
DA 18: INTRODUCTION TO BASIC COMPUTER SKILLS
This course is an introduction to beginning keyboarding, records management, business math, word processing, and spreadsheets. Emphasis will be placed on proficiency in keyboarding, guidelines to efficient records management, computer use in the dental practice, and proficiency in the use of the Microsoft Office suite including Word, Excel, Outlook, and PowerPoint. Upon successful completion of this course, students should be proficient in the operation of basic computer systems similar to those found in the dental office.

Frederick campus only
2.5 Quarter Credit Hours
Prerequisite: None

DA 19: EXTERNSHIP
This course is designed to place students in a general dental office and/or specialty practice where they actively participate in the rendering of patient treatment, as directed by a supervisor. Emphasis is on all aspects of clinical chairside assisting and the performance of expanded functions. This includes operative, preventive, laboratory, and specialty procedures performed by the dental assistant. Upon successful completion of this course, students should have performed all duties designated to a chairside assistant in a general dentistry/family practice as well as specialty practices, if desired.

Frederick campus only
10 Quarter Credit Hours
Prerequisites: All courses in the program, 2.0 CGPA, scheduled during final module, and hepatitis B vaccination and CPR documentation required

DA B170: RADIOLOGY
The Radiology module focuses on one of the dental assistant's key areas of competence. This module focuses on the tasks associated with x-ray equipment, the nature of x-rays, film placement, angulation of x-rays, mounting, and developing techniques. This module is also designed to develop professional skills and proactive career management.

Omaha campus only
2.5 Quarter Credit Hours
Prerequisite: None

DA K151: FOUNDATIONAL SKILLS FOR DENTAL ASSISTING
The Foundational Skills for Dental Assisting module is one of the four prerequisite modules for entering dental assistant students. This module includes an overview of academic strategies; general concepts of nutrition, law, and ethics; math fundamentals; an introduction to pharmacology, infection control, and vital signs; and complementary and alternative medicine. Also included is a focus on dental anatomy and basic setup and instrumentation. This module is also designed to develop professional skills and proactive career management.

Omaha campus only
6.5 Quarter Credit Hours
Prerequisite: None

DA K170: OPERATIVE ASSISTING
The Operative Assisting module includes an overview of general dentistry and chairside assisting. This module focuses on the tasks associated with working with the dentist, equipment, instruments, tray setups, patient seating, four-handed dentistry, charting, anesthetic, amalgams, resins, and various other chairside procedures. This module also focuses on passing instruments correctly and the operation and maintenance of dental equipment, in addition to fundamental skills such as oral evacuation, placing rubber dams, syringe assembling, handling, and passing, and assembling the matrix band.

Omaha campus only
5 Quarter Credit Hours
Prerequisites: DA K151, DA W151, DA Y151, and DA G151

DA P170: DENTAL MATERIALS
The Dental Materials module includes an overview of the properties and proper uses of dental materials. The lab portion of this module focuses on mixing materials, taking impressions, pouring and trimming study models, and fabricating custom trays and temporary crowns. This module is also designed to develop professional skills and proactive career management.

Omaha campus only
5.5 Quarter Credit Hours
Prerequisites: DA K151, DA W151, DA Y151, and DA G151

DA R170: CHAIRSIDE SPECIALTIES
The Chairside Specialties module focuses on the specialty practices, such as periodontal surgery, root canal treatment, extractions, orthodontics, crown preparations, assisting with a child patient, assisting with crown and bridge procedures, and the process of fabricating a denture or partial. Students are taught critical regulation issues in law and ethics. This module is also designed to develop professional skills and proactive career management.

Omaha campus only
6 Quarter Credit Hours
Prerequisites: DA K151, DA W151, DA Y151, and DA G151
DA Z190: GENERAL DENTISTRY EXTERNSHIP

The General Dentistry Externship module is designed to provide practical on-the-job experiences that augment the student's in-class experiences. Students are required to complete the 220-hour externship program at a work site connected with their field of study, which normally includes health care facilities such as private or group practices, clinics, and industrial clinics. The remaining 20 hours of the General Dentistry Externship module will be devoted to preparing students to sit for the dental assisting certification examination.

Omaha campus only
9 Quarter Credit Hours
Prerequisites: DA B170, DA O170, DA P170, and DA R170

EL 203: PORTFOLIO DEVELOPMENT

Students will develop a portfolio that describes and organizes the learning they have acquired on the job, through volunteer work, travel, etc. Students will also examine what they already know, what they have college credit for, what their future goals are, and how all of these pieces fit together. Faculty will guide students through the process and provide feedback and assistance on each component of the portfolio. Students will collect all of their previously credited learning (college transcripts, standardized exams, pre-evaluated learning, etc.) and will articulate and organize learning not already credited.

5 Quarter Credit Hours
Prerequisite: Previous success in one or more college course(s)

ENG 203: PRESENTATION SKILLS FOR THE PROFESSIONAL

This course helps students develop professionalism. Topics include resume preparation and interviewing techniques, proper business attire and etiquette, and professional conduct.

Frederick campus only
4.5 Quarter Credit Hours
Prerequisite: Recommended to be taken in quarter prior to externship

FS 100: ACADEMIC STRATEGIES FOR THE FIRE SCIENCE AND EMERGENCY MANAGEMENT STUDENT

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

FS 303: FIRE PROTECTION STRUCTURES AND SYSTEMS

This course explains the in-depth principles of fire protection system design. Students will explore fire systems and their components, such as sprinkler, water spray, water mist, standpipe, and ultra-high-speed water spray systems, as well as other methods of fire extinguishment such as foam systems, dry chemical agents, and clean agent systems. Also, this course will provide a comprehensive review of special hazard detection and fire alarm systems.

6 Quarter Credit Hours
Prerequisite: FS 101

FS 402: POLITICAL, ETHICAL, AND LEGAL FOUNDATIONS OF EMS

This course explains various aspects of the government's role in public safety, as well as the American legal system, fire and emergency medical services (EMS) operations, employment and personnel issues, and emergency officials' roles. The course also discusses legislative and political influence in fire and EMS.

6 Quarter Credit Hours
Prerequisite: FS 101

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

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

6 Quarter Credit Hours
Prerequisite: Last term or permission of the Dean

GD 180: DIGITAL DESIGN I

In this course, students are introduced to the fundamentals of computer-aided drawing and photo rendering for print and media production by utilizing industry-standard applications like Adobe Photoshop and Illustrator. Students will work with various design and production methods to become familiar with processes that utilize cross-media usage and implementation in both vector and bitmap formats. Lectures, assignments, and projects will focus on tools, methodologies, and industry-standard processes.

Hagerstown campus only
5 Quarter Credit Hours
Prerequisites: GD 100 and GD 120

GD 190: METHODOLOGIES OF PUBLISHING

In this course, students will learn about standard types of 3-D packages and the key elements of a package composition. In addition, branding and branding theories in the design world will be covered. The student will learn how product, audience, and placement all influence a package design as well as how the role of branding affects design. Client briefs will be covered and utilized. Template design construction will also be discussed in order to make the translation from a 2-D surface to a 3-D design. Emphasis will be placed on print preflighting and proper pressroom procedures.

Hagerstown campus only
5 Quarter Credit Hours
Prerequisites: GD 100 and GD 120

GD 200: DIGITAL DESIGN II

In this course, students will continue to utilize processes and procedures introduced in Digital Design I by using industry-standard applications like Adobe Photoshop and Illustrator. This course will focus on more advanced methods and practices in the usage of design methods and tools in the creation of projects that can be utilized in real-world environments. Lectures, assignments, and projects will focus on these advanced processes and implementation methods.

Hagerstown campus only
5 Quarter Credit Hours
Prerequisite: GD 180

GD 210: PRINT AND PRODUCTION DESIGN

In this course, students will learn the foundation, standards, and procedures for proper pressroom printing. Layouts, papers, and inks are reviewed as well as design equipment and the production process. Business components and technical proficiency will be stressed throughout the course. Preflighting and packaging will also be enforced. Students will create a project from concept to layout to print-ready mechanicals, including
choosing Pantone colors and paper selection. Students will also learn how to get quotes from print companies as well as how to work with the printer on projects.

Hagerstown campus only
5 Quarter Credit Hours
Prerequisite: GD 200

GD 220: DIGITAL PHOTOGRAPHY

This course is designed to develop students’ skills in pixel-based photographic design and printing design methodologies. Students will learn how to create, edit, post, and share images electronically using proper techniques. They will also become proficient with the technical aspects of photography using a digital camera and working with those images, including the digital editing, saving, sizing, posting, and printing of those images. Photographic tools and supplies will be discussed such as filters, lenses, and lighting. Students will learn about this art form through the study of historic and contemporary trends and apply that appreciation to their own work. Students will also learn how to parlay their photographs into the realm of graphic design.

Hagerstown campus only
5 Quarter Credit Hours
Prerequisite: GD 180

GD 230: MULTIPAGE DESIGN

In this course, students will create multiple page layouts utilizing design tools and processes in industry-standard applications like Adobe InDesign. Projects focus on incorporating the features of text flow, nested styles, story and style editors, drawing tools, document presets, and master pages.

Hagerstown campus only
5 Quarter Credit Hours
Prerequisite: GD 190

GD 240: DIGITAL PRESENTATION

In this course, students will utilize industry-standard applications like Adobe Flash and Director to create digital presentations to be viewed on- and offline. Focus will be on the creation of presentations using tools and real-world methods that conform to industry standards and expectations. Students will learn, review, and implement processes using lecture, exercise, and project assignments.

Hagerstown campus only
5 Quarter Credit Hours
Prerequisites: GD 180 and IT 214

GD 260: MULTIMEDIA AND PRODUCTION

In this course, students will learn, review, and utilize industry-standard applications like Adobe Premiere and After Effects to create moving image presentations utilizing video and sound recording, editing, and manipulation processes. Focus will be on setting up a location for recording, recording footage and sound from that location, and bringing the footage into programs to edit, enhance, and manipulate. Students will work on individual and group projects to focus on the processes and industry methods applied to create on- and offline videos and movies.

Hagerstown campus only
5 Quarter Credit Hours
Prerequisite: IT 214

HA 255: HUMAN RESOURCES FOR HEALTH CARE ORGANIZATIONS

This course explores human resource practices in health care settings. It addresses a wide range of topics including staffing, worker safety and security, general employment practices, performance management, organizational development, and employee relations. Upon completion of the course, students will be able to implement/integrate evidence-based human resource strategies into the day-to-day management of their departments.

5 Quarter Credit Hours
Prerequisite: HS 230

HA 405: LEADERSHIP AND ETHICS IN HEALTH CARE

This course provides students with the opportunity to examine and critically reflect on the nature and implications of leadership ethics in health care. Students examine key characteristics of ethical leadership, and the theoretical underpinnings of sound moral decision making and action of health care leaders. Processes for identifying and cultivating health care leaders, cultural competence, continued learning, and bioethics in health care are also explored.

6 Quarter Credit Hours
Prerequisite: HS 230

HA 415: HEALTH CARE POLICY AND ECONOMICS

This course provides students with information surrounding health care policy and economics. The focus is on defining public and private health care and the policy issues that surround them. Students also identify the roles of local, state, and national policymakers and describe the role and responsibility of the individual citizen with regard to health care policy and economics.

6 Quarter Credit Hours
Prerequisite: HS 440

HA 425: OPERATIONAL ANALYSIS AND QUALITY IMPROVEMENT

This course addresses health care strategies and the laws that affect operational decisions. Strategic and tactical planning issues, with particular attention to marketing and strategic planning, opportunity assessment, and external analysis, are covered. Students also analyze and evaluate Total Quality Management (TQM) principles and Continuous Quality Improvement (CQI) processes in organizations. Students compare total quality tools and performance measures, and examine leadership and teamwork in the business environment.

6 Quarter Credit Hours
Prerequisite: HS 230

HA 499: BACHELOR’S CAPSTONE IN HEALTH CARE ADMINISTRATION

This capstone course is the culminating experience for the Bachelor of Science in Health Care Administration. This course builds on the concepts of all 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 care administration.

6 Quarter Credit Hours
Prerequisite: Last term or permission of the Chair/Dean

HIT 102: BASIC PRINCIPLES OF ICD-9-CM CODING

This course focuses on medical coding, including an in-depth study of nomenclature and classification systems used in the collection of data. Coding guidelines for inpatient and outpatient settings as well as basic coding principles are learned and applied to coding practice.

Frederick campus only
4.5 Quarter Credit Hours
Prerequisite: MED 105

HN 205: APPLIED SKILLS FOR HUMAN SERVICES

Students will gain an understanding of the basic interviewing skills and documentation techniques required of a human service worker. Students will learn how to respond to a variety of situations involving clients with different needs and backgrounds; ask probing questions to elicit the required information; and document the client’s needs correctly, considering confidentiality, legal, and ethical implications. The course also addresses a number of other issues critical in human services such as problem solving, avoiding self-disclosure, and cultural sensitivity in verbal and nonverbal communications.

5 Quarter Credit Hours
Prerequisite: None

HN 377: STUDIES IN CHILD AND ADOLESCENT DEVELOPMENT

This course explores the various aspects of child and adolescent development, including the psychological, social, emotional, cognitive, and biological changes specific to these age groups. Students will identify milestones of development, typical and atypical behavior, and the interrelationship between the person, family, and community. Using real-world scenarios, students will design ethical interventions based on the theoretical understanding of this population.

6 Quarter Credit Hours
Prerequisite: HN 144

HS 102: INTRODUCTION TO HUMAN DISEASES

This course is designed to introduce students to common diseases of each body system and
relate signs, symptoms, common treatments, and prognoses of these diseases. The student demonstrates, throughout the course, proper use of medical terminology. Manifestations of various diseases, including AIDS, and diagnostic procedures are discussed. The basic application and principles of preventative medicine are presented.

**HU 261: GLOBAL CIVILIZATION**

Using cultural metaphor (e.g., the Japanese garden or French wine) as a tool, this course will define the central cultural characteristics of several regions—so-called “super-powers” and marginalized areas—to reveal the perceived internal and external identity of each culture or set of cultures. The course will also reveal how cultural identity has helped shape the power structure of the contemporary world. In the process, students will learn about political, economic, social, religious, and scientific factors that inform culture.

IT 238: DATA MODELING FOR HEALTH INFORMATICS

This course covers data modeling for health care systems. Students will be introduced to the following topics: entity-relationship modeling, normal forms, database creation, and data manipulation using SQL. Students will complete hands-on assignments and case studies related to the health care industry.

**HU 265: CIVIC RESPONSIBILITY (HONORS)**

Civic responsibility and public service go hand in hand. Civic responsibility implies a duty to society, and requires action in the form of public service. Business, philanthropists, government agencies, institutions, and individuals can participate in acts of public service as part of their civic responsibility. This course approaches the topics of civic responsibility and public service from historical and applied perspectives. Students will learn of the contributions of individuals and organizations in a variety of areas including medicine/public health, child advocacy, government, poverty, mental health, the natural environment, and the service sector.

**HU 300: ART AND HUMANITIES—TWENTIETH CENTURY AND BEYOND**

In this course we will explore the impact of creative expression on cultures from the beginning of the twentieth century to the present. By studying examples from the arts and humanities, students investigate how humans have the potential to shape history. Students develop skills to evaluate and analyze forms of creative expression, and discover how to apply these skills to their career goals, community, and daily experience.

**IT 284: INTRODUCTION TO MOBILE SYSTEMS**

This is an introductory course in mobile computing. Communication standards for handheld devices will be discussed. Students examine and compare wireless technologies, such as GSM, Bluetooth, WLAN, and WiMAX, and their applications.

**HU 410: PHARMACOLOGY**

This course is a systematic study of basic pharmacology principles with emphasis on the skills and information needed to succeed in a working environment. Topics covered include drug classes, dosage calculations and measurement conversions, drug administration routes, and proper medication documentation procedures.

**HS 291: PHLEBOTOMY LAB**

This course requires students to describe and demonstrate proper care of laboratory equipment. Infection control and laboratory safety, including proper specimen handling and transport, are developed throughout the class. Point-of-care testing is introduced and performed through in-class laboratory exercises. Students will successfully perform capillary punctures and venipunctures and have knowledge of arterial puncture techniques. Knowledge of professionalism in the workplace is discussed, and students are expected to demonstrate this throughout the class.

**HS 292: BILLING AND CODING EXTERNSHIP**

The externship provides practical on-the-job training in medical billing, coding, insurance submission, and patient referrals at various physician offices or long-term care facilities. Students work under the direct supervision of experienced billers and coders to apply classroom knowledge to actual work situations.

**HS 299: PHLEBOTOMY EXTERNSHIP**

This externship provides practical on-the-job training with emphasis on phlebotomy under appropriate supervision. Students procure blood specimens for clinical analysis.

**HU 261: GLOBAL CIVILIZATION**

Using cultural metaphor (e.g., the Japanese garden or French wine) as a tool, this course will define the central cultural characteristics of several regions—so-called “super-powers” and marginalized areas—to reveal the perceived internal and external identity of each culture or set of cultures. The course will also reveal how cultural identity has helped shape the power structure of the contemporary world. In the process, students will learn about political, economic, social, religious, and scientific factors that inform culture.

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**IT 238: DATA MODELING FOR HEALTH INFORMATICS**

This course covers data modeling for health care systems. Students will be introduced to the following topics: entity-relationship modeling, normal forms, database creation, and data manipulation using SQL. Students will complete hands-on assignments and case studies related to the health care industry.

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IT 337: INTERNET BUSINESS FUNDAMENTALS
This is an introductory course in Internet business fundamentals. Students examine various Internet technologies including Web browsers, databases, and search engines. Students learn to design Web campaigns using various marketing strategies. Other topics include: analytics, email campaigns, multimedia, security, and project management.
6 Quarter Credit Hours
Prerequisite: MT 219

IT 401: PROJECT MANAGEMENT II
This course is the second of two project management courses and explores more advanced topics. Students will gain knowledge of the project management skills and processes needed to execute, control, and close a project. Topics include planning project resources, developing the project team, conducting procurements, measuring project performance, controlling work results, and applying professional responsibility.
6 Quarter Credit Hours
Prerequisite: IT 301

IT 405: ADVANCED WIRELESS APPLICATION DEVELOPMENT**
This is the second course in designing mobile applications for handheld devices. Students continue to work with the Android development environment. Students explore the Android application design principles. Students apply common Android APIs for networking, location-based services, multimedia, telephony, and 3D graphics with OpenGL ES in the applications. Advanced mobile operating system theory, working with notifications and services, and deploying mobile applications will also be discussed.
6 Quarter Credit Hours
Prerequisite: IT 305

IT 406: MOBILE DATABASE SYSTEMS**
This course covers smartphone application development using mobile databases. Students create mobile applications using the Microsoft .NET Compact Framework with C#. Topics include: user interface design, customizing components, dynamic data access and storage, and enhancing data and communication security.
6 Quarter Credit Hours
Prerequisite: IT 405

IT 407: MOBILE APPLICATION DEVELOPMENT FOR APPLE HANDHELD DEVICES**
This course introduces students to mobile application development for Apple handheld devices. Students learn how to develop mobile applications for the BlackBerry using Java. Topics include pushing application data to devices using mobile data systems, Web signals, and Push APIs.
6 Quarter Credit Hours
Prerequisite: IT 405

IT 408: MOBILE APPLICATIONS FOR BLACKBERRY DEVICES**
This course introduces students to mobile application development for BlackBerry devices. Students learn how to develop mobile applications for the BlackBerry using Java. Topics include pushing application data to devices using mobile data systems, Web signals, and Push APIs.
6 Quarter Credit Hours
Prerequisite: IT 405

IT 428: APPLICATION DEVELOPMENT FOR HEALTH CARE**
This course introduces the fundamentals of health care programming. Basic concepts and syntax used to write applications, including functions, decisions, data messaging and integration, and statistical programming, are introduced. Students design and develop simple application components using health care IT standards.
6 Quarter Credit Hours
Prerequisite: IT 453

IT 437: INTERNET MARKETING
This course explores various Internet marketing strategies and the role marketing plays in building a successful website. Students learn how to use the Web to earn revenue and build recognition. Different marketing strategies are introduced to drive Internet traffic to a site as well as to keep audiences coming back.
6 Quarter Credit Hours
Prerequisite: IT 337

IT 453: BUSINESS INTELLIGENCE
This course teaches foundational information systems concepts that support decision making. The course begins with an overview of Business Intelligence (BI) and includes data preparation, analysis, modeling, visualization, and deployment. Topics discussed in the course include knowledge bases, collaborative decision-making systems, and online tools such as expert systems. The theoretical concepts underpinning the ideas of BI are applied to practical scenarios.
6 Quarter Credit Hours
Prerequisite: IT 337 or IT 350

IT 470: INTERACTIVE SCRIPTING FOR WEB PAGES
The course focuses on using the JavaScript language for client-side scripting to create interactivity on Web pages. Students will gain the skills to design client-side, platform-independent solutions. They will learn how to communicate with users, utilize various JavaScripts, control program flow, validate forms, animate images, and create cookies.
6 Quarter Credit Hours
Prerequisites: (IT 193 or IT 271) and (IT 214 or IT 245)

IT 489: INFORMATION TECHNOLOGY EXternship
This course gives students practical job experience in the information technology field. Students will arrange an externship working in an IT position with a cooperating employer. The externship provides students an opportunity to learn about the IT career field through practical, real-world experiences and mentoring from an IT professional. This experience will enrich their technology skills and provide a better understanding of the level of expertise needed to be successful in their career. Externships must be preapproved by the Dean prior to the start of the term. Students who fail this course on the first attempt may not reenroll in this course without approval of the Dean.
6 Quarter Credit Hours
Prerequisite: Last term or permission of the Dean

IT 490: MULTIMEDIA SCRIPTING
Students will learn to use the ActionScript programming language to create powerful, compelling, and highly interactive digital content for the Web. The course focuses on teaching students how to use and write functions, understanding classes, the use of text and arrays, advanced graphics and animation tools, working with multimedia, and adding advanced interactivity. Students will work step-by-step through various scripts to create animation control for real-world interactive website applications.
6 Quarter Credit Hours
Prerequisite: IT 373

MED 103: CLINICAL ARTS
This course introduces students to noninvasive office procedures. Coursework includes general pharmacology, vital signs, examination preparation, identification, proper care of instruments and equipment, asepsis, sterilization, and medical/office emergencies.
Frederick campus only
4.5 Quarter Credit Hours
Prerequisite: None

MED 104: MEDICAL OFFICE MANAGEMENT
This course offers specialized instruction in managing a professional office including techniques unique to the medical office. Topics include files and color-coding, telephone techniques, charts, insurance forms, medical appointments, and billing. It provides guidelines for administrative and managerial work that deals with medical records, insurance claims, and employee policies. The course also focuses on developing organizational charts and job descriptions and interviewing techniques. A strong emphasis is placed on computer applications in regard to patient information, billing, and office reports.
Frederick campus only
4.5 Quarter Credit Hours
Prerequisite: None

*Effective August 5, 2009  †Effective September 11, 2009  ‡Effective November 11, 2009  §Effective January 6, 2010  ¶Effective February 22, 2010  **Effective April 21, 2010  ††Effective May 26, 2010
MED 105: MEDICAL TERMINOLOGY I‡
This course enables students to communicate and understand the language of medicine through a study of root words, prefixes, and suffixes. By reducing medical words into their components, the definitions are determined and students can use this terminology to properly transcribe medical material and communicate with other health care providers.
Frederick campus only
4.5 Quarter Credit Hours
Prerequisite: None

MED 203: CLINICAL ARTS II‡
This course will introduce students to the knowledge, skills, and techniques necessary to perform and evaluate simple blood and urine tests in the laboratory and teach proper techniques for injections.
Frederick campus only
4.5 Quarter Credit Hours
Prerequisite: Hepatitis B vaccination documentation is required

MED 204: CLINICAL ARTS III‡
This course will cover three separate content areas of study. Students should gain the knowledge, skills, and techniques necessary to perform electrocardiograms and troubleshoot equipment. Students also receive instruction regarding laws and ethics pertaining to the medical office setting. Students receive instruction in basic psychophysics, which enhances the ability to interact with all contacts in a medical office setting.
Frederick campus only
4.5 Quarter Credit Hours
Prerequisite: None

MED 205: MEDICAL TERMINOLOGY II‡
In this course, building upon the root words, prefixes, and suffixes learned in MED 105, students advance in the communication of medical language necessary to function efficiently with physicians and other professionals in the health care field.
Frederick campus only
4.5 Quarter Credit Hours
Prerequisite: MED 105

MED 209: CLINICAL ARTS IV‡
This course will cover three separate content areas of study. Students gain knowledge, skills, and techniques necessary to perform basic venipuncture, urinary catheterization, and IV (intravenous) setup. Students learn the principles of asepsis, infection-control techniques, OSHA standards, bloodborne pathogen protocol, proper setup for identified procedures, and the anatomy and physiology of relative systems.
Frederick campus only
4.5 Quarter Credit Hours
Prerequisite: MED 203

MED 255: MEDICAL EXTERNSHIP‡
In this course, students apply skills obtained through classroom instruction to actual work situations. Medical students participate in a cooperative project between the University and a variety of medical facilities to gain on-the-job performance evaluations.
Frederick campus only
6 Quarter Credit Hours
Prerequisites: All courses in program, 2.0 CGPA, scheduled during final module, certified in CPR/First Aid

MM 255: BUSINESS MATH**
Business Math presents math skills and knowledge that students can apply to solve financial problems. The course provides step-by-step guidance through sample problems and solutions related to banking, credit, basic finance, and investments. Students will also gain an understanding of financial instruments and terminology used in business finance such as compound interest, annuities, and promissory notes.
5 Quarter Credit Hours
Prerequisite: None

MR 110: KEYBOARDING II—ADVANCED TECHNIQUES‡
This keyboarding course emphasizes advanced formatting features used in business and medical documents, as well as speed and accuracy development. Advanced keyboarding skills are critical for medical transcriptionists and valuable for other medical professionals. These skills are especially important when learning to type by touch, as they directly determine speed and accuracy.
3 Quarter Credit Hours
Prerequisite: MR 105

MR 250: MEDICAL RECORDS TRANSCRIPTION I‡
Medical Records Transcription I offers students the opportunity to begin transcribing basic health care documents from dictation and integrates the application of English language skills, medical terminology, proofreading, editing, research, and technology. Accuracy rates and productivity standards consistent with beginning transcription will be adhered to in this course.
5 Quarter Credit Hours
Prerequisites: HS 111 and HS 200

MR 260: MEDICAL RECORDS TRANSCRIPTION II‡
Medical Records Transcription II builds on students’ previous mastery of basic health care dictation by advancing the knowledge base to the intermediate skill level of dictation, proofreading, and editing. Utilizing resource materials and industry-specific software and equipment, students will meet increasingly demanding accuracy and productivity standards.
5 Quarter Credit Hours
Prerequisite: MR 250

MR 270: MEDICAL RECORDS TRANSCRIPTION III‡
This course builds on students’ mastery of intermediate health care dictation. Using industry-specific software and equipment, students progress in their knowledge of proper format, grammar, and punctuation as well as refine proofreading and editing skills. Students transcribe a variety of advanced difficulty specialty reports by health care providers with and without accents, and increase their familiarity with industry reference materials. Students implement realistic productivity and accuracy standards via a multistep approach of quality control, turn-around time, and records management.
3 Quarter Credit Hours
Prerequisite: None

MR 290: MEDICAL TRANSCRIPTION PRACTICUM‡
This course provides students with a simulated practicum experience to prepare for work in the field of medical transcription. Students will experience life as a medical transcriptionist working from home and dealing with a variety of specialties, accents, and turnaround times.
5 Quarter Credit Hours
Prerequisite: MR 270; final term of study

MT 490: MANAGEMENT CAPSTONE EXTERNSHIP**
This course gives students practical job experience in the field of business. Students will arrange an externship working in a management position with a cooperating employer. The externship provides students an opportunity to learn about a business management career field through practical, real-world experiences and mentoring from a business professional. This experience will enrich their business and management skills and provide a better understanding of the level of expertise needed to be successful in their career. Externships must be preapproved by the Dean prior to the start of the term. Students who fail this course on the first attempt may not reenroll in this course without approval of the Dean.
6 Quarter Credit Hours
Prerequisite: Last term or permission of the Dean

NR 101: MEDICAL TERMINOLOGY§
In this course, students are taught basic principles and skills to understand medical terminology. Topics include basic prefixes, suffixes, word roots, and plural rules, along with word analysis, word building, spelling, and pronunciation for all body systems. Students are taught medical terms for anatomy and physiology, diagnostic, lab, and surgical procedures, and pharmacology.
Onsite only
3 Quarter Credit Hours
Prerequisite: None

*Effective August 5, 2009  ‡Effective November 11, 2009  §Effective January 6, 2010  ‡Effective February 22, 2010  **Effective April 21, 2010  ™Effective May 26, 2010
NR 120: CLINICAL PHARMACOLOGY ⁴
In this course, students are taught classifications, sources, actions, side effects, and adverse reactions of commonly used medications. Topics include medication contraindications and accurate dosing. Emphasis is placed on medications, procedures, regulations, and issues related to the administration of drugs. Special attention is given to the administration of medications for the pediatric and geriatric patient populations. Students have the opportunity to practice and demonstrate competency in basic medication administration skills and procedures.
Onsite only
6 Quarter Credit Hours
Prerequisites: MM 212, NR 101, and NR 200

NR 150: MEDICAL SURGICAL NURSING ⁵
In this course, students are introduced to critical thinking and problem-solving skills to assist in caring for medical-surgical patients. Students are also taught pre- and postoperative care skills, principles of managing pain, and basic oncology care. Topics include diseases and disorders of the body systems. Emphasis is placed on the nursing process, health promotion, the health-wellness continuum, and care of medical-surgical patients with selected common diseases and disorders. Through structured clinical assignments, this course is designed to provide practice in basic practical nursing procedures in medical-surgical settings.
Onsite only
11 Quarter Credit Hours
Prerequisites: NR 120 and NR 130

NR 165: ADVANCED MEDICAL SURGICAL NURSING I ⁶
In this course, students are taught critical thinking and problem-solving skills to assist in caring for medical-surgical patients. Students are also taught pre- and postoperative care skills, principles of managing pain, and oncology care. Topics include diseases and disorders of the body systems. Emphasis is placed on the nursing process, health promotion, the health-wellness continuum, and care of medical-surgical patients with selected common diseases and disorders. Through structured clinical assignments, this course is designed to provide practice in basic practical nursing procedures in medical-surgical settings.
Onsite only
9 Quarter Credit Hours
Prerequisite: NR 150

NU 101: NURSING FUNDAMENTALS ⁷
In this course, students are introduced to the nursing process, wellness, assessment techniques for determining normal from altered conditions, and the basic personal care and assistance required by the sick and disabled. Topics include patient safety, monitoring vital signs, initial assessment, bathing and grooming, personal care, and assisting with mobility. Students are taught how to effectively document patient records and provide reports to other providers. The course will include a clinical practicum.
6 Quarter Credit Hours
Prerequisite: None

NU 200: LPN PROFESSIONAL ROLE TRANSITION ⁸
This course prepares the licensed practical nurse for advanced placement in the nursing program. Students will be introduced to the role of the professional nurse and responsibilities inherent in the role. The nursing process, critical thinking, and problem solving from the perspective of the professional role will be introduced. Students will participate in skills labs and clinical experiences for the purpose of reviewing skills, demonstrating competence, and updating areas of demonstrated need.
2 Quarter Credit Hours
Prerequisite: Permission of the Department

NU 350: ISSUES AND INFORMATICS ⁹
This course teaches students to develop a leadership role in the current technological arena in health care and nursing. Students examine, interpret, and evaluate current nursing issues while focusing on the ethical, legal, political, economic, and quality components within each topic. Nursing informatics is investigated using existing informatics standards, tools, and technological advances. Topics covered include the role of informatics in health care and how it can impact patient outcomes, and the nurse’s role in effectively managing and/or applying informatics in the workplace.
6 Quarter Credit Hours
Prerequisite: NU 300

NU 415: GERIATRIC NURSING CONCEPTS ⁴
Given that the fastest-growing segment of the U.S. population are those aged 85 and older, it is important to understand the role the nurse plays in caring for this population. 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
Prerequisite: NU 300

NU 417: ALTERNATIVE AND COMPLEMENTARY THERAPIES ⁴
Consumers of all ages may seek 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
Prerequisite: NU 300

NU 440: PARISH NURSING ⁵
This course provides students with an overview of the role of the professional nurse as a member of a ministerial team and faith community. Focusing broadly in a variety of spiritual belief systems, the student will learn about the dimensions of the parish nurse role. The course will include the history and development of parish nursing; the work of the nurse as a member of the ministerial team; and the integration of faith, health, and healing practice for parish nurses. Legal and ethical considerations of parish nursing will be covered, along with nursing interventions for some common issues and concerns treated by parish nurses.
Note: this course does not endorse or promote any specific spiritual or religious faith, nor is the particular practice of the student a requirement for the course other than in the context of self-reflection and self-awareness assessment.
6 Quarter Credit Hours
Prerequisite: NU 300

OTD 111: BEGINNING KEYBOARDING ⁴
This course provides students with a foundation in keyboarding using word processing applications. Fundamental skills and correct techniques are developed through hands-on instruction using the personal computer. Emphasis is placed on mastery of the keyboard, including figures, symbols, and special characters, along with drills for speed and accuracy. Projects include tabulations and business letters.
Frederick campus only
3 Quarter Credit Hours
Prerequisite: None
PO 101: INTRODUCTION TO POLITICAL SCIENCE§
This course introduces students to the basic concepts and ideas of political science in the areas of political theory, governmental institutions, political economy, and comparative politics. The course examines the unique interdisciplinary nature of political science among the social sciences. Particular emphasis is placed on the history of political thought and its influence on contemporary political ideologies; different types of political systems; and the roles of various political actors, both within those systems and in the global context.
6 Quarter Credit Hours
Prerequisite: PO 101

PO 300: POLITICAL THEORY§
This course examines political theory in terms of the basic questions political theorists strive to address: What are the rights and duties of the citizenry? Who should wield power, how should it be obtained, and what limits should be placed on it? What is justice and how is it administered effectively? What rules should govern the public discourse, and how should they be established?
Students will explore political thought both in historical and contemporary context, with emphasis on the ideas of nineteenth and twentieth century political theorists.
6 Quarter Credit Hours
Prerequisite: PO 101

PO 320: POLITICS AND INTEREST GROUPS§
This course examines the influence of organized interest groups on the U.S. political system, and the positive and negative aspects of that influence. Students will study various types of interest groups such as citizen, business, and trade groups, lobbying firms, political networks, religious institutions, and nonprofits. They will examine strategies used to advance their respective social, political, economic, or ideological agendas, to influence public opinion, set the terms of debate, raise issue awareness, or influence legislative outcomes and policy decisions.
6 Quarter Credit Hours
Prerequisite: None

PO 400: INTERNATIONAL RELATIONS§
This course explores international relations, with a contextual focus on current U.S. foreign policy. It examines the various dynamics and political actors involved in formulating foreign policy, and the values that guide specific foreign policy approaches. Through critical analysis, the student will assess the effectiveness of particular policies, in terms of their intended goals, underlying rationale, effective implementation, and actual results.
6 Quarter Credit Hours
Prerequisite: PO 101

PO 420: GLOBAL POLITICS§
Students will analyze comparative global politics in the context of social, economic, and governing institutions. Areas of analysis will encompass the global economic system, trade and security; the rise of international organization, and the relationship between emerging and industrialized countries.
6 Quarter Credit Hours
Prerequisite: PO 300

PO 430: CAMPAIGNS, ELECTIONS, AND THE MEDIA§
This course examines the U.S. election process, the strategies employed by candidates and their campaigns to achieve electoral victory, and the various ways that media outlets influence the final vote tally. The course will analyze campaign and media strategies based on behavioral and data metrics.
6 Quarter Credit Hours
Prerequisite: PO 101

PO 499: BACHELOR’S CAPSTONE IN POLITICAL SCIENCE§
This capstone course is the culminating experience for the Bachelor of Science in Political 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 required throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program. Students will conduct an approved research project under the supervision of a program chair or full-time faculty person in the school.
6 Quarter Credit Hours
Prerequisite: Last term

PR 499: BACHELOR’S CAPSTONE IN PROFESSIONAL STUDIES§
This capstone course is the culminating experience for the Bachelor of Science in Professional Studies. 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. Students will conduct an approved research project under the supervision of a program chair or full-time faculty person in the College of Arts and Sciences. Students will identify a topic for research, conduct a literature review and synthesize relevant scholarly literature, and prepare a formal research report that conforms to American Psychological Association (APA) style with bibliography and properly formatted citations.
6 Quarter Credit Hours
Prerequisite: Last term or permission of the Dean

PS 115: CONTEMPORARY ISSUES IN PSYCHOLOGY**
This course introduces students to the larger discipline of psychology through guided explorations of contemporary issues often studied in this field. Students will explore topics related, but not limited to, various psychological fields such as behavior analysis, child development, and substance abuse. While studying such topics as stress and life events, students will discuss how these issues directly affect their lives and those of others. The course is specifically designed for first-term students interested in studying psychology as a major interest to acquaint them with information about psychology and how it is applied to real-life events.
5 Quarter Credit Hours
Prerequisite: None

PS 200: INTRODUCTION TO COGNITIVE PSYCHOLOGY**
The purpose of this course is to introduce students to human cognition and our ways of understanding the world and each other. This course will concentrate on the classic topics in adult cognition: memory, attention, decision making, problem solving, and critical thinking. The course also will examine the cognitive processes underlying perception, mental imagery, and short- and long-term memory.
5 Quarter Credit Hours
Prerequisite: SS 124

PS 220: CHILD AND ADOLESCENT PSYCHOLOGY**
This course will explore the physical, cognitive, emotional, social, moral, and personality development of human beings from conception through the end of adolescence. Students will develop an understanding of developmental theories and research methods used to investigate developmental change, the theoretical bases for our understanding of how human beings change, and the contextual and cultural factors that impact the growth and development of children.
5 Quarter Credit Hours
Prerequisite: SS 124

PU 120: INTRODUCTION TO PUBLIC HEALTH§
This course introduces the five core disciplines of public health: health policy and management, social and behavioral health, biostatistics, epidemiology, and environmental health. Public health is explored from its historical beginning to the current issues of today. Current topics ranging from local to global perspectives are a major focus of the course. Community health issues, communicable disease control, current research and informatics, and the roles of public health professionals are also included.
5 Quarter Credit Hours
Prerequisite: None
PU 240: HEALTH DISPARITY
Students explore diverse factors such as socioeconomic status, race, ethnicity, and language barriers that impact health care access and health outcomes in the population. Students are introduced to special challenges and solutions to address disparity in the practice of public health.
5 Quarter Credit Hours
Prerequisite: None

PU 340: PUBLIC HEALTH LAW
Students are introduced to key legal and regulatory issues that impact the field of public health. The course includes an overview of the different types of law, presents key information related to health insurance and government health insurance programs, and reviews the rights of individuals as they relate to public health.
6 Quarter Credit Hours
Prerequisite: None

PU 430: INTRODUCTION TO DISASTER MANAGEMENT AND EMERGENCY PREPAREDNESS
Principles of disaster management and emergency preparedness, including the National Response Framework and National Incident Management System, are explored. These systems are applied to the management of disasters at the local, state, and federal levels using real-world scenarios. Students study the role of public health in disasters, with emphasis on assessment, mitigation, preparedness, response, and recovery.
6 Quarter Credit Hours
Prerequisite: None

PU 499: BACHELOR'S CAPSTONE IN PUBLIC HEALTH
The capstone course is the culminating experience for the Bachelor of Science in Public Health. 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 public health.
6 Quarter Credit Hours
Prerequisite: Must be taken in the student's last term

SC 360: ENERGY AND OUR GLOBAL CLIMATE
This course provides an overview of the close relationship between energy use and climate change. Currently, nonrenewable, carbon-based fuels supply most of the world's energy—the same fuels that are thought to play a major role in our variable and uncertain climate. This course will review existing energy sources and examine the feasibility of more alternative sustainable sources. We will discuss ways in which energy is "delivered," including energy efficiency, renewables, and conservation. Environmental impacts for each source are examined, including options that could be pursued to mitigate those impacts. Finally, this course will examine the ongoing debate surrounding global warming, the global effects of climate change, and the choices that need to be made for a more sustainable future.
6 Quarter Credit Hours
Prerequisite: None

SS 230: MAKING HISTORY—THE FOUNDING FATHERS
Americans use the term "Founding Fathers" all the time: not only are the Founders a popular subject in history, but they are also cited in modern political debates—almost as if they were still living authorities on contemporary issues. Students will explore the culture of early America, the context which molded the Founders ideologies, and the issues which were central to their time. This course aims to unlock the mystery of the Founding Fathers, and to provide students with an accurate, thorough assessment of their historical significance and enduring legacy.
5 Quarter Credit Hours
Prerequisite: Any College Composition I course

SS 365: APPLIED ETHICAL LEADERSHIP STRATEGIES
This course focuses on identifying, developing, and applying leadership strategies by connecting theory and practice. Students learn early theories of leadership as a foundation for understanding contemporary leadership as related to cultural diversity and inclusivity. The course explores the values, ethics, and behaviors associated with effective leaders and the rising impact of technology. The course's honors project puts theory into practice as students complete service-leaning projects in their own communities.
6 Quarter Credit Hours
Prerequisites: HU 261 and any College Composition I course

SS 368: SOCIAL PERSPECTIVES ON DEATH AND DYING (HONORS)
This course is designed to provide students with an introduction to the cultural dimensions of death and dying. This topic affects each of us because of our own mortality and our relationships with others who die, whether close to us or complete strangers. The primary goals of the course are to help students deepen their understanding of the cultural dimensions of death and dying and to enable them to become a more effective provider of support.
6 Quarter Credit Hours
Prerequisite: Honors students only

TH 101: TRAVEL CONCEPTS
Students study topics that range from travel and tourism relationships to career opportunities in different parts of the industry such as ground transportation, accommodations, cruises, and tours. Reference materials are studied in order to understand the policies and procedures used in professional travel and tourism facilities.
5 Quarter Credit Hours
Prerequisite: None
Graduate Programs

Program and Course Changes

COLLEGE OF ARTS AND SCIENCES

The following addition is effective January 6, 2010:

Mission Statement

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

Admissions Requirements

MASTER OF PSYCHOLOGY

In addition to the general University admissions requirements, the College of Arts and Sciences requires that Master of Science in Psychology applicants submit an essay that details career goals and associated reasons for enrolling in the program.

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

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

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

Progression Requirements

In addition to the general graduate student progression requirements, the Master of Science in Psychology program stipulates:

- The grade of “C” is the minimum acceptable score for Master of Science in Psychology courses. Students earning a grade of “F” in a course are required to immediately retake the course. Students may only take a course twice and must earn the required grade of “C” or higher. Failure to earn the required grade will result in dismissal from the University after the second attempt.
- Students in the Master of Science in Psychology program can enroll in no more than three courses per term.
- Students enrolled in the Master of Science in Psychology program may not use transfer credit to replace PS 501: Foundations of Professional Psychology, PS 600: Comprehensive Exam, PS 601: Master’s Research and Thesis I, or PS 602: Master’s Research and Thesis II. Students must complete these courses at Kaplan University. Graduates of Kaplan University’s Bachelor of Science in Psychology may substitute transfer credit to replace PS 501.
- Students must declare their choice of thesis or comprehensive exam track by the end of their second term.

Comprehensive Exam Track

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

The examination is graded as “satisfactory” or “unsatisfactory” and shall be evaluated by three terminally degreed psychology instructors. A passing grade requires a score of “satisfactory” from two out of three faculty members. Should a student fail the examination, he or she shall be given remediation by psychology graduate instructors in preparation for the 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

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

Subsequent to the proposal, Master of Science in Psychology 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.

Thesis-track students will take PS 601: Master’s Research and Thesis I, a 10-week course designed to allow students to complete the first steps of their thesis design. Students that feel they will not be able to complete the prescribed requirements in 10 weeks must contact their Academic Advisor in order to gain an extension in the course. An extension is granted by students enrolling in PS 601A, and enrollment in this course will only be granted at the discretion of the Dean of the school and the Chair of the student’s thesis committee.

Thesis-track students will also take PS 602: Master’s Research and Thesis II, a 10-week course designed to allow students to complete their thesis. Students that feel they will not be able to complete the prescribed requirements in 10 weeks must contact their Academic Advisor in order to gain an extension in the course. An extension is granted by students enrolling in PS 602A, and enrollment in this course will only be granted at the discretion of the Dean of the school and the Chair of the student’s thesis committee.

If an extension is granted, Kaplan University will not charge tuition for PS 601A or PS 602A, but the student will be required to pay the normal technology fee.

Students who are unable to complete PS 601 or PS 602 will be permitted to enter the Master of Science in Psychology comprehensive exam track.
The Master of Science in Psychology program provides students a unique opportunity to balance the rich tradition of the past with exciting contemporary applications of psychology. The curriculum focuses on the processes that underlie the individual human experience and behavior, and core knowledge, theories, and research in the discipline. Students will select one of three areas of specialization—general psychology, addictions, or applied behavioral analysis. Students complete both master’s-level core courses and specialization courses, which provide a comprehensive education in psychological theory and practice, and work on developing the critical thinking and problem-solving skills to assist them in meeting their personal and professional goals in their chosen specialization area. In any of the specializations, students may elect to complete a thesis as the program’s culminating experience or choose the comprehensive exam option. The thesis track contains two thesis development courses and extends the program by at least one term. A thesis is not required; however, students should consult with an Academic Advisor to determine how the thesis option fits with their career goals.

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

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

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

The professional practice of psychology is regulated by each state, and the degree requirements in this Master of Science in Psychology program do not prepare graduates for state licensure.

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

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

The Master of Science in Psychology program consists of a minimum of 60 or 65 quarter credit hours, depending on the student’s track of study. Upon successful completion of the program, graduates will be awarded a master of science degree.

Program Outcomes

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

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**Curriculum**

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<td>5</td>
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**COMPREHENSIVE EXAM TRACK**

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<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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<tr>
<td>PS 501: Foundations of Professional Psychology</td>
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<td>PS 502: Ethics and Standards of Professional Psychology</td>
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<td>PS 503: Applied Statistics for Psychology Research</td>
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<td>PS 504: Advanced Research Methods</td>
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<td>PS 505: Testing, Measurement, and Assessment</td>
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<td>PS 506: Life Span Development</td>
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<td>PS 600: Comprehensive Exam</td>
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<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
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**SPECIALIZATIONS**

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

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

**General Psychology**
- PS 510: Qualitative Analysis                                 5
- PS 515: Learning and Behavior                                5
- PS 520: Neuropsychology                                      5
- PS 525: Foundations of Psychopathology                       5
- PS 530: Cognitive Psychology                                 5
The following changes to the School of Business and Management's Admissions Requirements for the Master of Science in Accounting are effective January 6, 2010:

Admissions Requirements

MAJOR OF SCIENCE IN ACCOUNTING

In addition to the general University and School of Business and Management admissions requirements, the Master of Science in Accounting program requires an unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor’s degree in business, management, accounting, or finance from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the second term, students must provide the University with an official copy of the transcript. If official transcripts are not submitted by the end of the second term, the student will be blocked from future classes, and the student’s academic credentials will be withheld until such documentation is provided. If, for any reason, the student does not furnish a transcript or the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.

Applicants who possess a bachelor's degree unrelated to business, management, accounting, or finance will be evaluated for admission on a case-by-case basis and may be admitted with the Dean's approval. Students granted admission to the program may be required to complete additional foundational coursework, which may include AC 114: Accounting I and AC 116: Accounting II, pending the Dean’s review of the situation.

International applicants are required to submit, prior to enrollment, an official college transcript translated into English and evaluated for equivalency to a United States college diploma by an authorized school official, appropriate outside agency, or approved foreign credential evaluator. An applicant who possesses a bachelor's degree unrelated to business, management, accounting, or finance must submits an additional course-by-course equivalency evaluation to determine whether he or she has already completed coursework equivalent to AC 114 and/or AC 116. Any costs incurred as a result of this service will be the responsibility of the applicant.

The following changes to the School of Business and Management’s Progression Requirements are effective April 21, 2010:

Progression Requirements

In addition to the general graduate student progression and satisfactory academic progress requirements, the School of Business and Management stipulates:

- Students enrolled in a School of Business and Management program must successfully complete at least 75 percent of the graduate credit hours submitted for a degree with a grade of “A” or “B.”

- Students enrolled in the Master of Business Administration program may not use transfer credit to replace GB 500: Business Perspectives or GB 601: MBA Capstone. Students enrolled in the Master of Science in Management program may not use transfer credit to replace GM 500: Managers as Leaders or GM 599: Applied Research Project. These courses must be completed at Kaplan University.

- Students in the School of Business and Management can enroll in no more than two courses per term.

- Students enrolled in the Master of Science in Management program who would like to substitute a course for one of the required core courses must submit a Program Option Request Form with documentation supporting the request to the Dean of the program. The decision to approve a core course substitution request rests with the Dean of the program or a designee and is based on an evaluation of the student’s exposure to equivalent subject matter. Regardless of the Dean’s decision, the student will still have to complete the amount of credit hours required for the program.
XX. Master of Science in Management

Program Outcomes
1. Develop a personal leadership and management style for diverse situations.
2. Assess the impact of theory on the practice of management.
3. Apply management best practices to effect innovative change.
4. Evaluate the ethical and social implications of business decisions in a global context.
5. Evaluate organizational decisions through research protocols.

Curriculum

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<tr>
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<td>GB 512: Business Communications</td>
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<td>GM 500: Managers as Leaders</td>
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<td>GM 501: Management Theories and Practices—Past, Current, and Future</td>
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<td>GM 502: Skills for Professional Impact</td>
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<td>GM 503: Foundations for Effective Management Practice</td>
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<td>GM 504: Organizational Excellence and Change</td>
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<td>GM 505: Action Research and Consulting Skills</td>
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<td>GM 506: Strategic Financial Analysis</td>
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**SPECIALIZATIONS**

Change Leadership
- GB 543: Managing Change
- GM 541: Foundations of Organization Development
- GM 543: Organization Diagnosis and Design
- GB 600: Leadership Strategies for a Changing World

Health Care Management
- GM 521: Health Care Systems
- GM 522: Comprehensive Health Care Strategies
- GM 523: Quality Health Care Management
- GM 524: International Health Care Systems

Human Resources
- GB 541: Employment Law
- GB 542: Training and Development
- GB 545: Strategic Reward Systems
- GB 546: Recruitment and Selection

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

Supply Chain Management and Logistics
- GM 581: Supply Chain Management
- GM 582: Inventory and Distribution Management
- GM 583: Managing the Service Value Chain
- GM 584: Strategic Global Logistics Management

The following program changes are effective November 11, 2009; changes to the program outcomes are effective April 21, 2010:
Admissions Requirements

MASTER OF ARTS IN TEACHING

In addition to the general University admissions requirements, candidates for the Master of Arts in Teaching Iowa certification track must meet the following requirements:

- Candidates must meet content area requirements specified by the Iowa Board of Educational Examiners, including the completion of the minimum amount of semester hours in the chosen content area. Prior to enrollment, candidates must submit unofficial transcripts showing completed coursework in the content area to the School of Graduate Education. An official transcript analysis will be conducted to ensure the minimum requirements for the state of Iowa are met. Admission to the program will be approved by the Dean of the program.

- Candidates must provide proof of passing a background check.

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

Minimum acceptable Praxis I scores are established by the state where the candidate will seek licensure and are listed at www.ets.org. 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.

Accelerated Bachelor of Science in Professional Studies-to-Master of Arts in Teaching Option

Graduates of Kaplan University's Bachelor of Science in Professional Studies program who are granted admission to the Master of Arts in Teaching program and meet the requirements for the accelerated Bachelor of Science in Professional Studies-to-Master of Arts in Teaching option will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- ED 511: Teaching Methods Through Differentiated Instruction
- ED 581: Secondary Classroom Management

The following changes to the School of Graduate Education's Progression Requirements for the Master of Arts in Teaching are effective November 11, 2009; changes to the requirements for the Master of Science in Higher Education are effective February 22, 2010; changes to the requirements for the Bachelor of Science in Professional Studies-to-Master of Arts in Teaching option are effective April 21, 2010:

Progression Requirements

In addition to the general graduate student progression and satisfactory academic progress requirements, the School of Graduate Education has specific requirements for the following programs:

MASTER OF ARTS IN TEACHING

- The grade of “C” is the minimum acceptable score for Master of Arts in Teaching courses. Candidates earning a grade of “F” in a course are required to immediately retake the course. Candidates may only take a course twice and must earn the required grade of “C” or higher. Failure to earn the required grade will result in dismissal from the University after the second attempt.

- Any candidate whose cumulative GPA has fallen below 3.0 will be placed on immediate probation.

- Candidates enrolled in the Iowa certification track are required to complete a student teaching experience or a year-long internship in a local school district.

Interns

Candidates who choose to complete a year-long internship, which generally spans two semesters in a local school, will begin their experience by enrolling in ED 596: Student Teaching/Internship I. In this 10-week course, candidates will begin the first semester of their internship experience. The first semester of the internship will typically exceed the 10-week term. When this occurs, Kaplan University will automatically grant candidates an extension to complete the first semester of their internship by enrolling them in ED 596A: Student Teaching/Internship I, a noncredit course. ED 596A will be followed by ED 597: Student Teaching/Internship II, a 10-week course designed to allow candidates to begin the second semester of their internship experience. Generally, the second semester will also exceed the 10-week term. Kaplan University will automatically grant interns an extension to complete the second semester of their internship by enrolling them in ED 597A: Student Teaching/Internship II, a noncredit course.

ED 596, ED 596A, ED 597, and ED 597A will be graded on a pass/fail basis. Kaplan University will not charge tuition for ED 596A or ED 597A, but the student will be required to pay the normal technology fee.
Student Teachers
Candidates who choose to complete a student teaching experience will enroll in ED 596: Student Teaching/Internship I, a 10-week course designed to allow candidates to complete the first half of their student teaching experience. This course will be followed by ED 597: Student Teaching/Internship II, a 10-week course in which candidates will complete the second half of their student teaching experience. If, after completing ED 597, candidates are unable to meet the minimum number of student teaching hours required by the state of Iowa, candidates must contact the Iowa Supervising Director to gain an extension. An extension is granted by candidates enrolling in ED 597A: Student Teaching/Internship II, a noncredit course. Enrollment in this course will only be granted at the discretion of the Iowa Supervising Director of the program.

If an extension is granted, Kaplan University will not charge tuition for ED 597A, but the student will be required to pay the normal technology fee.

• Candidates enrolled in the Iowa certification track who have secured an approved, year-long internship in a local school district may be asked to enroll in only one course per term (ED 596, ED 596A, ED 597, or ED 597A) during their internship year to comply with the best practices of the Iowa Board of Educational Examiners.
• Candidates enrolled in the Iowa certification track complete a minimum of 100 hours of fieldwork prior to student teaching. Kaplan University prefers candidates spend at least 8 hours per week in the field. Therefore, candidates must have flexible work schedules to ensure the minimum number of required hours is met.
• Candidates enrolled in the Iowa certification track must provide proof of immunization, if required, prior to the start of student teaching.

MASTER OF SCIENCE IN EDUCATION
• The grade of “C” is the minimum acceptable score for Master of Science in Education courses. Candidates earning a grade of “F” in a course are required to immediately retake the course. Candidates may only take a course twice and must earn the required grade of “C” or higher. Failure to earn the required grade will result in dismissal from the University after the second attempt.
• Any candidate whose cumulative GPA has fallen below 3.0 will be placed on immediate probation.
• Candidates in the Master of Science in Education program can enroll in no more than three courses per term without written permission from the Dean of the program.
• Applicants who received National Board Certified Teacher (NBCT) status through the National Board for Professional Teaching Standards (NBPTS) prior to enrollment may receive transfer credit for ED 502: Transforming Teaching Practice, ED 532: Curriculum Design, and ED 562: Student Assessment.

In order to receive credit, candidates must submit by the end of their first term an official transcript from the American Council on Education for review and verification by the Prior Learning Assessment Center. This transcript can be obtained by visiting www.acenet.edu/transcripts. Transcripts received by the Prior Learning Assessment Center after the end of first term may be denied eligibility for an official transfer credit evaluation.

The following changes to the School of Graduate Education’s transfer of credit guidelines for the Master of Arts in Teaching and Master of Science in Education are effective April 21, 2010:

Transfer of Credit for Master of Arts in Teaching and Master of Science in Education Programs
The following transfer of credit guidelines apply to Master of Arts in Teaching and Master of Science in Education programs:

• Candidates in the School of Graduate Education may not transfer credits between the Master of Science in Education and the Master of Arts in Teaching programs.
• Courses can be transferred between the Master of Arts in Teaching’s Iowa certification and noncertification tracks upon approval by the Dean of the School of Graduate Education.
• Candidates enrolled in the Master of Science in Education program may not use transfer credit to replace ED 512: Action Research I or ED 572: Action Research II (Capstone Course) without written permission from the Dean of the program. Candidates must complete these courses at Kaplan University.
• Without approval of the Dean of the program, candidates enrolled in the Master of Arts in Teaching Iowa certification track may not use transfer credit to replace ED 503: Educational Psychology, ED 511: Teaching Methods Through Differentiated Instruction, ED 513: Child and Adolescent Development, ED 531: Secondary Student Assessment, and ED 581: Secondary Classroom Management. Candidates must complete these courses at Kaplan University. Graduates of Kaplan University’s Bachelor of Science in Professional Studies may substitute transfer credit to replace ED 511 and ED 581.

• During the week prior to the conclusion of the fourth course in the program, students interested in pursuing the thesis track must submit a 1,000-word thesis plan that includes a rationale for completing the thesis track, as well as a structured overview of the thesis. This proposal will then be subject to approval by the chair and the associate dean. In addition, students must have a minimum GPA of 3.6 for all courses completed in the program prior to this point.

Students who meet these requirements will be permitted to enter the thesis track of study; those who do not will continue on the nonthesis track.

As part of HE 601: Master’s Thesis Proposal, thesis-track students will be required to develop and submit, in writing, a formal, higher education research proposal to the HE 601 instructor for approval. Following the approval of the proposal and completion of the course, students will move on to HE 602: Master’s Thesis Defense. Students in HE 602 will complete and submit their full thesis to a three-member committee made up of a committee chair and two additional faculty members. While the chair must be a member of the graduate education faculty, the other two committee members may include a faculty member from another program within the University who is appointed by the Dean of the Graduate School and, upon approval by the Dean, a practitioner in the area of the student’s specialization from an outside, regionally accredited institution of higher learning. Thesis-track students will orally present their results to the committee during a scheduled thesis defense seminar. The final thesis shall be prepared according to Kaplan University guidelines.

• Students in the Master of Science in Higher Education program can enroll in no more than three courses per term without written permission from the Dean of the program.
XXVI. Master of Arts in Teaching

Curriculum

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<thead>
<tr>
<th>Courses</th>
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<td>ED 521: Reading in the Content Areas</td>
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<td>ED 523: Research on Effective Teaching</td>
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<td>ED 531: Secondary Student Assessment</td>
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<td>ED 533: Perspectives on Diversity</td>
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<td>ED 543: Education and Psychology of Exceptional Children</td>
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<td>ED 553: History and Philosophy of Education</td>
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<td>ED 581: Secondary Classroom Management</td>
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<td><strong>Choose one of the following six Methods courses:</strong></td>
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<td>ED 541: Methods of Teaching Secondary English Language Arts</td>
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<tr>
<td>ED 551: Methods of Teaching Secondary Mathematics</td>
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<td>ED 561: Methods of Teaching Secondary Science</td>
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<td>ED 571: Methods of Teaching Secondary Social Studies</td>
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<td>ED 586: Methods of Teaching a Foreign Language</td>
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<td>ED 591: Methods of Teaching Visual and Performing Arts</td>
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<td>ED 596: Student Teaching/Internship I</td>
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<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
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The following program changes are effective November 11, 2009:
The Master of Science in Education program and its curriculum have been designed to provide practicing K–12 educators with the knowledge and practical experience that meet nationally recognized standards for such a degree. All coursework contains job-embedded assignments and, therefore, requires candidates to teach a consistent group of learners. Candidates are taught to consider how to most effectively promote student learning and development and school achievement, and demonstrate their understanding of the program’s four knowledge goals: diverse learners, academic content and pedagogy, assessment, and professional responsibilities and relationships. The program is also designed to help candidates become proficient in five program competencies (outcomes), which are based upon national and professional standards for practicing teachers.

Individual state and school system requirements vary and may change from time to time. Thus, Kaplan University makes no representations or warranties as to whether the program meets the specific requirements for any individual state or school system for certification or pay increase purposes. Kaplan University encourages candidates to independently research the requirements in any state or school system in which they intend to seek certification or a pay increase.

Candidates will choose to focus their studies in one of ten 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; teaching science—grades 6–12; and educational leadership.

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

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

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

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**Curriculum**

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(continued on next page)
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

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

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

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

*Subject to minimum enrollments and approval of the Dean. Students interested in enrolling should consult their Admissions Advisor for details.
XXVI. Master of Science in Education inInstructional Technology

The Master of Science in Education in Instructional Technology program is designed to provide the knowledge, skills, and practical experience that will help candidates to meet nationally recognized standards for excellence. The Master of Science in Education in Instructional Technology focuses on design, development, and evaluation of educational and informational programs and instructional materials. The specialization options allow candidates to focus their studies on learning environments appropriate to K–12 contexts, higher education, or corporate, nonprofit, government, and military education and training environments. The program incorporates active, applied learning experiences that help candidates master the technical, pedagogical, and project and program management needed for the successful development and implementation of engaging learning experiences.

The program of study includes core curriculum and specialization courses. In addition to the core classes, candidates choose one of two specialization areas: K–12 or adult learning. The adult learning specialization offers two sub-specializations: higher education and organizations. The higher education sub-specialization is designed for candidates interested in pursuing employment in higher education institutions, while the organizations sub-specialization is appropriate for those interested in opportunities in corporate, military, or nonprofit environments. The specializations are designed to expose candidates to the unique characteristics of each of these different contexts.

The Master of Science in Education in Instructional Technology is designed to help candidates develop proficiency in four program outcomes that are based on nationally recognized competencies, standards, and performance statements. The program could prepare graduates to serve in a variety of career capacities, such as an instructional designer, curriculum developer or coordinator, trainer, learning and development specialist or manager, project manager, or instructional technology specialist, in educational institutions and corporate, nonprofit, government, and military organizations. The program could also help candidates develop practical competencies in instructional technology design and tools, pedagogy, and management that could apply to a wide variety of careers, beyond those listed here.

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

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

The Master of Science in Education in Instructional Technology program consists of a minimum of 50 quarter credit hours. Upon successful completion of the program, graduates will be awarded a master of science degree.

Program Outcomes

1. Design, develop, and implement instructional materials and solutions that both integrate learning technology and align with learning outcomes.
2. Analyze learning contexts to develop appropriate, workable instructional solutions.
3. Plan, manage, lead, and evaluate instructional design and technology projects and programs.
4. Apply current research and theory to the practice of instructional design and learning technology integration.

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
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<td><strong>CORE REQUIREMENTS</strong></td>
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<tr>
<td>ED 503: Educational Psychology</td>
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<td>IX 500: Foundations of Instructional Technology</td>
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<td>IX 510: Instructional Design</td>
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<td>IX 520: Needs Assessment and Evaluation in Education and Training</td>
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<td>IX 540: Research in Instructional Technology</td>
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<td>IX 550: Project Management and Implementation in Education and Training</td>
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SPECIALIZATIONS

**K–12**
- ET 503: Using Technology—Applications in the Content Areas 4
- IX 560: Instructional Technologies Infrastructure 6
- IX 570: Design of Online Instruction in K–12 Environments 5

**Adult Learning—Higher Education**
- HE 547: Effective Online Instruction—Design and Practice 5
- IX 536: Design and Development Tools 5
- IX 542: Multimedia Development and Implementation 5
- IX 564: Design of Learning Environments 6

**Adult Learning—Organizations**
- IX 535: Developing Instructional Materials 5
- IX 536: Design and Development Tools 5
- IX 542: Multimedia Development and Implementation 5
- IX 564: Design of Learning Environments 6
## XX. Master of Science in Higher Education

### Curriculum

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<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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<td>HE 510: Foundations of Higher Education</td>
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<td>HE 520: Higher Education Laws and Regulations</td>
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<td>HE 530: Higher Education Organization and Governance</td>
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<td>HE 540: Multiculturalism and Diversity in Higher Education</td>
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<td>HE 550: Higher Education Finance</td>
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<td>HE 560: Research Methods in Higher Education</td>
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### THESIS TRACK

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<td>HE 520: Higher Education Laws and Regulations</td>
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<td>HE 560: Research Methods in Higher Education</td>
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<td>HE 601: Master’s Thesis Proposal</td>
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<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
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### SPECIALIZATIONS

#### College Administration and Leadership§
- HE 511: Departmental and Divisional Leadership | 5
- HE 513: Institutional Research and Strategic Planning | 5
- HE 515: Educational Program Assessment | 5
- HE 543: Assessment of Online Learning | 5

#### College Teaching and Learning§
- HE 521: Teaching Adult Learners | 5
- HE 523: Curriculum Design and Implementation | 5
- HE 525: Student Learning Assessment Methods | 5
- HE 545: Teaching and Learning Online | 5

#### Student Affairs§
- HE 551: Student Services Foundations and Philosophy | 5
- HE 553: Current Issues in Student Affairs in Higher Education | 5
- HE 555: Student Services Administration in Ground and Virtual Environments | 5
- HE 585: Student Services Practicum I | 5
- HE 586: Student Services Practicum II | 5

Choose one of the following:
- HE 511: Departmental and Divisional Leadership | 5
- HE 513: Institutional Research and Strategic Planning
- HE 515: Educational Program Assessment
- HE 521: Teaching Adult Learners
- HE 523: Curriculum Design and Implementation
- HE 525: Student Learning Assessment Methods
- HE 543: Assessment of Online Learning
- HE 545: Teaching and Learning Online

#### Online College Teaching‡
- HE 521: Teaching Adult Learners | 5
- HE 527: Assessing Student Learning Online | 5
- HE 545: Teaching and Learning Online | 5
- HE 547: Effective Online Instruction—Design and Practice | 5

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*Nonthesis-track students choosing the college teaching and learning specialization, the college administration and leadership specialization, or the online college teaching specialization will complete 20 quarter credits of specialization courses for a program total of 50 quarter credits. Nonthesis-track students choosing the student affairs specialization will complete 25 quarter credits of specialization courses for a program total of 65 quarter credit hours.

†Thesis-track students choosing the college teaching and learning specialization, the college administration and leadership specialization, or the online college teaching specialization will complete 10 quarter credits of specialization courses for a program total of 65 quarter credit hours. Thesis-track students choosing the student affairs specialization will complete 25 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 six specialization courses, excluding the elective course.
The following addition is effective January 6, 2010:

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

The addition of the School of Health Sciences' admissions requirements for the accelerated Bachelor of Science in Health Care Administration-to-Master of Health Care Administration and Bachelor of Science in Public Health-to-Master of Public Health options is effective February 22, 2010; the addition of the admissions requirements for the accelerated Master of Health Care Administration and Master of Public Health options is effective April 21, 2010:

**Admissions Requirements**

**ACCELERATED MASTER’S DEGREE OPTIONS**

**Accelerated Bachelor of Science in Health Care Administration-to-Master of Health Care Administration Option**
Graduates of Kaplan University's Bachelor of Science in Health Care Administration who are granted admission to the Master of Health Care Administration program and meet the requirements for the accelerated Bachelor of Science in Health Care Administration-to-Master of Health Care Administration option will be granted a waiver for up to two courses completed as part of the undergraduate program.

In addition, as part of the School of Health Sciences articulation plan, eligible students will have the following courses waived:
- HA 515: Leadership in Health Care
- HA 520: Health Care Finance and Economics
- HA 540: Operation and Quality Assessment

**Accelerated Bachelor of Science in Public Health-to-Master of Public Health Option**
Graduates of Kaplan University's Bachelor of Science in Public Health who are granted admission to the Master of Public Health program and meet the requirements for the accelerated Bachelor of Science in Public Health-to-Master of Public Health option will be granted a waiver for up to two courses completed as part of the undergraduate program.

In addition, as part of the School of Health Sciences articulation plan, eligible students will have the following courses waived:
- HA 520: Health Care Finance and Economics
- PU 530: Occupational and Environmental Health
- PU 545: Disaster Management for Public Health Professionals

**Accelerated Master of Health Care Administration and Master of Public Health Options**
Graduates of Kaplan University's Bachelor of Science in Health and Wellness, Bachelor of Science in Health Science, or Bachelor of Science in Nutrition Science who are granted admission to the Master of Health Care Administration or Master of Public Health program and meet the requirements for the associated accelerated option may transfer in up to five graduate-level courses completed as part of the undergraduate program and will matriculate into a shortened version of the master's degree program.

The addition of the School of Health Sciences' Progression Requirements is effective January 6, 2010; changes to the requirements are effective April 21, 2010:

**Progression Requirements**
In addition to the general graduate student progression requirements, the Master of Health Care Administration program stipulates:
- Students in the Master of Health Care Administration program will be withdrawn from their program if unable to successfully complete HA 599: Master's Capstone in Health Care Administration on the second attempt.
- Students enrolled in the Master of Health Care Administration program must provide notice of intent to enroll in HA 599: Master's Capstone in Health Care Administration 3 months prior to the beginning of the term in which they wish to enroll. Notification must be submitted to the Health Sciences Clinical Placement Department using the appropriate application form.
- Students enrolled in the Master of Health Care Administration program are required to complete a clinical orientation workshop prior to placement at an externship site.
- Students enrolled in the Master of Science in Health Care Administration program must complete and pass a criminal background check prior to placement at an externship site.
XX. Master of Health Care Administration

The Master of Health Care Administration program helps prepare graduates to pursue a variety of career opportunities within the health care industry. The program's curriculum is designed to satisfy students' intellectual curiosity by building on their current knowledge and skills. In addition, students study overall concepts, values, research methods, and applications that could assist them as they prepare for a leadership career in health care administration within local, state, or federal government or in private industry. Core curriculum topics include: health care administration; organizational development; leadership; health care finance and economics; law, and statistics; human resources; health care operations and quality assessment; health policy; ethics, and marketing; health information management; and community health assessment. Students are taught to apply principles of health care administration in order to develop administrative, ethical, and professional skills that may enable them to assume leadership positions in the expanding field of health care administration. Students who already hold leadership positions may use this degree to refine, apply, and improve managerial and leadership skills.

The Master of Health Care Administration program also assesses students' acquisition of competencies at the conclusion of the program via the submission of a comprehensive project. The program is designed to help graduates better prepare to meet the dynamic challenges of the field today and in the future.

This program blends online coursework with an on-ground administrative experience. Students will complete an externship at an approved site during HA 599: Master's Capstone in Health Care Administration.

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

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

The Master of Health Care Administration program consists of a minimum of 52 quarter credit hours. Upon successful completion of the program, graduates will be awarded a Master of Health Care Administration degree.

Program Outcomes

1. Health Care Theory: Compare theoretical health care principles essential to leadership positions in the health care industry
2. Health Care Management: Design effective strategies based on concepts of leadership and management within health care administration
3. Health Care Standards: Assess the impact economics, ethics, professional standards, and the law have on health care administration
4. Health Care Policy: Develop health policies and programs to address health care needs in the industry
5. Health Care Finance: Analyze statistical and financial methods in order to evaluate health care practices
6. Health Care Leadership: Assess the value of diverse leadership theory in order to integrate innovative solutions as a health care leader

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
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<td>HA 515: Leadership in Health Care</td>
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<tr>
<td>HA 520: Health Care Finance and Economics</td>
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<tr>
<td>HA 525: Health Law</td>
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<tr>
<td>HA 530: Human Resources for Health Care Managers</td>
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<tr>
<td>HA 535: Health Care Statistics</td>
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<tr>
<td>HA 540: Health Care Operations and Quality Assessment</td>
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<tr>
<td>HA 545: Health Policy</td>
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<td>HA 560: Community Health Assessment</td>
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<td>HA 565: Health Information Management and Assessment</td>
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<tr>
<td>HA 570: Health Care Ethics</td>
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<tr>
<td>HA 575: Health Care Marketing</td>
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<tr>
<td>HA 599: Master's Capstone in Health Care Administration</td>
<td>4</td>
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</tbody>
</table>

TOTAL PROGRAM REQUIREMENTS 52
XX. Master of Public Health

The Master of Public Health program helps prepare graduates to pursue a variety of career opportunities in the public health field and private industries. Additionally, graduates of the program may pursue further graduate study. The program’s curriculum is designed to provide students with content knowledge and skills in the broad areas of public health. In addition, students study concepts, values, research methods, and applications that could assist them as they prepare for a leadership career in public health within local, state, or federal government or private industry. Core curriculum topics include public health policy and management; epidemiology and biostatistics; health education and health care administration; behavioral sciences; and occupational and environmental health. Students are taught to apply principles of public health to the education of individuals and community, and develop administrative, ethical, and professional skills that may enable them to assume leadership positions in the expanding field of population health. The program is also designed to help students develop foundational knowledge and skills upon which to build additional competencies.

Students can further focus their degree by choosing a specialization that consists of a minimum of four courses. Specializations include public health program development, health education, and epidemiology.

Coursework in the public health program development specialization is designed for public health professionals who wish to pursue a career in public health program development, implementation, and evaluation. Courses focus on the essential knowledge, skills, and attitude development for community health analysis, program planning, and health care safety. In addition, the coursework introduces students to the essentials of grant and contract writing for public health programs. This concentration helps prepare students to pursue leadership positions in public health program management within governmental, nonprofit, and private organizations involved in public health.

The health education specialization is best suited for public health professionals who wish to pursue a career in the field of health education and communication. Courses focus on the essential knowledge, skills, and attitude development for effective communication with socially and culturally diverse communities. In addition, students are introduced to principles, philosophy, and processes involved in health policy development. Students also study health care law as it applies to public health and the processes for performing a community health analysis. This specialization is designed to prepare students to pursue leadership positions in public health education within governmental, nonprofit, and private organizations involved in public health.

Coursework in the epidemiology specialization is designed for public health professionals who wish to pursue a career in the field of epidemiology. Courses focus on the principles and application of epidemiology and health statistics to infectious diseases, chronic diseases, and occupational diseases. In addition, students study the application of epidemiology in an international context and its role in global health. This specialization helps prepares students to pursue leadership positions in epidemiology and health outcomes research within governmental, nonprofit, and private organizations involved in public health.

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

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

The Master of Public Health program consists of a minimum of 60 quarter credit hours. Upon successful completion of the program, graduates will be awarded the Master of Public Health degree.

Program Outcomes

1. Analyze the role of epidemiology in contributing to the scientific, ethical, economic, and political discussions of infectious and chronic diseases and diseases of global health importance
2. Use common methods for data gathering and analysis and database design in epidemiology
3. Ethics, Legal Aspects, and Professionalism: Analyze ethical, legal, and professionalism aspects of public health practice
4. Design effective health education programs and materials for health communication in culturally diverse communities
5. Occupational and Environmental Health: Assess the impact of occupational and environmental exposures on population health

Epidemiology

1. Design an outcomes-based, ethical and financially sound public health program that fulfills community health needs
2. Evaluate a public health program for intended community health outcomes, sustainability, and contributions to health care safety

Health Program Development

1. Design an outcomes-based, ethical and financially sound public health program that fulfills community health needs
2. Evaluate a public health program for intended community health outcomes, sustainability, and contributions to health care safety

(continued on next page)
### Curriculum

<table>
<thead>
<tr>
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<tr>
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<td>HA 565: Health Information Management and Assessment</td>
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<td>PU 505: Health Behavior</td>
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<td>PU 515: Applied Biostatistics</td>
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<td>PU 520: Applied Epidemiology</td>
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<tr>
<td>PU 530: Occupational and Environmental Health</td>
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<tr>
<td>PU 535: Public Health Biology</td>
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<tr>
<td>PU 540: Health Policy and Ethics in Public Health</td>
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<td>PU 545: Disaster Management for Public Health Professionals</td>
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### SPECIALIZATIONS

**Epidemiology**
- PU 645: Data Management Systems in Epidemiology 4
- PU 650: Infectious Disease Epidemiology 4
- PU 655: Chronic Disease Epidemiology 4
- PU 660: International Epidemiology and Global Health 4

**Health Education**
- HA 525: Health Law 4
- HA 560: Community Health Assessment 4
- PU 630: Health Education and Communication 4
- PU 640: Cultural Diversity in Public Health 4

**Public Health Program Development**
- HA 560: Community Health Assessment 4
- PU 610: Public Health Program Development 4
- PU 615: Grant and Contract Writing 4
- PU 620: Health Care Safety 4
## CURRICULUM

### NONSPECIALIZED TRACK

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<td>IT 510: System Analysis and Design</td>
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<td>IT 520: Database Management Systems</td>
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<td>IT 530: Computer Networks</td>
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<td>IT 540: Management of Information Security</td>
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<td>IT 560: Managing Technology in a Business Environment</td>
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<td>IT 590: Legal and Ethical Issues in IT</td>
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<td>IT 599: Applied IT Master Project</td>
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### ELECTIVES

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### TOTAL PROGRAM REQUIREMENTS

| **52** |

### SPECIALIZED TRACK

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### TOTAL PROGRAM REQUIREMENTS

| **56** |

## SPECIALIZATIONS

### Business Intelligence

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<td>IT 522: Knowledge-Based Management Systems</td>
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<tr>
<td>IT 523: Data Warehousing and Data Mining</td>
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### Information Security and Assurance

<table>
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<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>IT 541: Computer and Network Security</td>
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<tr>
<td>IT 542: Ethical Hacking and Network Defense</td>
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<td>IT 550: Computer Forensics and Investigations</td>
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<tr>
<td>IT Electives</td>
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### Project Management†

<table>
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<tr>
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<tr>
<td>GM 591: Strategic Project Management</td>
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<tr>
<td>GM 592: Project Initiation, Planning, and Execution</td>
<td>4</td>
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<tr>
<td>GM 593: Project Cost and Schedule Monitoring and Controlling</td>
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<td>GM 594: Project Risk, Quality, and Procurement Monitoring and Controlling</td>
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<tr>
<td>IT Electives</td>
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</table>

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

†Students who choose the project management emphasis area will need to move to an alternate calendar track to complete the courses required. Students may experience a delay of 2 weeks or more between the end of the term and the beginning of the next available term in the alternate calendar track.
Admissions Requirements

MASTER OF PUBLIC ADMINISTRATION
Prior to enrollment in the Master of Public Administration, it is highly recommended that students complete the following prerequisite courses at Kaplan University or an accredited college or university:

- American Government
- Statistics
- Public Policy

Accelerated Master of Public Administration Option
Graduates of a Kaplan University School of Criminal Justice or School of Legal Studies bachelor’s degree program who are granted admission to the Master of Public Administration program and meet the requirements for the accelerated option will have the following courses transferred in and will matriculate into a shortened version of the master’s degree program:

- PP 500: Public Administration and Management
- PP 510: Leadership in the Public Sector
- PP 520: Finance and the Administration of Public Funds
- PP 530: Human Resource Management in the Public Sector
The following program is effective April 21, 2010:

**XXVI. Master of Public Administration**

The Master of Public Administration is designed to help practicing and aspiring administrators develop the skills and techniques to provide leadership in public administration in a wide variety of public service fields. The program focuses on teaching students to evaluate, implement, and manage policy, and to make ethical and effective decisions in the interest of creating public value. The program offers students the option of focusing on an intensive study area or pursuing a general Master of Public Administration.

The course curriculum focuses on a core area of study designed to provide students with the underpinnings of public administration and management, and analytical methods to assess administrative policy implementation and effectiveness. The core curriculum covers public administration and management, ethics and leadership, budgeting and the administration of public funds, strategic planning, and applied research.

Students can choose to pursue one of the following intensive study areas to further develop their knowledge in a particular area of emphasis: health care management, governmental management, or criminal justice.

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

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

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

**Program Outcomes**

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

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**Curriculum**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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<tr>
<td>LS 504: Applied Action Research in Legal Studies</td>
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<tr>
<td>PP 500: Public Administration and Management</td>
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<tr>
<td>PP 510: Leadership in the Public Sector</td>
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<tr>
<td>PP 520: Finance and the Administration of Public Funds</td>
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<tr>
<td>PP 530: Human Resource Management in the Public Sector</td>
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<tr>
<td>PP 698: Applied Research Project</td>
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<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
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<td><strong>TOTAL PROGRAM REQUIREMENTS</strong></td>
<td>55</td>
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</tbody>
</table>

**INTENSIVE STUDY AREAS**

**General Master of Public Administration**

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

**Criminal Justice**

- C) 500: Critical Legal Issues in Criminal Justice OR 5
- C) 505: Critical Issues in Criminal Justice 5
- C) 503: Organizational Behavior 5
- C) 511: Employment and Policy Law 5
- C) 515: Theoretical Applications of Justice Management 5
- 500/600-Level: Legal Studies Elective 5

**Governmental Management**

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

**Health Care Management**

- LS 620: Health Care Organizations and Finance 5
- LS 621: Federalism and the Health Care Delivery System 5
- LS 622: Professionals and Health Care Institutions 5
- PP 620: Public Policy and Health Administration 5
- 500/600-Level: Legal Studies Elective 5
The following program changes are effective November 11, 2009:

**XXV. Master of Science in Legal Studies**

**Curriculum**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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<tr>
<td>LS 500: Legal Methods and Process</td>
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<tr>
<td>LS 501: Ethics and the Professional</td>
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<tr>
<td>LS 502: Legal Research, Analysis, and Writing</td>
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<tr>
<td>LS 503: Jurisprudence and Legal History</td>
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<tr>
<td>LS 504: Applied Action Research in Legal Studies*</td>
<td>5</td>
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<tr>
<td>LS 698: Applied Action Research Project†</td>
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<tr>
<td>Elective: Legal Studies Core Elective‡</td>
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<td><strong>TOTAL CORE REQUIREMENTS</strong></td>
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**INTENSIVE STUDY AREA REQUIREMENTS**

| Intensive Study Area Requirements or General Electives | 20 |

**TOTAL INTENSIVE STUDY AREA REQUIREMENTS**

| 20 |

**TOTAL PROGRAM REQUIREMENTS**

| 55 |

**INTENSIVE STUDY AREAS**

**Education and the Legal System**

| LS 515: Legal Foundations for the Formation of Colleges and Universities | 5 |
| LS 516: Rules and Regulations Governing Higher Education | 5 |
| LS 517: Management of Institutions of Higher Education | 5 |

**Health Care Delivery**

| LS 620: Health Care Organizations and Finance | 5 |
| LS 621: Federalism and the Health Care Delivery System | 5 |
| LS 622: Professionals and Health Care Institutions | 5 |

**Legal System and the Media**

| LS 510: Intellectual Property and Digital Entertainment | 5 |
| LS 511: Music Content IP—Building Blocks of the Music Business | 5 |
| LS 512: Current and Future Issues in Music Law | 5 |

**State and Local Government**

| LS 605: Organization and Function of State Government | 5 |
| LS 606: Legislative Process | 5 |
| LS 607: Gubernatorial and Administrative Process | 5 |

*First of two courses in research.

†Applied Action Research combines research and writing skills with application in a professional setting. This is a capstone course.

The following changes to the School of Nursing’s Progression Requirements are effective April 21, 2010:

Progression Requirements
In addition to the general graduate student progression and satisfactory academic progress requirements, the Master of Science in Nursing program stipulates:

- Master of Science in Nursing students must complete and submit all documentation prior to entering a practicum course, including:
  - Professional liability insurance coverage in the amount of at least $1 million per incident/$3 million per aggregate.
  - A criminal background check. See the Criminal Background Check Policy below.

- Students in the Master of Science in Nursing program can enroll in no more than three courses per term, unless approved by the Dean of the School of Nursing.

- Students enrolled in the Master of Science in Nursing program may not use transfer credit to replace MN 501: Advanced Nursing Roles or any specialization courses. These courses must be completed at Kaplan University. Graduates of Kaplan University’s Bachelor of Science in Nursing program may substitute transfer credit to replace MN 501.

- The grade of “C” is the minimum acceptable grade in graduate courses. Students must maintain a minimum cumulative GPA of 3.0. Any candidate whose cumulative GPA has fallen below 3.0 will be placed on immediate probation. Students earning a grade lower than “C” in a course are required to immediately retake the course. Graduate students may only take a course twice and must maintain the required grade of “C” or higher and a cumulative GPA of 3.0. Failure to achieve the required grade will result in dismissal from the University with the second attempt.
The Master of Science in Nursing program is designed to build on previous nursing education and clinical experience, prepare students to pursue advanced practice in a variety of health care settings, and lay a foundation to pursue doctoral education. The overall purpose of the master's program is to provide high-quality graduate education for advanced nursing roles that respond to the needs of individuals, families, and communities.

The program of study includes completion of the core curriculum, specialization courses, and a 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. Specialization courses are designed to give the student further knowledge in their chosen specialty and their specific advanced role. A practicum program is designed to provide for applications of theoretical knowledge with a mentor in a facility selected by the student, in consultation with the Clinical Coordinator. Prior to beginning the practicum experience, students will be required to complete a criminal background check, as required by applicable federal and/or state regulatory agencies. Please refer to the Criminal Background Check Policy listed in the School of Nursing—Graduate section of the Catalog. 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 an evidence-based practice project proposal.

Students will choose from two specializations designed to provide further knowledge specific to their advanced role. The nurse educator specialization is designed to prepare nurses to teach in schools of nursing, continuing education programs, staff development, clinical education, and patient and community education. The graduate may be prepared to sit for the National League for Nursing's Certified Nurse Educator (CNE) examination.

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

Although the program is designed to prepare students to take various certification and licensing exams, the University cannot guarantee students will be eligible to sit for or will pass these exams.

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

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

The Master of Science in Nursing program consists of a minimum of 63 quarter credit hours. Upon successful completion of the program, graduates will be awarded a master of science degree.

The following changes to the program description are effective November 11, 2009:

Master of Science in Nursing
Discontinued Courses

GB 501: LEADERSHIP, CULTURE, AND CHANGE*
GB 502: MANAGERIAL ECONOMICS§
GB 503: MANAGERIAL ACCOUNTING§
GB 504: FINANCIAL MANAGEMENT§
GB 505: MARKETING MANAGEMENT*
GB 507: BUSINESS ETHICS§
GB 508: THE LEGAL ENVIRONMENT OF BUSINESS§
GB 509: ANALYTICAL DECISION MAKING*
GB 510: PROJECT MANAGEMENT§
GB 511: STRATEGIC HUMAN RESOURCES MANAGEMENT*
GB 599: BUSINESS STRATEGY§
GM 544: APPLIED ORGANIZATION RESEARCH METHODS*

Revised Course Titles

GB 501: LEADERSHIP, CULTURE, AND CHANGE*
GB 502: MANAGERIAL ECONOMICS§
GB 503: MANAGERIAL ACCOUNTING§
GB 504: FINANCIAL MANAGEMENT§
GB 505: MARKETING MANAGEMENT*
GB 507: BUSINESS ETHICS§
GB 508: THE LEGAL ENVIRONMENT OF BUSINESS§
GB 509: ANALYTICAL DECISION MAKING*
GB 510: PROJECT MANAGEMENT§
GB 511: STRATEGIC HUMAN RESOURCES MANAGEMENT*
GB 599: BUSINESS STRATEGY§
GM 544: APPLIED ORGANIZATION RESEARCH METHODS*

Revised Course Credits

GB 501: LEADERSHIP, CULTURE, AND CHANGE*
GB 502: MANAGERIAL ECONOMICS§
GB 503: MANAGERIAL ACCOUNTING§
GB 504: FINANCIAL MANAGEMENT§
GB 505: MARKETING MANAGEMENT*
GB 507: BUSINESS ETHICS§
GB 508: THE LEGAL ENVIRONMENT OF BUSINESS§
GB 509: ANALYTICAL DECISION MAKING*
GB 510: PROJECT MANAGEMENT§
GB 511: STRATEGIC HUMAN RESOURCES MANAGEMENT*
GB 599: BUSINESS STRATEGY§
GM 544: APPLIED ORGANIZATION RESEARCH METHODS*

Course Prerequisite Changes

CJ 502: RESEARCH METHODOLOGY*
Prerequisite: None
CJ 509: COMPARATIVE CRIMINAL JUSTICE SYSTEMS†
Prerequisite: None
CJ 510: SPECIALIZED CRIMINAL STATUTES AND COMPLEX INVESTIGATIONS†
Prerequisite: None
CJ 511: EMPLOYMENT AND POLICY LAW†
Prerequisite: None
CJ 522: COMPARATIVE CORRECTIONAL SYSTEMS†
Prerequisite: None

CJ 523: CRITICAL ISSUES IN JUVENILE JUSTICE†
Prerequisite: None
CJ 524: COMMUNITY-BASED CORRECTIONS†
Prerequisite: None
ED 553: HISTORY AND PHILOSOPHY OF EDUCATION*
Prerequisite: None
ED 581: SECONDARY CLASSROOM MANAGEMENT*
Prerequisite: None
ED 597: STUDENT TEACHING/INTERNSHIP II
will replace ED 597: STUDENT TEACHING/INTERNSHIP*

GM 599: BUSINESS STRATEGY*
Prerequisite: Completion of all core courses
GM 550: MANAGERS AS LEADERS§
Prerequisite: GB 519
GM 599: APPLIED RESEARCH PROJECT*
Prerequisite: GM 507
LS 504: APPLIED ACTION RESEARCH IN LEGAL STUDIES†
Prerequisite: Permission of the Dean
LS 605: ORGANIZATION AND FUNCTION OF STATE GOVERNMENT*
Prerequisite: None
LS 606: LEGISLATIVE PROCESS*
Prerequisite: None
LS 607: GUBERNATORIAL AND ADMINISTRATIVE PROCESS*
Prerequisite: None
MN 600: EVIDENCE-BASED PROJECT PROPOSAL*
Prerequisites: All core and specialization courses, MN 519 or MN 520

*Effective November 11, 2009  †Effective January 6, 2010  ‡Effective February 22, 2010  §Effective April 21, 2010
## 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:

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<tr>
<td>Graduate Business</td>
<td>GB</td>
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<tr>
<td>Graduate Management</td>
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| CRIMINAL JUSTICE       | CJ        |          |

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<td>Teaching Special Needs</td>
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| FOUNDATIONS            | KU        |          |          |          |          |          |          |          |          |

| HEALTH SCIENCES        | HA        |          |          |          |          |          |          |          |          |
| Public Health          | PU        |          |          |          |          |          |          |          |          |

| INFORMATION SYSTEMS AND TECHNOLOGY | IT |          |          |          |          |          |          |          |          |

| LEGAL STUDIES          | LS        |          |          |          |          |          |          |          |          |

| NURSING                | MN        |          |          |          |          |          |          |          |          |
| PSYCHOLOGY             | PS        |          |          |          |          |          |          |          |          |
| PUBLIC ADMINISTRATION  | PP        |          |          |          |          |          |          |          |          |

### COURSE NUMBERING:

500–699 Graduate courses

### CJS 514: SEMINAR—CONTEMPORARY INTERNATIONAL JUSTICE ISSUES*

This course focuses on the historical development and current status of various forms of transnational crime from the perspective of the international criminal justice community. Particular emphasis is given to issues of organized crime, narcotics trafficking, money laundering, trafficking in human beings, and contemporary strategies for the containment of the aforementioned activities.  

**5 Quarter Credit Hours**  
**Prerequisite:** None

### CJS 520: ISSUES IN PRIVATE SECURITY**

This course will provide students with the fundamental knowledge necessary to competently address various critical issues concerning security, including but not limited to: physical security concerns, threat assessment, privatization trends, relationships with the law enforcement community, crisis planning, and the impact of the Department of Homeland Security on security thinking and delivery.  

**5 Quarter Credit Hours**  
**Prerequisite:** None

### CJS 533: PSYCHOLOGY AND LAW*

This course examines the field of forensic psychology and provides students with knowledge of how psychology can assist the field of law and criminal justice. Students are encouraged to examine the legal system through the use of psychological concepts and methods and apply them to practical situations. Topics will include an overview of the intersection of law and psychology, forensic clinical assessment, competency and criminal responsibility issues, jury selection, correctional psychology, and diagnosis as well as a comprehensive review of the ethics code. An emphasis will be on utilizing case law and research as well as psychological testing to accurately and ethically report findings.  

**5 Quarter Credit Hours**  
**Prerequisite:** None

### ED 596: STUDENT TEACHING/INTERNSHIP I*

The Student Teaching/Internship I course is the first part of the capstone experience for Master of Arts in Teaching teacher candidates. This extended field experience provides a laboratory in which candidates test theories they have studied, discover the strategies and styles that work best for them and their students, and practice reflective decision making. During this experience, candidates begin to develop their skills in the nine Master of Arts in Teaching program competencies and engage regularly in professional discussion of their practice with their field supervisor, school mentor or cooperating teacher, classmates, and Iowa field instructor. They also participate in teachers’ meetings, work with a variety of school staff members, and communicate with parents and caregivers.  

**5 Quarter Credit Hours**  
**Prerequisite:** None

### ED 596A: STUDENT TEACHING/INTERNSHIP I*§

This course examines school culture, standards, community building, and leadership in the context of issues and constraints that principals routinely face. The content of the course will

### ED 596B: STUDENT TEACHING/INTERNSHIP I*§

This course examines school culture, standards, community building, and leadership in the context of issues and constraints that principals routinely face. The content of the course will

### ED 597: STUDENT TEACHING/INTERNSHIP II*

The Student Teaching/Internship II course is an extension to the final capstone experience for Master of Arts in Teaching teacher candidates. This extended field experience provides a laboratory in which candidates test theories they have studied, discover the strategies and styles that work best for them and their students, and practice reflective decision making. During this experience, candidates engage regularly in reflective professional discussion of their practice with field supervisors, cooperating teachers or school mentors, instructors, and colleagues, refining their philosophy of education and demonstrating the knowledge, dispositions, and professional performance that indicate proficiency in all nine program competencies.  

**5 Quarter Credit Hours**  
**Prerequisite:** ED 596

### ED 597A: STUDENT TEACHING/INTERNSHIP II*§

This course examines school culture, standards, community building, and leadership in the context of issues and constraints that principals routinely face. The content of the course will

### ED 597B: STUDENT TEACHING/INTERNSHIP II*

This course examines school culture, standards, community building, and leadership in the context of issues and constraints that principals routinely face. The content of the course will

### ER 502: THE PRINCIPALSHIP§

This course examines school culture, standards, community building, and leadership in the context of issues and constraints that principals routinely face. The content of the course will
inform decision making that influences practice and the effects on students and teachers. Students will review research on leading change in schools, training for tomorrow's principalship, budgeting issues, discipline, students with exceptionalities and who are from diverse backgrounds, technology, professional conduct, teacher evaluation, and establishment of effective professional learning communities. Students will review case studies about schools that made significant improvements under effective leadership.

5 Quarter Credit Hours
Prerequisite: None

ER 504: MANAGEMENT OF RESOURCES
This course will examine the economics of education, funding sources, and regulations regarding the use of such funds. Students will determine major budget pressures facing schools and identify ways they are meeting daily demands to provide quality education. The role of federal and state lawmakers in funding decisions will be explored. Students will consider the implications of poorly funded education and the impact on society. They will also address administering school resources including funding.

4 Quarter Credit Hours
Prerequisite: None

ER 506: LEGAL ISSUES IN EDUCATION
This course will investigate legal issues through assigned readings, class discussion, collaborative exercises, class presentations, and individual written papers. Topics will include constitutional rights, such as Title VII, the First Amendment, and the Fourteenth Amendment. Students will examine the interrelationship of law and education policy, court rulings on school governance, and the federal government's funding of education.

4 Quarter Credit Hours
Prerequisite: None

ER 508: SUPERVISION AND INSTRUCTIONAL LEADERSHIP
This course will investigate major factors that influence teacher effectiveness and the impact of school leaders. Students will examine the role of leadership in building and sustaining a school vision, forming effective teacher teams, shared leadership, leading learning communities, data-driven decision making, and monitoring curriculum and instruction. The course explores models of effective leadership based on best practices. Students will create a strategic plan for instructional effectiveness. They will review the research on instructional leadership and the methods principals use to exhibit and harness leadership that enables schools to meet their goals.

4 Quarter Credit Hours
Prerequisite: None

GB 541: EMPLOYMENT LAW
We depend upon the law as well as ethics and common sense to help us make good decisions about issues surrounding employment that are routinely decided in workplaces every day. These issues can have devastating financial and productivity consequences if mishandled by the employer. Yet it seems as if few employers or their managers are equipped to handle them well. Employment law helps to regulate the workplace environment by protecting employees from discrimination and harassment, and providing a safer, fairer workplace where the rules provide for certain rights and responsibilities for both employees and employers alike. Those who choose to work in the business arena must understand basic legal concepts, plus have working knowledge of regulatory and compliance issues in order to effectively manage a business. In this course, students will analyze and evaluate legal concepts and learn to identify potentially troublesome employment-related legal and ethical issues in order to avoid liability as well as to develop an understanding of how to manage employees to maximize productivity.

4 Quarter Credit Hours
Prerequisite: None

GB 542: TRAINING AND DEVELOPMENT
Students will examine human resources development management processes from a strategic human resources perspective. Students will analyze theories and practices as they relate to human and organizational development. The course will cover the evolution of human resource development (HRD) and the relationship between HRD and human resource management (HRM). Students will look at major internal and external factors that affect employee behavior, define learning and how learning can be maximized, look at needs assessments and their purpose, write training objectives for a specific program, describe broad approaches to training design and delivery, define the evaluation methods used in HRD and their purposes, discuss the process of organizational socialization beginning with employee orientation, identify and describe basic workplace competencies, define coaching and its tie to performance management systems, explain the need for employee counseling processes and their importance to employee wellness programs, and discuss career, management, and leadership development and the “new employment” relationship. The course defines organizational development and how planned-change models create intervention strategies to improve organizational effectiveness; and how changing demographics is creating a new, diverse, global workforce and the challenges in managing these new workers.

4 Quarter Credit Hours
Prerequisite: Completion of all core courses

GB 543: ORGANIZATIONAL DEVELOPMENT FOR HEALTH CARE
This course explores organizational behavior, theory, and development as they apply to the health care industry. Topics include, but are not limited to, classic and modern theory, individual behavior and motivation, group dynamics, conflict management, decision making, culture values, and organizational dysfunction. Physician leadership development and change management are also explored.

4 Quarter Credit Hours
Prerequisite: None

HA 515: LEADERSHIP IN HEALTH CARE
This course explores organizational theory and behavior essential for successful leadership and management in the health care industry. Emphasis will be placed on communication techniques, self-analysis, and strategies for best practices in order to effectively implement key leadership and management concepts in dynamic health care environments. Key values that guide a leader’s personal and professional behavior and influence overall effectiveness will be explored, as well as their impact on overall leadership styles.

4 Quarter Credit Hours
Prerequisite: None

HA 520: HEALTH CARE FINANCE AND ECONOMICS
This course provides an analysis and evaluation of productivity, market strategy, quality, and profitability of health care organizations. This course explores financial management as it relates to capital structure, investments, and financial decisions. Students explore the strategies health care providers and managers use to enhance access, promote managed care, and utilize technological advancements in order to support financially viable health care entities. Internal and external forces that impact health care are also analyzed.

4 Quarter Credit Hours
Prerequisite: None

HA 525: HEALTH LAW
This course provides analysis of law, the legal system, and current legal problems as they relate to the financing and delivery of health care services. This course covers interrelated legal topics pertinent to health care organizations including contracts, medical malpractice, legal and ethical obligations to provide health care, privileging, medical decision making, tax exemption, antitrust, fraud, and health information management. Students are encouraged to discuss how the law supports or hinders current efforts to improve health care delivery systems.

4 Quarter Credit Hours
Prerequisite: None

HA 530: HUMAN RESOURCES FOR HEALTH CARE MANAGERS
This course provides an analysis and evaluation of how human resource management is applied in different health care settings. The course focuses on the major elements of human resource management, as well as the ways in which it can be used in the strategic planning of the organization. Students investigate ongoing human resources practice and issues from a health care perspective such as recruitment, contract/agreement, training/education/support, retention, performance evaluation, compensation, legal and regulatory issues, and strategic planning.

4 Quarter Credit Hours
Prerequisite: None
HA 535: HEALTH CARE STATISTICS†
This course focuses on the analysis, interpretation, and presentation of health care statistical data. It includes an overview of measurement methods, descriptive statistics, confidence intervals and hypothesis testing, sample size and power calculations, analysis of variance and multiple comparisons, correlation and regression, multiple regression and statistical control of confounding, logistic regression, and survival analysis.
4 Quarter Credit Hours
Prerequisite: HA 520

HA 540: HEALTH CARE OPERATIONS AND QUALITY ASSESSMENT‡
This course provides an interdisciplinary perspective on operations and quality management in health care, taking into account the disciplines of organizational behavior and health management research. Special attention is given to causal tools and approaches that are fundamental to total quality management and continuous quality improvement.
4 Quarter Credit Hours

HA 545: HEALTH POLICY§
This course provides students with an in-depth analysis of health care policy development in the United States of America. Students focus on health care policy formation and evaluation by investigating public policy and politics. Students consider a variety of elements that factor into health policy development such as economics, political science, management, communications, and public health.
4 Quarter Credit Hours
Prerequisite: None

HA 550: COMMUNITY HEALTH ASSESSMENT†
This course provides students with the skills needed to enhance (assess) the health of a community. Students focus on health behaviors, environmental influences, health policy, and economic and health care system issues in health promotion and disease prevention.
4 Quarter Credit Hours
Prerequisite: None

HA 560: HEALTH INFORMATION MANAGEMENT AND ASSESSMENT†
This course provides a comprehensive examination of the principles and practices of the management of health information. The course covers three principal areas of health information management: Health Information Portability and Accountability Act (HIPAA), electronic health information management (e-HIM), and informatics.
4 Quarter Credit Hours
Prerequisite: None

HA 570: HEALTH CARE ETHICS†
This course provides an examination of both the theory and the principles of ethics within the health care industry. The course covers national standards for the protection of individual's health information as applied to health plans, health care clearinghouses, and health care providers. Students also learn other health industry regulations that protect employees, patients, and providers. The integration of ethics as the foundation for long-term as well as day-to-day operations of an entity is emphasized.
4 Quarter Credit Hours
Prerequisite: HA 525

HA 575: HEALTH CARE MARKETING†
This course provides an analysis and evaluation of the principles and concepts of marketing as they apply to health care organizations. The course covers essential elements of marketing as well as direct applications of marketing tools and strategies in the dynamic health care environment.
4 Quarter Credit Hours

HA 579: MASTER’S CAPSTONE IN HEALTH CARE ADMINISTRATION†
This course is designed to review all knowledge competencies of the Master of Health Care Administration program through completion of a comprehensive project. Students will also complete a practicum requirement, as applicable, during this course.
4 Quarter Credit Hours
Prerequisite: HA 525
Prerequisite: Completion of all courses in the program

HE 527: ASSESSING STUDENT LEARNING ONLINE*†
This course provides an introduction to the theoretical perspectives and real-world practices of evaluating student learning in an online learning context. Students learn to apply a variety of methods used to assess learning outcomes effectively, with special attention paid to the unique nature of the online learning context.
5 Quarter Credit Hours
Prerequisite: None

HE 547: EFFECTIVE ONLINE INSTRUCTION—DESIGN AND PRACTICE*†
This course explores the factors that make online learning courses successful, as well as what lessons can be learned from less successful classes. The course examines how the findings of online learning research, a deep understanding of local context, and the intelligent use of technology tools can work together to allow the development and delivery of top-flight online courses. Practical, applicable skills are stressed in this practice-oriented course.
5 Quarter Credit Hours
Prerequisite: HE 527 or HE 525 preferred

IT 570: GRAPHICS AND MULTIMEDIA SYSTEMS†
This course provides a detailed overview of implementing graphics and multimedia into website designs. Students will create Web pages to address a variety of needs and target audiences. Students will learn to design a website for a variety of browsers. Web design principles, HTML tags, multimedia, and interactivity will be discussed. Advanced technologies, such as server-side scripting, will also be introduced.
5 Quarter Credit Hours
Prerequisite: None

IX 500: FOUNDATIONS OF INSTRUCTIONAL TECHNOLOGY§
This course focuses on the field of instructional technology, placing the field within the context of its history, current practices, and future directions. It provides the conceptual framework for other courses within the degree program.
5 Quarter Credit Hours
Prerequisite: None

IX 510: INSTRUCTIONAL DESIGN§
This course presents the philosophical and theoretical foundation of instructional design. Students explore instructional design process models commonly used by practitioners. They will apply the stages of a process model to create design documents in the education and training contexts. The model will address instructional analysis, assessing learning from instruction, media characteristics and selection, managing instruction, formative and summative evaluation, and the motivational design of instruction.
5 Quarter Credit Hours
Prerequisite: None

IX 520: NEEDS ASSESSMENT AND EVALUATION IN EDUCATION AND TRAINING§
This course presents the knowledge and skills necessary to identify training and/or instructional problems and potential solutions. Students explore the advantages and disadvantages of multiple techniques for performing a needs assessment. Students develop skills and collect resources related to the selection and use of analysis methods. They will conduct a needs analysis and submit a report in an education or training context. Evaluation of educational and training programs is addressed. Students consider evaluation taxonomies and models, tools, and techniques. They develop an evaluation strategy for an instructional program.
5 Quarter Credit Hours
Prerequisite: None

IX 535: DEVELOPING INSTRUCTIONAL MATERIALS§
This course provides the knowledge and skills required to develop instructional materials for an instructor-led training scenario as approved by the instructor. This training scenario will provide the context and focus for the materials. Each student will create a series of print-based instructional materials for this scenario considering best practices and design and development guidelines.
5 Quarter Credit Hours
Prerequisite: None
IX 536: DESIGN AND DEVELOPMENT TOOLS§
In this application-based course, students will discuss trends and issues of e-learning content development and explore similarities and differences among e-learning authoring tools and methods. They will learn how to develop original content with a variety of authoring tools and software applications and to repurpose existing material with reusable learning objects (RLOs) and content repositories. Interface layout standards, accessibility and SCORM/AICC compliance, and collaborative environments are explored. Students will consider technical and development requirements for e-learning delivered through multiple learning channels including online and mobile platforms. Students will create a design document and instructional module in this course.
5 Quarter Credit Hours
Prerequisite: None

IX 540: RESEARCH IN INSTRUCTIONAL TECHNOLOGY§
In this practitioner-oriented course, students will critically analyze readings and examples of instructional technology and design literature related to K–12, higher education, military, or profit and nonprofit organizations. They will identify an instructional technology and design issue and find, review, analyze, and synthesize research related to the issue. They will conduct a literature review and draft the methods section of an applied research study. The course concludes with an examination of data analysis techniques and the preparation of an applied research proposal, which students can use as a guide to conduct further research or evaluation of instructional technology and design projects.
5 Quarter Credit Hours
Prerequisite: None

IX 542: MULTIMEDIA DEVELOPMENT AND IMPLEMENTATION§
This course provides an introduction to media and hypermedia production. It is intended for teachers, instructional designers, and trainers who would like to acquire fundamental knowledge and skills in designing and producing digital media. Students evaluate appropriate uses of digital media. The course introduces the tools of digital video production and sharing as students create online instructional materials using digital media.
5 Quarter Credit Hours
Prerequisite: None

IX 550: PROJECT MANAGEMENT AND IMPLEMENTATION IN EDUCATION AND TRAINING§
This course presents approaches to project management for education and training projects. Students explore concepts of project management and leadership, tools, procedures, and methodologies. They focus on creating, monitoring, and reporting project plans from the proposal to the implementation stages. They consider project constraints including time, cost, resource allocation, and scope. Concepts of change management are also explored and applied to implementation strategies used in education and training environments.
5 Quarter Credit Hours
Prerequisite: None

IX 560: INSTRUCTIONAL TECHNOLOGIES INFRASTRUCTURE§
This course provides an introduction to computer networking typologies and establishes a basic understanding of the technology infrastructure required to incorporate technology into the K–12 environment. Students will learn the basics of computer networks and develop skills to design, install, maintain, and troubleshoot the technology. In addition, students will learn how to assess institutional technology needs and plan for future growth.
6 Quarter Credit Hours
Prerequisite: None

IX 562: TECHNOLOGY ENHANCED LEARNING ENVIRONMENTS—K–12§
In this practitioner-oriented course, students will explore existing and emerging multimedia technologies used in K–12 classrooms. They will evaluate existing instructional resources available with classroom textbooks in open source content and learning object repositories. They will design and create an instructional lesson appropriate for the K–12 setting while adhering to copyright and fair use guidelines. Before submitting the final project, students will participate in peer-review evaluations and provide constructive feedback based on multimedia design research.
6 Quarter Credit Hours
Prerequisite: None

IX 564: DESIGN OF LEARNING ENVIRONMENTS§
This course presents activities related to the design of a learning application. Students explore advantages and disadvantages of multiple learning environments and content delivery technologies. They will develop a plan for an individualized learning project that includes a template for design of a specific environment. Course topics include education and communication theory, course and content delivery methods, asynchronous and synchronous technologies, multimedia design, usability testing, and integration of multimedia objects within instructional programs and systems.
6 Quarter Credit Hours
Prerequisite: None

IX 570: DESIGN OF ONLINE INSTRUCTION IN K–12 ENVIRONMENTS§
In this application-based course, students will explore similarities and differences between Web-based learning and on-ground learning in K–12 classrooms. They will learn how to repurpose existing material and chunk content into online modules while organizing and managing reusable learning objects. They will design assessment items suitable for the online environment and learn about issues related to assessing students from a distance. They will create design documents and content for an online course. Students will participate in peer-review evaluations and provide constructive feedback based on principles of online instructional design.
5 Quarter Credit Hours
Prerequisite: LS 504

LS 500: LEGAL METHOD AND PROCESS§
This course introduces students to the legal system. The course will examine the organization of the court system, the different types and sources of the law, the roles of professionals in the legal system, and the way the law is created. Students will study the parallel court system in the federal and state system, as well as the development of rulings and procedures of administrative agencies. In addition, the course will explore laws made in a legislative body.
5 Quarter Credit Hours
Prerequisite: None

LS 504: APPLIED ACTION RESEARCH IN LEGAL STUDIES§
In the first of two courses in action research, students will be introduced to action research, which encourages adoption of the role of a reflective practitioner who seeks to simultaneously understand and change the professional setting. Students will examine the history of action research in the social services setting and the intersection of action research and experimental research, while becoming familiar with and practicing the steps of the action research cycle. This study allows participants to develop an understanding of the processes and how they can impact their own professional setting. Students will determine the focus of their action research project, which will be conducted in LS 698: Applied Action Research Project, conduct a review of the literature, determine methods and tools for data collection, and draft an action research plan. The action research plan developed in LS 504 will set the foundation for conducting the action research project in the capstone course, LS 698.
5 Quarter Credit Hours
Prerequisite: Permission of the Dean

LS 698: APPLIED ACTION RESEARCH PROJECT*
Students experience the art and science of action research while they develop the tools of reflective inquiry and collaborative practice. Students will engage in analysis of current issues and challenges to explore and practice action research methods as a logical extension of professional practice. Integral to this process is the examination of both informal and systematic ways to ask and answer questions. Candidates will conduct their own action research, using their approved topic, and prepare the chapters of their action research project. Students must take this capstone course as the final course in the program and as the only registered course in the final term.
5 Quarter Credit Hours
Prerequisite: LS 504
MN 502: THEORETICAL FOUNDATIONS OF ADVANCED NURSING
This course explores the evolution of nursing theory and its contribution to advanced nursing science. There is an emphasis on the historical and philosophical foundation of theory development and its impact on nursing practice. Conceptual models are explored relative to nursing administration, education, and practice.
5 Quarter Credit Hours
Prerequisite: None

MN 519: NURSE EDUCATOR PRACTICUM*
This course is the first of two practicum courses. This course will provide the student with a mentored learning experience in the content area and site selected by the student and approved by the clinical coordinator. The student will also begin an evidence-based project proposal that is to be completed in MN 600.
5 Quarter Credit Hours
Prerequisites: All core and specialization courses, or permission of the Dean

MN 520: NURSE ADMINISTRATOR PRACTICUM*
This course is the first of two practicum courses. This course will provide the student with a mentored learning experience in the content area and site selected by the student and approved by the clinical coordinator. The student will also begin an evidence-based project proposal that is to be completed in MN 600.
5 Quarter Credit Hours
Prerequisites: All core and specialization courses, or permission of the Dean

MN 600: EVIDENCE-BASED PROJECT PROPOSAL*
This course is the second of two practicum courses. This course will continue to provide the student with a mentored learning experience in their content area. The student will also complete and present an evidence-based project proposal at the end of the course.
5 Quarter Credit Hours
Prerequisite: All core and specialization courses; the specialization residency requirement may be taken concurrently.

PP 500: PUBLIC ADMINISTRATION AND MANAGEMENT§
The course explores the theory and development of the field of public administration and the function of management. It will cover a wide range of topics further explored in the Master of Public Administration program. These topics include federalism and intergovernmental relations, ethics and administrative leadership, and personnel and resource management. Students will study management processes in the context of a political environment and policy implementation.
5 Quarter Credit Hours
Prerequisite: None

PP 510: LEADERSHIP IN THE PUBLIC SECTOR§
Students will study leadership within the public sector and the application of ethical and leadership principles to decision making, actions, and interactions within public administration. Topics covered include organizational behavior, interest-based negotiation, leading networks, mediation, and leadership style.
5 Quarter Credit Hours
Prerequisite or Corequisite: PP 500

PP 520: FINANCE AND THE ADMINISTRATION OF PUBLIC FUNDS§
This course examines the methods, processes, and challenges in the administration and budgeting of public funds. Students will examine the budgeting of public revenues, revenue generation, forecasting, cost control, and fiscal management. The importance of managing control issues and transparency will be addressed.
5 Quarter Credit Hours
Prerequisite or Corequisite: PP 500

PP 530: HUMAN RESOURCE MANAGEMENT IN THE PUBLIC SECTOR§
Students will examine the political and institutional environment of public human resource management. Topics will include the analyses of theories and practices in terms of organizational effectiveness, and ongoing operational issues and how they are shaped and constrained by political considerations. Outsourcing, NGOs, and private/public partnerships will also be explored in resource strategy.
5 Quarter Credit Hours
Prerequisite or Corequisite: PP 500

PP 540: THE CONSTITUTIONAL LAW AND ADMINISTRATIVE LAW§
This course examines the fundamental legal concepts regarding administrative law and the administrative process, and how administrative agencies exercise policy and actions. Students will examine the intergovernmental relations and the political and practical constraints that influence administrative policy.
5 Quarter Credit Hours
Prerequisite: PP 510

PP 550: THEORY AND METHODS OF RESEARCH§
Students will study the theoretical and methodological foundations of research in public administration. The course will provide an introduction to research design, data collection, and data analysis.
5 Quarter Credit Hours
Prerequisite: PP 510

PP 560: PUBLIC POLICY AND HEALTH ADMINISTRATION§
This course examines important and current health care policies facing health care administration in the United States. Students will identify the strategic questions facing delivery and financing of health services including policy, funding, management, and delivery.
5 Quarter Credit Hours
Prerequisite: PP 510; PP 520 highly recommended

PP 570: PUBLIC AND PRIVATE PARTNERSHIPS§
This course examines the relationship of business and government agencies in producing public services. Students will analyze policies and implementation in partnership and privatization models including outsourcing, contracting, and competition. The use of voluntary organizations will also be explored.
5 Quarter Credit Hours
Prerequisite: PP 510

PP 580: POLITICAL AND ECONOMIC FORCES§
Students will explore the interaction of political and economic forces that impact public administrators in governmental and nonprofit sectors. The course will cover fundamental concepts such as marginal analysis, optimization and suboptimization, and ceteris paribus reasoning. Students will use economic reasoning to better explain this interaction between political entities and economic forces including governments’ behavioral effects on markets, the role of competition in the provision of public goods, resource allocation, and market failure and government failure.
5 Quarter Credit Hours
Prerequisite: PP 510

PP 590: PUBLIC POLICY AND HUMAN SERVICES§
This course examines the interaction of public policy and human services in the United States. Students will explore the development and implementation of human services policy and its impact on individuals and society.
5 Quarter Credit Hours
Prerequisite: PP 510

PP 600: PUBLIC POLICY ANALYSIS§
The course focuses on the analysis of public policy and approaches to problem solving. Students will study methods of analysis, performance measurements and assessment of public policy, and program evaluation.
5 Quarter Credit Hours
Prerequisite: PP 510

PP 610: BALANCING THE BUDGET—BUDGETARY PROCESS§
Students will study the fundamental concepts and practices of budgeting and financial management. The budget process and preparation, cost analysis, and budget reform will be covered in detail. Crisis management and balancing the budget are also addressed.
5 Quarter Credit Hours
Prerequisite: PP 510

PP 620: APPLIED RESEARCH PROJECT§
Students experience the art and science of research while they develop the tools of reflective inquiry and collaborative practice. Students will engage in analysis of current issues and challenges to explore and practice research methods as a logical extension of professional practice. Integral to this process is the examination of both informal and systematic ways to ask and answer questions. Candidates will conduct their own research project.
5 Quarter Credit Hours
Prerequisite: LS 504; final term of the program

*Effective November 11, 2009  †Effective January 6, 2010  ‡Effective February 22, 2010  §Effective April 21, 2010
**PS 501: FOUNDATIONS OF PROFESSIONAL PSYCHOLOGY**

This course provides a foundation for the graduate student in psychology. Students will review psychology as a science and a profession. Students will use critical and analytical thinking, reading, and writing skills as they evaluate the major concepts, theoretical perspectives, conflicts, and applications of psychology today.

*5 Quarter Credit Hours*

*Prerequisite: None*

**PS 502: ETHICS AND STANDARDS OF PROFESSIONAL PSYCHOLOGY**

This course explores professional codes of ethics and standards related to research and the practice of psychology. Emphasis will be placed on application of the American Psychological Association Code of Ethics and standards in the field. Students will analyze and evaluate ethical and legal decision-making practices and operations within professional organizations. Cultural and social factors and the implications for scholar-practitioners are also explored.

*5 Quarter Credit Hours*

*Prerequisite: None*

**PS 503: APPLIED STATISTICS FOR PSYCHOLOGY RESEARCH**

This course provides students with a foundational understanding of statistical methods and principles of measurement and assessment, along with applications to psychological research. Topics include distribution, probability, and hypothesis testing. Students will examine and perform commonly used statistical tests and learn how to make decisions regarding the appropriateness of specific statistical tests to analyze data.

*5 Quarter Credit Hours*

*Prerequisite: None*

**PS 504: ADVANCED RESEARCH METHODS**

This course provides an in-depth look at the conceptual underpinnings and methodologies of psychological research. Students will explore qualitative and quantitative research methods, learn about data analysis, and apply concepts to design hypothetical research studies. Topics include the scientific method, issues in experimental psychology, evaluation of internal and external validity, ethical considerations, and responsibilities in writing and reporting research findings. Students will also learn how to become critical evaluators of research.

*5 Quarter Credit Hours*

*Prerequisite: None*

**PS 505: TESTING, MEASUREMENT, AND ASSESSMENT**

This course examines the theoretical and conceptual framework of psychological testing, measurement, and assessment. Students learn about psychological test construction and psychometrics, and survey specific assessments and tools related to intelligence, education, personality, and clinical situations. Students also explore the uses and limitations of psychological testing and assessment, as well as ethical issues involved in the administration and interpretation of psychological testing and assessment results.

*5 Quarter Credit Hours*

*Prerequisite: PS 504*

**PS 506: LIFE SPAN DEVELOPMENT**

This course examines human development through the life span from birth to adulthood, concluding with issues surrounding death and dying. The student will use case studies to examine biological, social, and cognitive changes at each stage of life and their relevance to clinical, educational, and social problems. Students also evaluate the major psychosocial issues and conflicts that arise, and identify individual and social needs at each stage of development.

*5 Quarter Credit Hours*

*Prerequisite: None*

**PS 507: PSYCHOLOGICAL DEPENDENCY COUNSELING**

This course provides an overview of dependency counseling strategies using a biopsychological approach to help identify, change, and maintain dependency-free behaviors. Students will use their understanding of the biopsychological model in order to explore how addiction begins and intensifies as a complicated interaction between chemical and behavioral changes occurs during addiction. Students will practice identifying diagnoses using the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) and proposing appropriate interventions through evaluating and writing case studies.

*5 Quarter Credit Hours*

*Prerequisite: None*

**PS 508: CHEMICAL AND PSYCHOLOGICAL DEPENDENCY COUNSELING**

This course covers advanced principles, theories, and concepts of Applied Behavior Analysis. The assessment and development of behavioral interventions are covered, along with real-life examples, case studies, and current research in this area of psychology.

*5 Quarter Credit Hours*

*Prerequisite: None*

**PS 509: RESEARCH DESIGN IN APPLIED BEHAVIOR ANALYSIS**

This course will introduce students to the different mixed-method approaches to research used within the field of Applied Behavior Analysis. Students will learn how to use this knowledge to select an appropriate research method when given a real-world situation. Students will also be introduced to the practical, legal, ethical, and sociocultural issues that are unique to research design within the field of Applied Behavior Analysis.

*5 Quarter Credit Hours*

*Prerequisite: None*

**PS 510: QUALITATIVE ANALYSIS**

This course provides an overview of some of the major concepts and issues in qualitative research as it applies to the field of psychology. Learners will examine various methodological issues, data collection methods, interpretation and coding strategies, and conceptual and ethical issues involved in qualitative research. Learners are assisted in thinking critically about these conceptual issues, as well as the validity and reliability of these research methodologies.

*5 Quarter Credit Hours*

*Prerequisite: None*

**PS 511: CHEMICAL AND PSYCHOLOGICAL DEPENDENCY COUNSELING**

This course provides an overview of chemical dependency counseling strategies using a biopsychological approach to help identify, change, and maintain dependency-free behaviors. Students will use their understanding of the biopsychological model in order to explore how addiction begins and intensifies as a complicated interaction between chemical and behavioral changes occurs during addiction. Students will practice identifying diagnoses using the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) and proposing appropriate interventions through evaluating and writing case studies.

*5 Quarter Credit Hours*

*Prerequisite: None*

**PS 512: RESEARCH DESIGN IN APPLIED BEHAVIOR ANALYSIS**

This course will introduce students to the different mixed-method approaches to research used within the field of Applied Behavior Analysis. Students will learn how to use this knowledge to select an appropriate research method when given a real-world situation. Students will also be introduced to the practical, legal, ethical, and sociocultural issues that are unique to research design within the field of Applied Behavior Analysis.

*5 Quarter Credit Hours*

*Prerequisite: None*

**PS 513: GROUP COUNSELING**

This course focuses on the theory and practice of group counseling and its application to the chemical dependency counseling field. Concepts include stages of group development, theories of group counseling, including the interactional group model, strategies for group motivation, and group process. Students will engage in group simulation exercises wherein they will take on roles of different group archetypes in order to evaluate group situational reactions, evaluate current research studies, write a group session plan, and propose
strategies for solving common group problems that arise during the course of treatment. The application of group counseling theory and practice to culturally diverse groups is addressed.
5 Quarter Credit Hours
Prerequisite: None

PS 522: BEHAVIORAL MEASURES AND INTERPRETATION OF DATA†
This course will provide students with a foundational knowledge of measurement and analysis in Applied Behavior Analysis (ABA). Students will learn how to identify and measure target behaviors, as well as evaluate the accuracy of the data presented within current research studies and real-life examples. Finally, students will learn how to communicate the results of a research study in a clear, efficient, and parsimonious manner.
5 Quarter Credit Hours
Prerequisite: None

PS 525: FOUNDATIONS OF PSYCHOPATHOLOGY‡
This course explores the major concepts, issues, and the theory of psychopathology, as behavior that is considered normal and that is considered pathological are reviewed. Topics include emotional, personality, psychotic, and development disorders; current research methodologies; and ethical/legal issues in clinical practice. Students will be introduced to the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-RT) system, which is used as a format for classification of disorders and choice of treatments for both child and adult mental disorders. Assessment strategies and limitations of diagnostic systems will also be examined.
5 Quarter Credit Hours
Prerequisite: None

PS 526: ADVANCED ADDICTION COUNSELING†
This course provides an in-depth examination of dependency and addiction dynamics. Students will use their knowledge of counseling theories common to dependency counseling, such as cognitive behavioral therapy, to evaluate case studies, diagnose dependency, and propose appropriate treatments. Ethical dilemmas that occasionally arise in the counselor/client relationship will be analyzed and discussed. Additionally, students will evaluate case studies that contain ethical, legal, and sociocultural issues using the code of ethics of addiction counseling.
5 Quarter Credit Hours
Prerequisite: None

PS 527: IMPLEMENTING BEHAVIORAL CHANGE†
This course covers the fundamentals of implementing and maintaining a behavior change program in Applied Behavior Analysis. Students will gain skills and practice in the design of effective behavior change programs through the use of real-life case studies. The different factors involved in maintaining behavioral changes in real-world settings will be explored.
5 Quarter Credit Hours
Prerequisite: None

PS 530: COGNITIVE PSYCHOLOGY‡
This course surveys the major concepts and issues in cognitive psychology. Topics include the scientific study of mind and mental functions including attention, memory, perception, problem solving, language, imagery and categorization, and human consciousness. Students will interpret available empirical research and use critical thinking to apply that research.
5 Quarter Credit Hours
Prerequisite: PS 520

PS 531: CO-OCCURRING DISORDERS AND TREATMENTS†
This course will prepare students to work with clients diagnosed with an addiction and mental health disorder. Students will survey some of the special problems related to having addiction and various types of mental health disorders. Different treatment models will be discussed and students will practice using their knowledge of co-occurring theory to analyze research and case studies.
5 Quarter Credit Hours
Prerequisite: None

PS 532: CLINICAL APPLICATIONS OF APPLIED BEHAVIOR ANALYSIS‡
This course provides an overview of the various theoretical models of behavior change, along with more current research on evidence-based best practices in Applied Behavior Analysis. Students will incorporate the practical, ethical, legal, socio-emotional, and cultural needs of a client into an effective behavior change plan.
5 Quarter Credit Hours
Prerequisite: None

PS 537: PSYCHOPATHOLOGY OF MENTAL DISORDERS†
This course surveys the major concepts and issues in psychopathology. Students will learn about the etiology, symptoms, and treatment of major mental disorders, including mood disorders, anxiety disorders, schizophrenia, and personality disorders. The course also incorporates the DSM-5 diagnostic system.
5 Quarter Credit Hours
Prerequisite: None

PS 600: COMPREHENSIVE EXAM†
This course is required for nonthesis-track students and is comprised of an exam that assesses the student’s mastery of the core curriculum courses, specialization courses, and overall competency of program outcomes.
5 Quarter Credit Hours
Prerequisite: Successful completion of all comprehensive exam-track courses

PS 601: MASTER’S RESEARCH AND THESIS I†
This course provides the student with the tools needed to develop and submit a formal proposal for research relevant to the psychology graduate curriculum and the student’s chosen area of study. This course is best suited for students who wish to add to the body of professional knowledge in their chosen field of psychology or who intend to pursue a postgraduate doctoral degree.
5 Quarter Credit Hours
Prerequisite: Successful completion of all thesis-track courses except PS 602

PS 601A: MASTER’S RESEARCH AND THESIS I‡
This course provides the student with the tools needed to develop and submit a formal proposal for research relevant to the psychology graduate curriculum and the student’s chosen area of study. This course is best suited for students who wish to add to the body of professional knowledge in their chosen field of psychology or who intend to pursue a postgraduate doctoral degree.
0 Quarter Credit Hours
Prerequisite: None

PS 602: MASTER’S RESEARCH AND THESIS II†
The goal of this course is the completion of the Master of Science in Psychology thesis. Students complete their research, submit the completed thesis to their committee members for review, and orally present their statement of the problem, research design and methods, findings, conclusions, and recommendations during a scheduled thesis defense hearing. The thesis shall be prepared according to APA guidelines and according to Kaplan University guidelines. The final, approved product shall be submitted to appropriate personnel for binding and acquisition. If appropriate, the thesis must conform to the standards and procedures of Kaplan University’s Institutional Review Board (IRB). This course is best suited for students who wish to add to the body of professional knowledge in their chosen field of psychology or who intend to pursue a postgraduate doctoral degree.
5 Quarter Credit Hours
Prerequisite: PS 601

PS 602A: MASTER’S RESEARCH AND THESIS II‡
The goal of this course is the completion of the Master of Science in Psychology thesis. Students complete their research, submit the completed thesis to their committee members for review, and orally present their statement of the problem, research design and methods, findings, conclusions, and recommendations during a scheduled thesis defense hearing. The thesis shall be prepared according to APA guidelines and according to Kaplan University guidelines. The final, approved product shall be submitted to appropriate personnel for binding and acquisition. If appropriate, the thesis must conform to the standards and procedures of Kaplan University’s Institutional Review Board (IRB). This course is best suited for students who wish to add to the body of professional knowledge in their chosen field of psychology or who intend to pursue a postgraduate doctoral degree.
or who intend to pursue a postgraduate doctoral degree.
0 Quarter Credit Hours
Prerequisite: None

PU 505: HEALTH BEHAVIOR
This course provides a conceptual grounding in theoretical approaches to health and health behavior, emphasizing the use of psychosocial theories and models of health behavior for effective public health practice and research. Students apply the theories and models of health behavior to real-world scenarios encountered in public health. The course focuses on the various factors that influence health behavior, the impact on health and disease of populations, and the implications for health programming.
4 Quarter Credit Hours
Prerequisite: None

PU 515: APPLIED BIOSTATISTICS
This applied biostatistics course encourages students to become consumers of statistical information regarding issues surrounding public health in order to make sound decisions. Research methodologies, data collection, and analysis are also explored.
4 Quarter Credit Hours
Prerequisite: None

PU 520: APPLIED EPIDEMIOLOGY
This course introduces the epidemiologic methods, concepts, and issues that are critical for the assessment, analysis, and interpretation of health-related data. Students study advanced epidemiologic methods used in surveillance, outbreak investigation, screening, and epidemiologic measures, and apply these methods to diseases important to public health.
4 Quarter Credit Hours
Prerequisite: None

PU 530: OCCUPATIONAL AND ENVIRONMENTAL HEALTH
This course presents an overview of the basic concepts of environmental health sciences. The relationships between exposure to workplace contaminants and ergonomics and health are explored. Major areas of focus include industrial hygiene, toxicology studies, environmental microbiology, and clinical occupational medicine. Applicable risk assessment and prevention methods based on monitoring chemical and biologic agents and biomarkers are reviewed and discussed. Current environmental health regulations and the efficacy of enforcement (as public health prevention) by government agencies at the local, state, national, and international levels are also discussed.
4 Quarter Credit Hours
Prerequisite: None

PU 535: PUBLIC HEALTH BIOLOGY
The impact of biological processes in disease, as related to the mechanisms of causation, disease transmission, host risk factors, and host vulnerabilities, is presented. The pathophysiologic mechanisms are studied in order to plan control strategies and effective interventions to improve the health of the public.
4 Quarter Credit Hours
Prerequisite: None

PU 540: HEALTH POLICY AND ETHICS IN PUBLIC HEALTH
Fundamental ethical issues in public health research, practice, and policy are the focus of this course. Analysis of the health policy formulation process and the ethical basis of public health policies and programs are included, as well as the impact of health policies on individual and population health.
4 Quarter Credit Hours
Prerequisite: None

PU 545: DISASTER MANAGEMENT FOR PUBLIC HEALTH PROFESSIONALS
This course examines incident preparedness and response from a variety of public health dimensions including: acute and chronic health care delivery, impact on vulnerable populations, delivery of basic human services, epidemiologic response, and effective collaborations in public health preparedness planning. Students learn how to prepare for and address disruptions of public health systems arising from disasters.
4 Quarter Credit Hours
Prerequisite: None

PU 550: DISASTER MANAGEMENT FOR PUBLIC HEALTH PROFESSIONALS
This course examines incident preparedness and response from a variety of public health dimensions including: acute and chronic health care delivery, impact on vulnerable populations, delivery of basic human services, epidemiologic response, and effective collaborations in public health preparedness planning. Students learn how to prepare for and address disruptions of public health systems arising from disasters.
4 Quarter Credit Hours
Prerequisite: None

PU 560: HEALTH POLICY AND ETHICS IN PUBLIC HEALTH
Fundamental ethical issues in public health research, practice, and policy are the focus of this course. Analysis of the health policy formulation process and the ethical basis of public health policies and programs are included, as well as the impact of health policies on individual and population health.
4 Quarter Credit Hours
Prerequisite: None

PU 565: HEALTH EDUCATION AND COMMUNICATION
The role of health education and communication in the practice of public health is explored. The principles of successful health education, its basis in health behavioral theories, and methods of health education are discussed. Students design a health education campaign using modern and traditional methods of communication to deliver culturally appropriate, effective health education of public health importance.
4 Quarter Credit Hours
Prerequisite: None

PU 570: CULTURAL DIVERSITY IN PUBLIC HEALTH
This course provides an in-depth understanding of cultural forces that impact practice of public health. Cultural, sociopolitical, and behavioral factors that impact public health practice in culturally diverse populations are studied. In addition, students learn to evaluate the cultural competence in public health.
4 Quarter Credit Hours
Prerequisite: None

PU 580: GRANT AND CONTRACT WRITING
This course provides a general overview of the grant-seeking process. Students study types of projects that generally receive funding, sources that can be used to identify prospective funders, and the essential components of a well-written grant. Students design a grant application using a real-life scenario needs statement, develop a project that will address that need, write clear goals and objectives for that project, develop a budget, and identify an evaluation tool that could be used to measure outcomes for the project. All phases of the contract formulation process are addressed, and students learn how to write a statement of work document for commonly used contracts in public health administration.
4 Quarter Credit Hours
Prerequisite: None

PU 590: HEALTH EDUCATION AND COMMUNICATION
The role of health education and communication in the practice of public health is explored. The principles of successful health education, its basis in health behavioral theories, and methods of health education are discussed. Students design a health education campaign using modern and traditional methods of communication to deliver culturally appropriate, effective health education of public health importance.
4 Quarter Credit Hours
Prerequisite: None

PU 600: CULTURAL DIVERSITY IN PUBLIC HEALTH
This course provides an in-depth understanding of cultural forces that impact practice of public health. Cultural, sociopolitical, and behavioral factors that impact public health practice in culturally diverse populations are studied. In addition, students learn to evaluate the cultural competence in public health.
4 Quarter Credit Hours
Prerequisite: None

PU 610: GRANT AND CONTRACT WRITING
This course provides a general overview of the grant-seeking process. Students study types of projects that generally receive funding, sources that can be used to identify prospective funders, and the essential components of a well-written grant. Students design a grant application using a real-life scenario needs statement, develop a project that will address that need, write clear goals and objectives for that project, develop a budget, and identify an evaluation tool that could be used to measure outcomes for the project. All phases of the contract formulation process are addressed, and students learn how to write a statement of work document for commonly used contracts in public health administration.
4 Quarter Credit Hours
Prerequisite: None

PU 620: HEALTH CARE SAFETY
This course explains how to manage the unique safety requirements of health care organizations within the framework provided by OSHA regulations and voluntary accreditation organizations. Topics include infection control, bloodborne pathogens, patient safety, ergonomics, construction safety, respiratory protection, fire protection, and emergency response. Students apply these studies to real-life scenarios affecting a variety of health care institutions.
4 Quarter Credit Hours
Prerequisite: None

PU 630: HEALTH EDUCATION AND COMMUNICATION
The role of health education and communication in the practice of public health is explored. The principles of successful health education, its basis in health behavioral theories, and methods of health education are discussed. Students design a health education campaign using modern and traditional methods of communication to deliver culturally appropriate, effective health education of public health importance.
4 Quarter Credit Hours
Prerequisite: None

PU 640: CULTURAL DIVERSITY IN PUBLIC HEALTH
This course provides an in-depth understanding of cultural forces that impact practice of public health. Cultural, sociopolitical, and behavioral factors that impact public health practice in culturally diverse populations are studied. In addition, students learn to evaluate the cultural competence in public health.
4 Quarter Credit Hours
Prerequisite: None
PU 645: DATA MANAGEMENT SYSTEMS IN EPIDEMIOLOGY†
This course familiarizes students with basic health data management concepts, principles, and methods. Students learn how to design a simple database for research in health sciences and conduct basic descriptive epidemiological analyses using a data management and analysis program.
4 Quarter Credit Hours
Prerequisite: None

PU 650: INFECTIOUS DISEASE EPIDEMIOLOGY†
Students are introduced to the scope and practice of infectious disease epidemiology. Topics include historical aspects, definitions and nomenclature, outbreak investigations, disease surveillance, case-control studies, cohort studies, laboratory diagnosis, molecular epidemiology, dynamics of transmission, and assessment of vaccine field effectiveness. Students explore the global aspects of infectious diseases in the modern world.
4 Quarter Credit Hours
Prerequisite: None

PU 655: CHRONIC DISEASE EPIDEMIOLOGY‡
The role of public health in selected chronic diseases and the application of various epidemiologic methods to epidemiological studies on chronic diseases are studied. This course includes an overview of the burden of chronic diseases and interventions to prevent and control their burden. Students explore the impact of various risk factors for chronic diseases, prevention strategies, and outcomes.
4 Quarter Credit Hours
Prerequisite: None

PU 660: INTERNATIONAL EPIDEMIOLOGY AND GLOBAL HEALTH§
This course introduces students to recent trends in global health and current problems of health from an international perspective, and examines the influence of economic, population, and socio-political trends on health and living conditions in different countries. Students apply the basics of descriptive and analytical epidemiology to global health and key health indicators used in international epidemiology, and analyze the main transnational factors that influence the transfer of risks to health across the globe.
4 Quarter Credit Hours
Prerequisite: None

PU 699: MASTER’S CAPSTONE IN PUBLIC HEALTH§
The capstone course is the culminating experience for the Master of Public Health. 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 public health.
4 Quarter Credit Hours
Prerequisite: None

*Effective November 11, 2009 †Effective January 6, 2010 ‡Effective February 22, 2010 §Effective April 21, 2010
CONCORD LAW SCHOOL

INFORMATION

The following changes are effective April 21, 2010:

At Concord Law School, students may choose a program of study leading to a Juris Doctor (JD), Executive Juris DoctorSM (Executive JDSM/EDJSMSM), or the LLM (Master of Laws) degree. Employing Internet-adaptive technologies, Concord programs offer excellent course instruction while allowing students the flexibility of choosing when and where they study. Graduates of the JD or EJD programs may register to take courses on an individual basis.

The following changes to the information concerning ABA approval are effective April 21, 2010:

ABA Approval

Concord is not on the list of schools approved by the American Bar Association (ABA). The ABA Standards for the Approval of Law Schools currently do not allow for JD programs that are delivered fully or substantially online. The ABA does not formally approve any program other than the first degree in law (JD).

The addition of the LLM program to the Required Disclosures section is effective April 21, 2010:

Required Disclosures

EJD AND LLM PROGRAMS

The method of instruction at this law school for professional law degree programs other than the Juris Doctor degree is principally by technological means, including interactive classes.

Completion of a professional law degree program at this law school other than the Juris Doctor degree does not qualify a student to take the California Bar Examination or satisfy the requirements for admission to practice law in California. It may not qualify a student to take the bar examination or satisfy the requirements for admission to the practice of law in any other jurisdiction. A student intending to seek admission to practice law should contact the admitting authority in the jurisdiction where the student intends to seek to sit for the bar examination or for admission to practice for information regarding the legal education requirements in that jurisdiction for admission to the practice of law.

The following changes to the program objectives for the LLM program are effective April 21, 2010:

Program Objectives

LLM PROGRAM

The LLM (Master of Laws) program is designed for practitioners with experience in a particular field of law who wish to increase their understanding of that field through additional practice-oriented education, or for practitioners looking to move into a specialty field.

LLM in Health Law

Effective April 21, 2010, Concord Law School will no longer offer the LLM in Health Law.

Small Business Practice LLM

The Small Business Practice LLM is designed for practicing attorneys and recent law school graduates who want an in-depth, practical knowledge of the legal issues unique to small business, an increasingly important segment of the economy. These issues include, but are not limited to, taxation and succession planning, leasing commercial real estate, regulation and finance, protecting and selling intellectual property, and a wide-range of employment law issues. Students in the Concord Small Business Practice LLM will cover each of these subsets of law and others in a curriculum structured for and carefully tuned to small business, unlike many traditional law school courses.

The Small Business Practice LLM is a 24-unit program. Courses are held in 15-week trimesters. The program could be completed in a minimum of 6 trimesters (2 years), and students may not exceed 4 years of study.

Admission to the LLM program is limited to those students who have obtained a JD or equivalent degree from a law school in the United States. Applicants who have earned a first (basic) law degree from a law school outside the United States must be approved by the Concord LLM Program Director. An applicant whose native language is not English must demonstrate language proficiency by a TOEFL score of 550/213/80 or higher.

No academic credit will be granted for prior experience or coursework including, but not limited to, coursework completed in other LLM programs.

The addition of the LLM program to the Curriculum section is effective April 21, 2010:

The Curriculum

Concord Law School provides comprehensive, rigorous, and dynamic instruction leading to the Juris Doctor, Executive JD, and LLM degrees. Unlike most of its fixed-facility counterparts, Concord utilizes technology and the Internet to communicate its instructional material and enhance and streamline the learning process.

Concord’s course of study is presented in a variety of formats. The casebooks and other textbooks required in the Concord programs are those regularly used at law schools nationwide. Lectures are presented over the Internet, while assignments are researched and prepared using electronic research engines. Students may access lectures, curriculum, and the law library virtually 24 hours a day, 7 days a week. In addition,
Concord professors conduct classes over the Internet. Students are required to complete online course modules that include multiple-choice tests and essays.

SMALL BUSINESS PRACTICE LLM
The Small Business Practice LLM is a 24-unit, 2-year program. Students enrolled in the Small Business Practice LLM are required to complete the specific core classes indicated below.

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
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<tbody>
<tr>
<td>Employee Management and Benefits I</td>
<td>Regulation and Finance in Starting and Growing a Small Business</td>
</tr>
<tr>
<td>Employee Management and Benefits II</td>
<td>Creditor and Bankruptcy Rights of Sole Proprietors and Small Firms</td>
</tr>
<tr>
<td>Electronic Contracting, Business on the Web, and E-Commerce</td>
<td>Business Torts</td>
</tr>
<tr>
<td>Leasing Commercial Real Estate</td>
<td>Taxation and Succession Planning</td>
</tr>
<tr>
<td>Structure and Governance of Small Firms and Other Closely Held Business Organizations</td>
<td>Law Practice Management</td>
</tr>
<tr>
<td>Protecting and Selling Intellectual Property</td>
<td>Franchise, Distributorship, and Relationship Law</td>
</tr>
</tbody>
</table>

Program Outcomes

**Technology:** Apply technology to provide client services to operate and market small businesses ethically, efficiently, and effectively.

**Risk Management:** Analyze legal risks in small business settings to better anticipate new circumstances affecting these risks and to more quickly and opportunistically avoid them.

**Marketing and Office Management:** Evaluate the challenges of managing a law office practice to provide services to small business clients consistent with best practices and professional ethics.

**Organizational Forms and Finance:** Demonstrate an understanding of the unique situational and strategic business concerns and special situations inherent in sole proprietorships and other closely-held business forms.

**Human Relations:** Develop skills to deal with the close client interactions inherent in representing small business

ADMISSIONS
The following changes are effective April 21, 2010:

First-year students may begin their program of study on one of four start dates during the year: January, April, June, or September. Upper-division students may begin their program on one of two start dates during the year: January or July. LLM students may begin their program on one of three start dates during the year: January, May, or August.

LLM Program
Admission to the LLM program is limited to those students who have obtained a JD or equivalent degree from a law school in the United States. Applicants who have earned a first (basic) law degree from a law school outside the United States must be approved by the Concord LLM Program Director. In addition, applicants must be in good standing with each state bar in which they are a member.

Applicants who have completed their JD or equivalent degree of study outside the United States must have their study evaluated by a credential evaluation service approved by the Committee of Bar Examiners and must demonstrate English proficiency. Such proficiency may be demonstrated by a TOEFL score of 550/213/80 or higher. All courses offered are conducted in English. Students must be able to speak, read, and write English fluently. English abilities will be determined through the School’s interview and application process.

Application for Readmission

LLM PROGRAM
Students who withdraw or are dismissed from Concord’s LLM program for nonattendance, failing to progress in their studies, financial reasons, or other nonacademic reasons, or for academic or student disciplinary reasons, must receive approval from the Concord LLM Program Director to apply for readmission.

Transfer Credit for Prior Law Studies

Students enrolled in the JD or EJD program must complete at least one-half of the program requirements at Concord to qualify for the degree. Students in the JD program must complete at least 2 years of study at Concord and students in the EJD program must complete at least 36 units at Concord. Students in the LLM program must complete all of the degree requirements at Concord. No credit is offered for experiential learning (work experience).

LLM PROGRAM
No academic credit will be granted for prior experience or coursework including, but not limited to, coursework completed in other LLM programs.

Transfer of Credits to Other Schools

Students who wish to continue their education at other schools must not assume that credits earned at Concord Law School of Kaplan University will be accepted by the receiving institution. It is the responsibility of
STUDENT SERVICES

The following changes to Concord Law School's academic calendar are effective April 21, 2010:

Academic Calendar

Concord Law School has four starts each year for first-year students and two starts each year for upper-division students enrolled in the JD and EJD programs. The LLM program has three starts each year. Some start dates, as well as academic events, may conflict with religious or secular holidays. Concord will attempt to avoid these conflicts or schedule around them on a case-by-case basis, but may not be able to do so in all instances.

School Policies

The following changes to Concord Law School's Academic Year and Enrollment Status Policy and the addition of the LLM program are effective April 21, 2010:

Academic Year and Enrollment Status

Concord's term for JD students is 51 weeks. The standard term for EJD students is 52 weeks, which may be extended to a nonstandard 78-week term. The standard term for LLM students is 15 weeks.

Concord is required on different occasions to report the number of students in full-time or part-time status.

A student's enrollment status can impact financial aid eligibility.

JD AND EJD PROGRAMS

The reference to “term” is for the 51-week term for JD students and the 52-week term for EJD students.

• Full-time = 22 credit hours per term
• Three-quarter-time = 16 credit hours per term
• Half-time = 11 credit hours per term

LLM PROGRAM

The reference to “term” is for the 15-week term for LLM students.

• Full-time = 8 credit hours per term
• Three-quarter-time = 6 credit hours per term
• Half-time = 4 credit hours per term

The Veterans Administration may have different definitions for full-time and part-time status. Students receiving veterans benefits should talk to the School's Certifying Official.

Law Library

Students access a complete law library from their computers. On Concord's website, a law library interface is available that gives students access to the Internet's free legal library. The library includes, among other things, all U.S. Supreme Court cases, the U.S. Constitution (with annotations to Supreme Court cases), all U.S. Codes, the Federal Rules of Evidence, the Federal Rules of Civil Procedure, codes of professional responsibility, all California codes and laws, and recent appellate cases and law review articles. It also includes access to the UAH Salmon Library at the University of Alabama in Huntsville, Alabama, used by Kaplan University, which provides online access to several excellent business, periodical, and law-related databases.

The School provides JD and EJD students with access to Westlaw, an electronic legal library, after they have been enrolled for a month. LLM students receive Westlaw access when they start classes. In addition to the Concord Librarian’s tutorial, Westlaw offers live research training and materials to navigate through the wealth of information available.

The School also provides students with access to HeinOnline, an image-based retrospective of more than 1,000 law journals with substantial historical coverage, as well as access to historical copies of the Federal Register, U.S. treaties, and other international agreements.

The Concord Law Librarian is also available to assist students in developing research skills to find the resources they need on the Internet.
The following changes to Concord Law School’s Add/Drop Policy for Courses and the addition of the LLM program are effective April 21, 2010:

**Add/Drop Policy for Courses**

Required courses in the JD and EJD programs are not subject to the Add/Drop policy. Students in the JD program are responsible for ensuring that they are carrying sufficient units for a “qualifying year of law study” as required by the State Bar of California. Students in the EJD program are responsible for ensuring that they are carrying sufficient units to complete the program within the 6-year time limit.

**LLM STUDENTS**

Students may drop a course within 14 days of the course start date as long as they have not yet begun Module 4 in the course they wish to drop. If these conditions are met, the dropped course will not appear on the student’s transcript. Students can also choose to add a course within 14 days of the course start date if seats are available.

The addition of the LLM program to Concord Law School’s Academic Standards and Academic Dismissals Policy is effective April 21, 2010:

**Academic Standards and Academic Dismissals**

**LLM PROGRAM REQUIREMENTS**

To maintain good academic standing in the LLM program, students must pass each of the required core courses in the LLM program. Students who do not pass a required course may repeat the course. A student who fails to pass a required course on the second attempt is subject to dismissal from the School.

A student whose GPA for any term falls below 2.0 is subject to dismissal from the School.

The addition of the LLM program to Concord Law School’s Satisfactory Academic Progress Policy is currently under review:

**Satisfactory Academic Progress**

**LLM PROGRAM**

Satisfactory academic progress is defined as follows for students in the LLM program:

1. The student is at, or no more than four modules behind, the ideal module pace as set forth in the ideal module table on the School site and
2. Achieves a GPA of at least 2.0 in the first term and maintains a CGPA of at least 2.0 in all terms.

The following changes to Concord Law School’s Reinstatement/Extended Enrollment Status Policy and the addition of the LLM program are effective April 21, 2010:

**Reinstatement/Extended Enrollment Status**

A student who is terminated because of either failure to comply with the Attendance policy or who has been found in violation of the Satisfactory Academic Progress policy, as set forth above, may appeal the decision by submitting a written appeal. A JD or EJD student should submit his or her appeal to the Associate Dean at associatedean@concord.kaplan.edu; a LLM student should submit it to the Concord LLM Program Director. Appeals must:

1. Be submitted within 30 business days of notification of the termination or failure to comply and
2. Explain the circumstances surrounding the failure to comply with School policies and provide appropriate supporting documentation.

The student will be notified within 10 business days of the Associate Dean’s decision. If a student is reinstated, it will be on an extended enrollment status. Students on extended enrollment status are not eligible for financial aid.

A student who has been reinstated on extended enrollment status who becomes compliant with the Satisfactory Academic Progress policy may petition the Associate Dean to be placed back on regular status.

The addition of the LLM program to Concord Law School’s Grading and Examination Policy is effective April 21, 2010:

**Grading and Examination**

**EXAMS**

**LLM Program**

In the LLM program, the format of the assessments is unique to each course. Courses may require modular quizzes and writing assignments, which typically are administered asynchronously on the School site. In addition, courses may require final projects or exams, which may be administered through the School site at fixed dates and times with specific deadlines for completion.

All assessments are administered under the Concord Honor Code. Assessment administration requirements are specific to each course. Additional information may be found under the Grading Policy for each course on the Concord site.

**FINAL EXAM QUALIFICATION POLICY**

**LLM Program**

A student who has advanced to module 13 in any 15-module course may take the final examination for that course.

The addition of the LLM program to Concord Law School’s Retaken Work Policy is effective April 21, 2010:

**Retaken Work Policy**

**LLM Program**

LLM students may repeat a failed course once. Both attempts will remain on a student’s transcript and count toward his or her GPA.
The addition of the LLM program to Concord Law School’s Transfer Credit, Outside Law School or Graduate Program Policy is effective April 21, 2010:

**Transfer Credit, Outside Law School or Graduate Program**

**LLM PROGRAM**

No academic credit will be granted for prior experience or coursework including, but not limited to, coursework completed in other LLM programs.

The following changes to Concord Law School’s Probation for Failure to Progress in Studies Policy and the addition of the LLM program are effective April 21, 2010:

**Probation for Failure to Progress in Studies**

**JD PROGRAM**

JD students must maintain a module pace in their required courses that will result in the completion of each academic term in 48 to 52 weeks, as required by the State Bar of California.

**Module Alert System**

**Three Modules Behind**

Student progress is strictly monitored by the Law Advisor on a weekly basis. Students who fall three or more modules behind in their required courses (as noted on the student homepage and syllabus) are notified of their status by an automatic “module alert” that appears when they enter the site. Students should also expect an email message from their Law Advisor.

**Four Modules Behind**

Students who fall an average of four modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will receive an warning notice if probation appears imminent. If a student’s progress does not improve after receiving the warning notice and counseling from his or her Law Advisor, the student will be placed on probation after he or she falls five modules behind.

**Five Modules Behind—Probation for Failure to Progress**

Students who fall an average of five modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will be placed on probation for failure to progress. A notice of probation appears automatically when they enter the site. Since probation may negatively affect students who receive federal funding, every care should be taken to avoid this serious consequence.

Students who fail to respond to the notice of probation put themselves in jeopardy of dismissal from the program.

**Seven Modules Behind**

Students who fall an average of seven modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will receive a warning that dismissal is imminent. If no progress is made, students will be dismissed after falling behind eight modules. This is the final warning to students.

**Eight Modules Behind**

Students who fall an average of eight modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will be dismissed from Concord. Students will receive an automatic notification of dismissal when they enter the site. A dismissal may negatively affect students who receive federal funding or student loans.

**EJD PROGRAM**

**Minimum Progress Policy**

In addition to the requirements of the Attendance and Satisfactory Academic Progress policies, EJD students must make minimum progress in the curriculum at all times. Minimum progress means that students must note as complete at least one module in every course every 30 days. This minimum progress is designed to ensure that students remain engaged in their studies and applies to both students who are ahead of the ideal module pace in their studies and students who may be behind the ideal module pace.

If minimum progress, as defined above, is not achieved, the student must respond to the Law Advisor’s request to develop a study plan to bring the student back to the ideal module pace. If a student fails to cooperate in the development of a study plan within 7 days of the Law Advisor’s request, and minimal progress is not made during this time, the student may be subject to dismissal.

**Module Alert System**

Under the flexible pacing model, EJD students must maintain a module pace in their required courses that will result in the satisfactory completion of each academic term in either 52 or 78 weeks.

**Three Modules Behind**

Student progress is strictly monitored by the Law Advisor on a weekly basis. Students who fall three or more modules behind in their required courses (as noted on the student homepage and syllabus) are notified of their status by an automatic “module alert” that appears when they enter the site. Students should also expect an email message from their Law Advisor.

**Four Modules Behind**

Students who fall an average of four modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will receive an warning notice if probation appears imminent. If a student’s progress does not improve after receiving the warning notice and counseling from his or her Law Advisor, the student will be placed on probation after he or she falls five modules behind.

**Five Modules Behind—Probation for Failure to Progress**

Students who fall an average of five modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will be placed on probation for failure to progress. A notice of probation appears automatically when they enter the site. Since probation may negatively affect students who receive federal funding, every care should be taken to avoid this serious consequence.

Students who fail to respond to the notice of probation put themselves in jeopardy of dismissal from the program.

**Seven Modules Behind**

Students who fall an average of seven modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will receive a warning that dismissal is imminent. If no progress is made, students will be dismissed after falling behind eight modules. This is the final warning to students.

**Eight Modules Behind**

Students who fall an average of eight modules behind the ideal module pace in their required courses (as noted on the student homepage and syllabus) will be dismissed from Concord. Students will receive an automatic notification of dismissal when they enter the site. A dismissal may negatively affect students who receive federal funding or student loans.

**LLM PROGRAM**

In addition to the requirements stated in the Attendance and Satisfactory Academic Progress policies, LLM students must make minimum...
progress in the curriculum at all times. Minimum progress is defined as the completion of at least one module in every course every 21 days.

If minimum progress, as defined above, is not achieved, students may be advised to develop a study plan to bring them back to the ideal module pace. Failure to cooperate in the development of a study plan may result in dismissal from the program.

The addition of the LLM program to Concord Law School’s Time Limit to Complete Coursework Policy is effective April 21, 2010:

**Time Limit to Complete Coursework**

Students are required to complete the JD program within 5 years after passing the FYLSE, or, for prior law students offered advanced standing, within 4 years after commencing studies at Concord.

EJD students are required to complete the program within 6 years of starting their studies at Concord and LLM students are required to complete the program within 4 years.

Deferrals and leaves of absence granted do not extend this time limit.

The addition of the LLM program to Concord Law School’s Graduation Requirements is effective April 21, 2010:

**Graduation Requirements**

**LLM PROGRAM**

Students in the LLM program must successfully pass all required courses, complete 24 units within 4 years of commencing study, and maintain a cumulative GPA of 2.0 to graduate. In addition, students must be in good financial standing and must have successfully completed all academic requirements to participate in the graduation ceremony.

The addition of the LLM program to Concord Law School’s Withdrawal Policy is effective April 21, 2010:

**Deferment, Leave of Absence, and Withdrawal**

**WITHDRAWAL POLICY**

Students who withdraw from Concord must make a request to the School containing the reasons the student is no longer able to complete the program. The request may be in writing, by email, over the telephone, or in person to the Administrative Office in Los Angeles. The student will be responsible for all tuition and fees per the enrollment agreement. (Please see Application for Readmission in the Admissions section above.)

Withdrawal from individual courses after the add/drop period is at the discretion of Concord and may be subject to conditions.

Withdrawal after the start of the term is in general reflected with “W”s for course grades on the transcript. Withdrawals made within a week of the first scheduled final exam (JD students) and the end of term (EJD students) will result in grades of “F” for those courses where a student did not sit for final exams or submit final course papers.

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

1. The date the student notifies Concord of withdrawal or the date of withdrawal, whichever is earlier;
2. The last date of attendance in the case of students who do not complete academically related activities within the first 7 days of the term start date;
3. The last date of attendance for students who fail to complete academically related activities for 21 consecutive calendar days;
4. The date when Concord terminates the student’s enrollment, or
5. The date the student is scheduled to return from a leave of absence and fails to do so.

All refunds due will be made within 30 days of the student’s effective withdrawal date. The last date of actual participation (log in) is used in calculating any refund amount.

**LLM Program**

Students who wish withdraw from the LLM program or cancel their studies are encouraged to contact the Concord LLM Program Director by email or phone to discuss their options. Withdrawal and cancellation requests must be made as stated above in the Withdrawal Policy.

The addition of the LLM program to Concord Law School’s policy regarding student conduct is effective April 21, 2010:

**Student Conduct**

Concord requires students to conduct themselves in accordance with the professional standards and conduct expectant of attorneys and future attorneys. Students failing to meet these standards or who are disruptive to the School and learning environment may be subject to disciplinary action, including dismissal from the School.

Concord has taken precautions to discourage dishonesty and preserve the academic integrity of its programs. Concord has installed protections into its website to prevent students from using the curriculum inappropriately or submitting assignments or examinations fraudulently. Any student found to be involved in the submission of fraudulent assignments or material on the website or otherwise in furtherance of his or her degree will be subject to discipline, including possible expulsion from the School. In addition, any evidence of unethical or fraudulent use of the site by a student in the JD program that is confirmed after thorough investigation by Concord will be forwarded to the Committee of Bar Examiners of the State Bar of California and may affect the student’s future application for admission to the Bar. In the case of such conduct by a student in the LLM program, any such information may be forwarded to the ethics committee of the appropriate jurisdiction.

The following changes to Concord Law School’s tuition and fees are effective January 6, 2010; the addition of the LLM program is effective April 21, 2010:

**Tuition and Fees**

A $100 nonrefundable application fee is required to be considered for admission to the JD and EJD programs. Annual tuition for terms starting between June 1, 2009, and May 31, 2010, is $9,600. Effective June 1, 2010, the annual tuition is $9,984. For renewing students there is a $100 nonrefundable registration fee. Any units taken above 24 units annually are charged at the rate of $400 per unit for terms starting between June 1, 2009, and May 31, 2010. Effective June 1, 2010, the per-unit rate is $416.
Tuition increases will typically occur at the beginning of June. Some upper-division electives offered in partnership with other law schools require a one-time program fee in addition to the Concord tuition rate or alternatively the tuition rate of the partner school.

Tuition for the LLM program is charged per unit of credit. Effective June 1, 2010, the per-unit rate is $900, for a total program cost of $21,600.

Access to the Internet curriculum begins at a prescribed time when all tuition and orientation obligations are met. The above tuition and fees do not include the student's own cost of textbooks, computer equipment, Personal Digital Certificate, an online provider to access the curriculum, and certain student services fees. These costs are estimated to be:

- Textbooks: $600 per year
- Computer equipment: $1,000
- Online provider: $29.95 per month
- Personal Digital Certificate: $19.95 per year
- MS Word or other .doc/.docx compatible word processing program (market price)

The following changes to Concord Law School’s Cancellation and Refund Policy are effective January 6, 2010; the addition of the LLM program is effective April 21, 2010:

Cancellation and Refund Policy

If students are accepted to the program but wish to cancel their enrollment, they may cancel by emailing administration@concord.kaplan.edu, by mailing a certified, written notice of cancellation to Attn: Director of Student Services, Concord Law School, 10866 Wilshire Boulevard, Suite 1200, Los Angeles, CA 90024, by telephoning 310.689.3200, or in person at the Concord administrative offices in Los Angeles. If students cancel prior to or on the first day of commencing instruction, they will receive a full refund of tuition paid. All refunds will be made within 30 days of cancellation.

If the student has obtained a loan to pay for tuition, it is the student’s responsibility to repay the full amount of any loans plus interest, less any amount of any refund to the lender. Students are advised that some financial refunds are due directly to the lender.

JD CANDIDATES

A student who begins the program is entitled to a prorated refund of tuition paid up to the time 60 percent of the academic term has been completed (60 percent of the academic term is defined as completion of 60 percent of the 24 units per year of which the program is comprised, or 14.4 units).

Thus, for example, a student who withdraws from, or is dismissed by, the School anytime after commencing the program, but prior to completing 60 percent of the program, will receive a prorated refund calculated as follows: if the student paid the EJD tuition of $9,600 and completed 15 modules in each of the first-year courses, the refund would be $4,800 calculated as follows: 15 of 30 modules of Contracts completed = 50 percent of 8 units = 4 units; 15 of 30 modules of Torts completed = 50 percent of 8 units = 4 units; 15 of 30 modules of Criminal Law completed = 50 percent of 6 units = 3 units; 15 of 30 modules of Legal Writing and Test Taking completed = 50 percent of 2 units = 1 unit; 4 units + 4 units + 3 units + 1 unit = 12 units completed out of 24 units per year. $9,600 paid x 12 units paid for but not completed divided by 24 units equals $4,800.

If a student withdraws from, or is dismissed by, the School anytime after completing 60 percent of the program, there will be no refund.

If the student paid the EJD tuition of $9,984 and completed 15 modules in each of the first-year courses, the refund would be $4,992 calculated as follows: 15 of 30 modules of Contracts completed = 50 percent of 8 units = 4 units; 15 of 30 modules of Torts completed = 50 percent of 8 units = 4 units; 15 of 30 modules of Criminal Law completed = 50 percent of 6 units = 3 units; 15 of 30 modules of Legal Writing and Test Taking completed = 50 percent of 2 units = 1 unit; 4 units + 4 units + 3 units + 1 unit = 12 units completed out of 24 units per year. $9,984 paid x 12 units paid for but not completed divided by 24 units equals $4,992. If a student withdraws from, or is dismissed by, the School anytime after completing 60 percent of the program, there will be no refund.

A student paying tuition on installment may owe a balance due, depending upon the installment payment schedule.

EJD CANDIDATES

A student who begins the program is entitled to a prorated refund of tuition paid up to the time 60 percent of the academic term has been completed (60 percent of the academic term is defined as completion of 60 percent of the 24 units per year of which the program is comprised, or 14.4 units).

Thus, for example, a student who withdraws from, or is dismissed by, the School anytime after commencing the program, but prior to completing 60 percent of the program, will receive a prorated refund calculated as follows: if the student paid the EJD tuition of $9,600 and completed 15 modules in each of the first-year courses, the refund would be $4,800 calculated as follows: 15 of 30 modules of Contracts completed = 50 percent of 8 units = 4 units; 15 of 30 modules of Torts completed = 50 percent of 8 units = 4 units; 15 of 30 modules of Criminal Law completed = 50 percent of 6 units = 3 units; 15 of 30 modules of Legal Writing and Test Taking completed = 50 percent of 2 units = 1 unit; 4 units + 4 units + 3 units + 1 unit = 12 units completed out of 24 units per year. $9,600 paid x 12 units paid for but not completed divided by 24 units equals $4,800.

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A student paying tuition on installment may owe a balance due, depending upon the installment payment schedule.

LLM CANDIDATES

A student who begins the program is entitled to a prorated refund of tuition paid up until the end of the ninth week of study in a given term. Thus, a student who withdraws from or is dismissed by the school anytime after beginning or commencing instruction on the Internet, but prior to the end of the ninth week in a given term, will receive a prorated refund as follows:

<table>
<thead>
<tr>
<th>CANCELLATION REQUEST RECEIVED</th>
<th>REFUND PERCENTAGE</th>
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</thead>
<tbody>
<tr>
<td>During the First Week</td>
<td>100%</td>
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<tr>
<td>During the Second Week</td>
<td>80%</td>
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<tr>
<td>During the Third Week</td>
<td>70%</td>
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<tr>
<td>During the Fourth Week</td>
<td>60%</td>
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<td>During the Fifth Week</td>
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<td>During the Sixth Week</td>
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<td>During the Seventh Week</td>
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<td>During the Eighth Week</td>
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<td>During the Ninth Week</td>
<td>10%</td>
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<td>During the Tenth Week</td>
<td>0%</td>
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</tbody>
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The following changes to Concord Law School’s Financial Aid Services policy are effective August 5, 2009:

**Financial Aid Services**

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

**Loans** (available to all students, subject to eligibility requirements)
- Subsidized Federal Stafford Loan
- Unsubsidized Federal Stafford Loan
- Federal PLUS Loan
- Alternative Loans

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

*Concord Law School may be eligible to be an approved training provider for Workforce Investment Act (WIA) student aid. Students must contact their local WIA One-Stop Centers or their Local Workforce Investment Boards to determine training program eligibility.

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

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

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

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

The following changes and additions are effective November 11, 2009:

**CJ 343: COMPARATIVE CRIMINAL JUSTICE SYSTEMS**
This course compares and contrasts justice systems around the world. Topics covered include crime on the world scene, legal traditions, substantive law and procedural law, and an international perspective on policing, the courts, corrections, and juvenile justice. The study of other cultures and countries is an important feature of a comprehensive educational experience. In this course, students discuss the positive and negative attributes of the various justice systems of England, France, Sweden, Japan, and Russia.

4 units

**CL8831: ADR AND TECHNOLOGY**
ADR and Technology explores how technology can facilitate dispute resolution and problem solving. Students will analyze online dispute resolution platforms that already exist and each student will have an opportunity to resolve disputes using those platforms. Students first will be introduced to different traditional offline dispute resolution processes. Students then will use and critically evaluate different audio, video, and text-based technologies that can assist in resolving disputes; become familiar with several existing dispute resolution software programs that are available commercially; study and discuss current literature concerning technology mediated dispute resolution; and be expected to use video and audio technology to make a presentation to the entire class. Each student is expected to attend select live class sessions. Every student must have, or have ready access to, a Web camera (webcam) as well as a sufficiently fast internet connection to allow the student to participate in a direct negotiation via webcam. Students are also required to participate in dispute resolution simulations using email and instant messaging.

Required: JD Only
2 units

The following changes and additions are effective April 21, 2010:

**CL 8150: EDUCATION LAW**
Education Law provides students with an overview of key topics in the field by examining the constitutional principles, statutes, agency regulations, and judicial decisions that have shaped public and private education. The course will help students understand how these various sources of law affect schools and the students and staff in schools. Topics include: foundational principles; school funding; employment issues; school liability; instruction and curricular issues; privacy rights and Right-to-Know laws; student and teacher rights in areas such as the First Amendment, discipline, discrimination, and religion; search, seizure, and interrogation; special education; No Child Left Behind; and cutting-edge topics such as electronic speech, discipline for off-campus behavior, cyberbullying, strip searches, and education reform. The course uses a problem-based approach that allows students to apply what they learn by discussing and addressing real-world situations through various problems, activities, and assessments. Students will also go outside of the classroom materials to gather information about how education law works in practice and in their own states.

4 units

**CL 8350: INTERNATIONAL TRADE**
The World Trade Organization and the General Agreement on Tariffs and Trade restrain nations from adversely impacting trade with self-serving restrictions. The course will address, among other things, tariff and nontariff barriers, discrimination, regionalism, antidumping, countervailing duties, and safeguards. The course will also consider other facets of globalization such as economic policy, most-favored-nation status, and the relationship between trade and other regulatory areas or social values, including environmental protection, health and safety standards, human rights, and intellectual property protection.

2 units

**CL 8820: ORAL ARGUMENT TRAINING AND PRACTICE**
This course covers effective oral argument and how to implement presentational skills in the context of how to argue a case before an appellate court. The skills; however, apply equally to (1) students who will argue a motion before a trial court and (2) students who never intend to practice law but, on occasion, need to speak before a group of people. Students will analyze and apply legal principles and policy to a complicated fact pattern and improve their skills in organization and logical thinking. While there are written assignments, success in the course turns on two oral arguments, one on each side of the case. Students will work with partners and on teams. The overarching goal of this course is collaborative learning, and students will research, analyze, and plan arguments in “law firm” teams. This is an opportunity to work in cooperative groups toward a final collective goal.

Required: JD Only
2 units

**LLM Courses—Small Business Practice**

**CL 9110: LEASING COMMERCIAL REAL ESTATE**
This course covers the law of commercial real estate leasing from the perspectives of tenant, landlord, and lender, and is largely organized around common, fundamental pieces of the commercial real estate lease. A chronological focus on the core legal issues of each part of the lease provides opportunities to explore transactional practice generally, as well as study the meaning and impact of each provision in the documents that embody the deal. Other subjects of special interest and importance to small business are also covered including: bankruptcy of the landlord or tenant, shopping center leases, percentage leases, and leasehold financing.

2 units

**CL 9115: EMPLOYEE MANAGEMENT AND BENEFITS I**
This course is the first in a set of courses covering issues of employee management and benefits. These courses address the most common source of litigation for small business: disputes about the management of employees. In addition, the courses address matters affecting employee benefits, which are integrally related to these issues of management. These interconnected issues are typically handled conjunctively by small business owners and their lawyers. For this reason, the two courses organize employee management and employee benefits around common dimensions and themes of the small business workplace, rather than artificially segregating the topics in two, independent courses.

2 units

**CL 9120: STRUCTURE AND GOVERNANCE OF SMALL FIRMS AND OTHER CLOSELY HELD BUSINESS ORGANIZATIONS**
The course focuses on the operation of closely held businesses and the problems that such businesses commonly encounter in their typical organizational forms. Thoroughly covered, too, are basic agency principles that are the building blocks for many of the legal doctrines associated with these business forms. Students study the problems and solutions inherent to closely held enterprises, where owners often expect to run their businesses in ways that differ dramatically from the operation of publicly held enterprises.

2 units
CL 9125: EMPLOYEE MANAGEMENT AND BENEFITS II
This course is the second in a set of courses covering issues of employee management and benefits. These courses address the most common source of litigation for small business: disputes about the management of employees. In addition, the courses address matters affecting employee benefits, which are integrally related to these issues of management. These interconnected issues are typically handled conjunctively by small business owners and their lawyers. For this reason, the two courses organize employee management and employee benefits around common dimensions and themes of the small business workplace, rather than artificially segregating the topics in two, independent courses.
2 units

CL 9130: ELECTRONIC CONTRACTING, BUSINESS ON THE WEB, AND E-COMMERCE
This course explores the law governing electronic contracting, other business technology, and e-commerce, including related issues of security and privacy. Students cover the growing bodies of domestic and international law that govern Internet selling, electronic data exchange, electronic payments, digital signatures, and Internet sales, which define the future of contracting and commerce for all small business.
2 units

CL 9135: PROTECTING AND SELLING INTELLECTUAL PROPERTY
This course explores various aspects of intellectual property rights and technology transfer as they apply to small business. The course provides students with the background necessary to effectively advise clients on technology transfer issues and with a more sophisticated understanding of intellectual property licensing issues, strategies, and customary business practices in commercializing technology.
2 units

CL 9140: BUSINESS TORTS
This course focuses on torts arising out of competition between businesses. Also covered are high-risk areas of liability, including important bases of tort and tort-like business liability to consumers, such as: premises and products liability claims and consumer liability for false and deceptive trade practices under state; and “baby” FTC laws that give individual consumers the right to sue. Finally, students examine criminal liability imposed on business owners and managers for tort-like, business-related conduct.
2 units

CL 9145: REGULATION AND FINANCE IN STARTING AND GROWING A SMALL BUSINESS
This course examines traditional and creative approaches to capital formation and start-up financing, as well as life-cycle financing that ties sources of equity and other funding to the stages of small business development, including personal equity, individual retirement assets, equity and debt investment by friends and relatives, and commercial loans, as well as venture capital and other more complex funding sources. Also covered are government programs, including the SBA, tax breaks, and other public subsidies, aimed at encouraging the growth and development of small businesses.
2 units

CL 9150: LAW PRACTICE MANAGEMENT
The course explores the ways and means of managing a law office practice to provide services to small business clients consistent with best practices and professional ethics. Special attention will be given to the use of emerging technologies for the solo and small firm practitioner in compliance with ethical obligations.
2 units

CL 9155: CREDITOR AND BANKRUPTCY RIGHTS OF SOLE PROPRIETORS AND SMALL FIRMS
This course examines the special rights of small businesses as creditors under state law and their rights as debtors under provisions of the Bankruptcy Code dealing specially with small business.
2 units

CL 9160: FRANCHISE, DISTRIBUTORSHIP, AND RELATIONSHIP LAW
This course covers the two primary forms of franchising (product/trade name franchising and business format franchising) and two categories of governing laws: (1) statutory regulation of the franchise relationship and sales of franchises; and (2) statutory and common law frequently applied to the franchise relationship including areas of trademark, anti-trust, consumer protection, and contract law. Also covered are various laws governing the relationship between franchisors and franchisees; federal and state disclosure and registration requirements involved with the sale of franchise units; federal and state laws that focus on franchise relationships in specific industries; and the application of anti-trust and vicarious liability laws on franchise businesses.
2 units

CL 9165: TAXATION AND SUCCESSION PLANNING
This course covers the tax consequences of forming, operating, and transitioning small business, with a focus on the legal forms most often used, including partnerships and LLCs. Topics include organization and operation of small business, distribution of assets, and succession. Students explore the effect tax law has on business and economic decisions, such as choice of legal entity, forms of compensation, and modes of distributing assets to enterprise owners. Significant time is devoted to everyday small business issues concerning hardware depreciation, excess inventory; and writing off business-related debt; personal tax issues of small business owners and their families; the mechanics of documentation and record keeping; and tax issues affecting home-based businesses and their owners.
2 units

Discontinued Course

CL 7950: ETHICS
The following addition to Concord Law School's listing of faculty and administrators is effective January 1, 2010:

**DAVID ALLEN LARSON**
Professor
Professor Larson is a professor of law at the Hamline University School of Law and a senior fellow at Hamline's Dispute Resolution Institute. He was the founder and editor-in-chief of the Journal of Alternative Dispute Resolution in Employment (CCH Inc.), served as an arbitrator for the Omaha Tribe, was a hearing examiner for the Nebraska Equal Opportunity Commission, and currently is an independent arbitrator. Professor Larson has also served as a tenured faculty member at the Creighton University School of Law, an appellate attorney at the Equal Employment Opportunity Commission headquarters in Washington, DC, and a litigation attorney in a Minneapolis law firm. Professor Larson has published 50 articles and book chapters and has made more than 120 professional presentations in Austria, Australia, China, England, Ireland, Sweden, and the United States. His recent articles have focused on technology mediated dispute resolution (TMDR) and are available online at ssrn.com/author=709717.

**Education:** BA, DePauw University; JD, University of Illinois College of Law; LLM, University of Pennsylvania Law School

**Course:** ADR and Technology

**State Bar Memberships:** Illinois, Nebraska, and Minnesota

The following addition to Concord Law School's listing of faculty and administrators is effective January 6, 2010:

**RICHARD HERMANN**
Professor
Professor Hermann has been an attorney career counselor for more than 30 years. He was the cofounder of Federal Reports, Inc., a legal career publishing and consulting firm, including www.attorneyjob.com, a business sold to Thomson Reuter in 2007. He is an author and frequent speaker on law and legally related employment at conferences, such as National Association of Law Placement (NALP), national and state bar associations, and law schools across the country. Previously, he was an attorney at the U.S. Departments of Energy and Defense, and the General Accounting Office. He was also a consultant to numerous U.S. government departments and agencies on national security law, personnel and employment law, and human resources matters. Legal Career Management, a course he developed and teaches for Concord, is the first course in a law school program to offer a structured approach to managing a legal career.

**Education:** BA, Yale University; MA, New School University; JD, Cornell Law School

**Course:** Legal Career Management

**State Bar Memberships:** New York and District of Columbia

The following additions to Concord Law School's listing of faculty and administrators are effective April 21, 2010:

**ELLEN MURPHY**
Program Director, Small Business Practice LLM and Professor of Law
Professor Murphy is the course developer and professor of Cross Profession Ethics, which focuses on fundamental, contemporary ethical questions in the practice of law, and compares the ethics of the legal profession with other professions, including medicine and the clergy. Prior to joining Concord Law School, Professor Murphy served as the executive director for Lawyers Concerned for Lawyers, a private, nonprofit assistance program, serving the Massachusetts bar and bench. Professor Murphy is a graduate of Wake Forest University School of Law, where she was editor-in-chief of the Law Review. Immediately after graduation, she served as a clerk to the Honorable Frank J. Magill, United States Court of Appeals for the Eighth Circuit in Fargo, North Dakota, followed by several years in private practice, where she represented public and private pharmaceutical and biotechnology corporations in commercial business transactions.

**Education:** BS, North Carolina State University; JD, Wake Forest University School of Law

**Course:** Cross Profession Ethics

**State Bar Memberships:** North Carolina

**VANESSA ROLLINS**
Professor of Law
Professor Rollins began her law career as an associate with Workman, Nydegger & Seeley in Salt Lake City, Utah, where she focused on patent and trademark prosecution. She later joined the firms of Finnegan, Henderson, Farabow, Garrett & Dunner in Palo Alto, California, and Parsons Behle & Latimer in Salt Lake City, Utah, where she concentrated her practice in the areas of patent litigation, trademark oppositions, and domain name disputes. She has taught courses in intellectual property law, copyright law, trademark and unfair competition law, patent law, and contract law, and coached several moot court teams for the state of Michigan competition and the annual intellectual property-focused Giles Rich Moot Court Competition. In addition, Professor Rollins has been an assistant professor of law at Ave Maria School of Law, an adjunct professor of law at Michigan State University School of Law, and most recently she was a visiting professor of law at Wayne State University School of Law. Her publications include: Illustrative Fair Use: Braun versus the Bunny, 13 Marquette I.P. L. Rev. 285 (2009); and If It Walks Like Duck, and Quacks Like a Duck, Shouldn't It Be a Duck? How a “Functional” Approach Ameliorates the Discontinuity Between the “Primary Significance” Tests for Genericness and Secondary Meaning, 37 N.M. L. Rev. 147 (2007). Professor Rollins worked as a molecular biologist before entering the legal profession.

**Education:** BS, University of Utah; JD, University of Notre Dame School of Law

**Course:** Intellectual Property

**State Bar Memberships:** California and Utah
The addition of this section to the Kaplan University Catalog is effective January 6, 2010.

This section details the available Kaplan University Credits (KUC) programs, which are designed to provide individual course offerings to prospective students. In addition, this section outlines the University policies that are applicable to KUC students and defines KUC program-specific policies. KUC students must meet all general admissions policies as well as any additional admissions requirements as outlined in each KUC program overview.

KUC programs include Community College Connection, Future Scholars—General Population, Future Scholars—High School (to be offered at a later date), and Kaplan College Preparatory School Dual Credit.

Changes to admissions requirements are effective May 12, 2010:

**ADMISSIONS INFORMATION**

While enrolled at Kaplan University, KUC students will be held to all University policies as outlined in the Kaplan University Catalog and Addenda unless expressly stated otherwise in this section.

**General Policies**

Listed below are general requirements and procedures that Kaplan University has established for all students seeking admission to KUC programs.

1. All applicants to the University must complete an Enrollment Agreement and any other required documents and submit monies as outlined on the Tuition and Fees Schedule. The Enrollment Agreement must be signed by a parent or legal guardian if the applicant is under 18 years of age.

2. All courses are conducted in English. Students must be able to speak, read, and write English fluently.

3. All applicants must complete financial arrangements prior to starting class.

4. Refer to each KUC program section in this section for additional admissions requirements.

**STUDENT SERVICES**

**Tutoring Services**

KUC students have access to all tutoring services available to degree-seeking students. Occasionally, this could mean there is no tutoring available. KUC students will not be permitted to serve in the capacity of peer tutor.

**Career Services**

KUC students are not eligible for career and alumni services.

**Student Interaction**

KUC students are not permitted to participate in any University-sponsored clubs or organizations.

**Conduct**

FUTURE SCHOLARS—HIGH SCHOOL DUAL ENROLLMENT

If a KUC student is suspended or expelled from high school, he or she will immediately be dismissed from the program and not permitted to return without reapplying. A KUC student who is suspended or expelled must wait 1 year from the date of the disciplinary action to reapply to the University.

**ACADEMIC INFORMATION**

**Course Enrollment**

With the exception of the Community College Connection program, KUC students may not enroll in more than one Kaplan University course per term. Courses within programs that have explicit entrance requirements not met by a KUC student may not be taken (e.g., nursing, medical assisting, etc.) Refer to the specific program page for a listing of courses available to KUC students.

KUC students will not be registered into dedicated sections, and interaction with the adult student population is to be expected in classrooms and elsewhere within the University platform.

All course prerequisite, sequencing, and other considerations apply to course registration for KUC courses. In situations where seat availability is limited, preference will be given to degree-seeking students. However, if a KUC student is already registered for a course he or she will not be required to cede his or her seat.

KUC students may not enroll in self-paced/flexible-exit, independent study, internship/externship, practicum, or lab courses unless the course itself is explicitly stated as part of the original agreement between Kaplan University and any sponsoring school system. These exceptions will require the approval of the Dean and/or the Vice President of the school offering the course.
**ACADEMIC STANDARDS**

KUC students will be assessed according to the Kaplan University undergraduate grading scale. A student who fails a course will be dismissed from the University and not permitted to return without reapplying. The student must wait 1 year from the date of dismissal before being permitted to reapply. Upon approved return to Kaplan University, the student may retake the failed course once.

Every term, KUC students may be required to submit documentation, including their GPA from their primary institute of learning for high school students, to prove they are maintaining KUC programs’ academic standards.

**Leave of Absence**

KUC students are not permitted to take a leave of absence, but rather are required to terminate their enrollment and reapply at a later date.

**Enrollment Verifications**

If needed, verification of enrollment in coursework at Kaplan University can be provided, but it will be clear in this verification that the student is enrolled in Kaplan University coursework but is not enrolled in a Kaplan University degree-seeking program.

**Matriculation Into Kaplan University**

High school students taking courses through a KUC program will be able to enroll full-time at Kaplan University upon completion of their high school credential.

Students who choose this option are encouraged to consult with the Prior Learning Assessment Center and the Kaplan University Admissions Department to ensure that any courses taken as a KUC student will be applied to the field of study chosen. Not all courses taken through the KUC program will be applicable toward a Kaplan University degree.

High school students who wish to enroll in a degree-seeking program at Kaplan University may have as their first available start date the term following their high school graduation. Occasionally, however, circumstances, including the arrangement of financial aid, etc., will mandate that the student begin in a later term.

KUC students may transfer into a Kaplan University program up to 45 quarter credit hours taken as a KUC student. Those students nearing this mark should contact a Kaplan University Admissions Advisor to be counseled on the advantages of moving to full-time enrollment with Kaplan University. Students will not be permitted to attempt more than 45 credits at Kaplan University in KUC status.

**Transfer of Credits to Other Schools**

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

**FINANCIAL INFORMATION**

KUC students are not eligible for federal financial aid, nor for any Kaplan University-awarded monies.

Students who wish to enroll in courses in addition to the original contractual arrangement must complete a new Enrollment Agreement, will be invoiced before the beginning of a term, and must pay in full before they are allowed to start the term.

Students with a ledger card balance will not be permitted to register or attend the term for which a balance has accrued, nor any subsequent terms.

Students paying independently who withdraw from courses will be subject to the tuition refund schedule in place at the time of withdrawal.

**COMMUNITY COLLEGE CONNECTION**

**Admissions Requirements**

KUC students who wish to enroll into the Community College Connection program must meet all admissions requirements set forth for Kaplan University degree-seeking students, as outlined in the University Catalog or Addendum unless noted below.

1. Students who hold an associate’s or higher degree are not eligible for the Community College Connection program.

2. Students must be currently enrolled at a California community college.

3. Students must provide a completed Single Course Form signed by a representative from the community college for each Kaplan University course in which the student enrolls.

4. Students may enroll in up to two courses per term.

5. If the chosen course has prerequisite requirements, unofficial transcripts must be provided to the Kaplan University Prior Learning Assessment Center (PLAC) for review at the time of admission.

Students applying to the Community College Connection program are not required to complete academic readiness assessments prior to starting courses.

**Courses**

Students may enroll in all 100- and 200-level Kaplan University courses, with the exception of School of Nursing courses, available at the time of enrollment.

**FUTURE SCHOLARS—GENERAL POPULATION**

**Admissions Requirements**

KUC students who wish to enroll into the Future Scholars (KUFS)—General Population must meet all admissions requirements set forth for Kaplan University degree-seeking students, as outlined in the University Catalog or Addendum unless noted below.
Students applying to the KUFS—General Population program are not required to complete academic readiness assessments prior to starting courses.

This program will have a limited number of enrollments accepted. Contact an Admissions Advisor for details.

Courses
See Appendix A for a listing of courses in which KUFS—General Population students may enroll.

KAPLAN COLLEGE PREPARATORY SCHOOL DUAL CREDIT

Admissions Requirements
KUC students who wish to enroll into the Kaplan College Preparatory School Dual Credit program must meet all admissions requirements set forth for Kaplan University degree-seeking students, as outlined in the University Catalog or Addendum unless noted below.

Students wishing to enroll into the Kaplan College Preparatory School Dual Credit program must be juniors or seniors at Kaplan College Preparatory School, be referred by Kaplan College Preparatory School, and maintain a minimum 3.0 CGPA in their Kaplan College Preparatory School program.

Students applying to the Kaplan College Preparatory School Dual Credit program are not required to complete academic readiness assessments prior to starting courses.

Courses
See Appendix B for a listing of courses in which Kaplan College Preparatory School Dual Credit students may enroll.

The following changes to Appendix A are effective April 21, 2010:

APPENDIX A: KUFS—GENERAL POPULATION COURSES

Arts and Health Sciences
CM 115: Communicating in the Twenty-First Century
CS 115: Academic Strategies
HS 101: Medical Law and Bioethics
PS 115: Contemporary Issues in Psychology

Business
CS 113: Academic Strategies for the Business Professional
MT 140: Introduction to Management

Criminal Justice
CJ 100: Eight Skills of the Effective Criminal Justice Student
CJ 101: Introduction to the Criminal Justice System
CJ 246: Human Relations in a Diverse Society

Information Systems and Technology
CS 114: Academic Strategies for the IT Professional
IT 117: Introduction to Website Development
IT 190: Foundations in Information Technology

Legal Studies
LS 100: Eight Skills of the Effective Legal Studies Student
LS 102: Introduction to Law
PA 101: The Paralegal Professional
APPENDIX B: KAPLAN COLLEGE PREPARATORY SCHOOL DUAL CREDIT COURSES

Business
AC 114: Accounting I
BU 204: Macroeconomics
BU 224: Microeconomics

Health Sciences
HS 120: Anatomy and Physiology I
HS 130: Anatomy and Physiology II

Humanities
HU 201: Voices of Western Culture—Art and Ideas
HU 245: Ethics
HU 280: Bioethics

Information Technology
IT 193: Foundations of Programming Using Visual Basic

Mathematics
MM 207: Statistics

Social Science
SS 230: Making History—The Founding Fathers
SS 235: Twentieth Century African American Leadership
SS 260: Gender and Society
Kaplan University Administrators and Academic Leadership

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<th>School Name</th>
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<th>Address Details</th>
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<tr>
<td><strong>BAUDER COLLEGE, ATLANTA CAMPUS</strong></td>
<td></td>
<td>384 Northyards Boulevard, NW</td>
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<tr>
<td></td>
<td></td>
<td>Suite 190 and 400</td>
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<td>Atlanta, GA 30313</td>
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<tr>
<td><strong>CAREER CENTERS OF TEXAS, BROWNSVILLE CAMPUS</strong></td>
<td>1900 North Expressway, Suite O Brownsville, TX 78521</td>
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<td></td>
<td></td>
<td>1620 South Padre Island Drive, Suite 600 Corpus Christi, TX 78416</td>
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<tr>
<td><strong>CAREER CENTERS OF TEXAS, EL PASO CAMPUS</strong></td>
<td>8360 Burnham Road, Suite 100 El Paso, TX 79907</td>
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<td><strong>CHI INSTITUTE, BROOMALL CAMPUS</strong></td>
<td></td>
<td>1991 Sproul Road, Suite 42 Broomall, PA 19008</td>
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<td><strong>KAPLAN CAREER INSTITUTE, DEARBORN CAMPUS</strong></td>
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<td>3031 West Grand Boulevard, Suite 236 Detroit, MI 48202</td>
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<td><strong>KAPLAN COLLEGE, DENVER CAMPUS</strong></td>
<td>500 East 84th Avenue, Suite W-200</td>
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<td><strong>KAPLAN COLLEGE, Midland CAMPUS</strong></td>
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<td>Westwood Village Shopping Center</td>
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<td>4120 West Illinois Avenue, Suite A Midland, TX 79703</td>
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<tr>
<td><strong>KAPLAN COLLEGE, Milwaukee CAMPUS</strong></td>
<td>111 West Pleasant Street, Suite 101</td>
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