

KAPLAN UNIVERSITY

2010–2011 CATALOG ADDENDUM

PUBLISHED: OCTOBER 13, 2010

Previously issued: August 13, 2010; September 15, 2010; October 9, 2010

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.



Table of Contents

Policy Information

University Information	
Library.....	8
Admissions Information	
General Policies.....	8
International Applicants.....	9
Returning Students.....	9
Student Information and Services	
Policy of Nondiscrimination.....	10
Academic Information	
Dropping or Adding Courses.....	10
Financial Information	
Dropping Courses.....	10
Financial Aid Services.....	10
Refund Policy.....	10

Undergraduate Programs

Policy Information	
Returning Students.....	12
Programs	
College of Arts and Sciences Programs.....	13
School of Business and Management Bachelor's Division Programs.....	19
School of Business and Management Associate's Division Programs.....	22
School of Criminal Justice Programs.....	24
School of Health Sciences Programs.....	26
School of Information Systems and Technology Programs.....	28
School of Legal Studies Programs.....	29
School of Nursing Programs.....	33
Discontinued Programs.....	34
Undergraduate Course Descriptions	
Discontinued Courses.....	35
Revised Course Titles/Numbers.....	35
Course Prerequisite Changes.....	35
Undergraduate Course Descriptions.....	35

Graduate Programs

Programs	
School of Business and Management Graduate Division Programs.....	42
School of Criminal Justice Programs.....	44
School of Graduate Education Programs.....	47
School of Information Systems and Technology Programs.....	57
School of Legal Studies Programs.....	58
School of Nursing Programs.....	61
Graduate Course Descriptions	
Discontinued Courses.....	66
Revised Course Titles.....	66
Course Prerequisite Changes.....	66
Course Descriptions.....	66

Concord Law School

Admissions	
Equipment, Internet Connection, and Technological Competency....	69
Concord Law School Course Descriptions.....	69

Policies for Nondegree-Seeking Students

Admissions Information	
Master of Arts in Teaching Candidates— Iowa Track Preparation Program.....	70
Master of Arts in Teaching— Noncertification Track Single-Course Enrollment Program.....	70

Academic Leadership and Administration

Kaplan University Administration and Academic Leadership.....	72
---	----

Other Information

Kaplan Higher Education Campuses.....	75
---------------------------------------	----

Kaplan University Program Offerings

PROGRAM	Online	Davenport	Cedar Falls	Cedar Rapids	Council Bluffs	Des Moines	Hagerstown	Lewiston	Lincoln	Mason City	Omaha	South Portland
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			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 Environmental Policy	X											
Master of Science in Fire and Emergency Services	X											
Master of Science in Higher Education	X											
Master of Science in Homeland Security and Emergency Management	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				X	X	
Advanced Start Bachelor of Science in Business Administration	X	X	X	X	X	X	X		X	X	X	
Advanced Start Bachelor of Science in Communication	X	X	X	X		X					X	
Advanced Start Bachelor of Science in Criminal Justice	X	X	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 Early Childhood Development	X											

PROGRAM	Online	Davenport	Cedar Falls	Cedar Rapids	Council Bluffs	Des Moines	Hagerstown	Lewisiston	Lincoln	Mason City	Omaha	South Portland
Advanced Start (continued)												
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											
Advanced Start Bachelor of Science in Health and Wellness	X										X	
Advanced Start Bachelor of Science in Health Care Administration	X	X	X	X	X	X	X		X	X	X	
Advanced Start Bachelor of Science in Health Science	X					X			X			
Advanced Start Bachelor of Science in Human Services	X	X	X	X		X	X		X	X	X	
Advanced Start Bachelor of Science in Information Technology	X	X	X	X		X	X		X		X	
Advanced Start Bachelor of Science in International and Comparative Criminal Justice	X											
Advanced Start Bachelor of Science in Legal Studies	X	X										
Advanced Start Bachelor of Science in Nutrition Science	X											
Advanced Start Bachelor of Science in Paralegal Studies	X	X										
Advanced Start Bachelor of Science in Political Science	X											
Advanced Start Bachelor of Science in Professional Studies	X	X	X							X		
Advanced Start Bachelor of Science in Public Administration and Policy	X											
Advanced Start Bachelor of Science in Public Health	X											
Advanced Start Bachelor of Science in Psychology	X	X										
BACHELOR OF SCIENCE												
Bachelor of Science in Accounting	X	X	X	X		X				X	X	
Bachelor of Science in Business Administration	X	X	X	X	X	X	X		X	X	X	
Bachelor of Science in Communication	X	X	X	X		X					X	
Bachelor of Science in Criminal Justice	X	X	X	X	X	X			X	X	X	
Bachelor of Science in Criminal Justice Administration and Management	X											
Bachelor of Science in Early Childhood Development	X											
Bachelor of Science in Environmental Policy and Management	X											
Bachelor of Science in Fire and Emergency Management	X											
Bachelor of Science in Fire Science	X											
Bachelor of Science in Health and Wellness	X										X	

PROGRAM	Online	Davenport	Cedar Falls	Cedar Rapids	Council Bluffs	Des Moines	Hagerstown	Lewisiston	Lincoln	Mason City	Omaha	South Portland
Bachelor of Science (continued)												
Bachelor of Science in Health Care Administration	X	X	X	X	X	X	X		X	X	X	
Bachelor of Science in Health Information Management	X											
Bachelor of Science in Health Science	X					X			X			
Bachelor of Science in Human Services	X	X	X	X		X	X		X	X	X	
Bachelor of Science in Information Technology	X	X	X	X		X	X		X		X	
Bachelor of Science in International and Comparative Criminal Justice	X											
Bachelor of Science in Legal Studies	X	X										
Bachelor of Science in Liberal Studies	X											
Bachelor of Science in Nursing	X											
Bachelor of Science in Nutrition Science	X											
Bachelor of Science in Paralegal Studies	X	X										
Bachelor of Science in Political Science	X											
Bachelor of Science in Professional Studies	X	X	X							X		
Bachelor of Science in Public Administration and Policy	X											
Bachelor of Science in Public Health	X											
Bachelor of Science in Psychology	X	X										
ASSOCIATE'S DEGREES												
Associate of Applied Science in Accounting	X	X	X	X		X	X	X	X	X	X	X
Associate of Applied Science in Business Administration	X	X	X	X	X	X	X	X	X	X	X	X
Associate of Applied Science in Computer Forensics							X					
Associate of Applied Science in Criminal Justice	X	X	X	X	X	X	X	X	X	X	X	X
Associate of Applied Science in Early Childhood Development	X											
Associate of Applied Science in Educational Paraprofessional	X							X				X
Associate of Applied Science in Fire Science	X											
Associate of Applied Science in Graphic Design							X					
Associate of Applied Science in Health Information Technology	X						X					
Associate of Applied Science in Human Services	X	X	X	X	X	X	X		X	X	X	
Associate of Applied Science in Information Technology	X	X	X	X	X	X	X		X	X	X	
Associate of Applied Science in Medical Assisting	X	X	X	X	X	X	X	X	X	X	X	X

PROGRAM	Online	Davenport	Cedar Falls	Cedar Rapids	Council Bluffs	Des Moines	Hagerstown	Lewiston	Lincoln	Mason City	Omaha	South Portland
Associate's Degrees (continued)												
Associate of Applied Science in Medical Office Management	X	X	X	X	X	X	X		X	X	X	
Associate of Applied Science in Medical Transcription	X	X			X		X		X		X	
Associate of Applied Science in Paralegal Studies	X	X	X			X	X	X	X	X	X	X
Associate of Applied Science in Public Administration	X											
Associate of Science in Interdisciplinary Studies	X	X	X	X	X	X			X	X	X	
Associate of Science in Nursing (offered in Fort Lauderdale, Florida, only)	X											
DIPLOMA PROGRAMS												
Dental Assistant Diploma											X	
Practical Nursing Diploma			X	X		X			X		X	
CERTIFICATE PROGRAMS												
Cisco Networks Postbaccalaureate Certificate	X											
Computer Forensics Postbaccalaureate Certificate	X											
Computer Systems Technician Certificate		X	X	X		X			X	X	X	
Corrections Certificate	X											
Crime Scene Technician Certificate	X											
Graduate Certificate in Accounting	X											
Graduate Certificate in Entrepreneurship for Growth Ventures	X											
Graduate Certificate in Entrepreneurship for New Ventures	X											
Graduate Certificate in Human Resources	X											
Graduate Certificate in Information Security	X											
Graduate Certificate in Instructional Design for Organizations	X											
Graduate Certificate in K-12 Educational Leadership	X											
Graduate Certificate in Literacy and Language Teaching	X											
Graduate Certificate in Mathematics Teaching	X											
Graduate Certificate in Online College Teaching	X											
Graduate Certificate in Project Management	X											
Graduate Certificate in Teaching With Technology	X											
Human Resources Postbaccalaureate Certificate	X											

PROGRAM	Online	Davenport	Cedar Falls	Cedar Rapids	Council Bluffs	Des Moines	Hagerstown	Lewisiston	Lincoln	Mason City	Omaha	South Portland
Certificate Programs (continued)												
Information Security Postbaccalaureate Certificate	X											
Information Technology Pathway Certificate	X	X										
Internet Web Design Postbaccalaureate Certificate	X											
Introduction to Computer Programming Language Certificate	X	X										
Legal Secretary Certificate	X											
Linux System Administration Postbaccalaureate Certificate	X											
Management and Supervision Certificate in Criminal Justice	X											
Medical Assistant Certificate							X					
Medical Billing/Coding Certificate							X				X	
Microsoft Operating Systems Postbaccalaureate Certificate	X											
National Security Administration Postbaccalaureate Certificate	X											
Nurse Administrator Graduate Certificate	X											
Nurse Educator Graduate Certificate	X											
Nurse Informatics Graduate Certificate	X											
Office Management Certificate		X	X	X	X	X			X	X	X	
Oracle Database Administration Postbaccalaureate Certificate	X											
Pathway to Paralegal Postbaccalaureate Certificate	X	X										
Phlebotomist Certificate							X					
Private Security Certificate	X											
Private Security Management Certificate	X											

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

Policy Information

UNIVERSITY INFORMATION

The following changes to the online library are effective September 15, 2010:

Library

Kaplan University offers a full complement of library services through its relationship with UAH Salmon Library at the University of Alabama in Huntsville, AL. The UAH Salmon Library maintains a collection of 325,000 volumes, including U.S. government documents, materials in microform and microfiche, and manuscript collections. Students have access to course reserves, interlibrary loan, and book delivery via the UAH Salmon Library's online catalog and the Kaplan online library web portal, as well as access to 55,000 e-books and article content from 28 aggregated library databases.

ADMISSIONS INFORMATION

With the exception of campus students enrolling in a midterm or truncated calendar start, the following changes to the general admissions policies are effective for students enrolling in terms beginning November 2010 or later:

General Policies

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

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

6. All applicants must complete financial arrangements prior to starting class. If applicable, financial aid applications must be completed.
7. Prior to starting an academic program or being conditionally admitted, undergraduate students may be required to participate in entrance assessments. A minimum performance score on these assessments may be required to begin an academic program or be conditionally admitted to the University.

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 in addition to any other requirements of conditional admission as stated in the Catalog 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.

8. All first-time Kaplan University undergraduate students will be considered conditionally admitted to the University and will not be eligible for Title IV federal financial aid while in this status. All University policies nevertheless apply to such students, and they enjoy all the rights and resources of a fully accepted student during the period of conditional admission. Students in the Dental Assistant Diploma program, international students not required to take foundational coursework, and nondegree-seeking students will not be considered conditionally admitted. Students returning to Kaplan University may be excluded from this policy based on a review of their academic record of previous coursework.

At the end of the fifth week of classes, the University will review the academic performance of conditionally admitted students. Students who (1) have earned a grade up to that point of 65 percent or higher for all coursework and (2) submitted all required documentation in a timely manner that is necessary to secure the method of payment for their tuition cost and fees will be fully accepted into their program and will only then become eligible for Title IV federal financial aid and to receive credit for the course. The University will not fully accept any conditionally admitted student not meeting these criteria, and such a student will not owe any financial obligation to the University except for the application fee, which is nonrefundable. Onsite students not admitted to the University are required to return all textbooks. Failure to do so will result in the student being charged for textbooks not returned. Onsite students who purchase textbooks may return them without charge should their admission be reversed as a result of not meeting University conditional admission requirements.

Students who are not fully accepted to their programs will be reversed and may not reapply for admission for 1 year unless they qualify for a waiver as applied by the Dean of their respective school.

9. Students enrolled in an advanced start program must furnish an official transcript indicating receipt of a comparable associate's degree or bachelor's degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education by the end of their first term. If this document is not submitted by the end of the first term, the student will be blocked from future classes until such documentation is

provided. If, for any reason, the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.

10. The state of Maine requires all students born after 1956 and enrolled in an onsite degree program to provide proof of specific immunizations at the time of admission. Students seeking admission to a Kaplan University campus in the state of Maine must submit proof of immunization against measles, mumps, rubella, diphtheria, and tetanus.

Proof of immunization must detail the administration of:

- a. A DT booster within the last 10 years and
- b. An adult MMR vaccination for individuals who previously received an MMR vaccination prior to their first birthday.

Students who fail to submit documentation of required immunizations will be denied admission to the University.

11. 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 business and information technology students enrolled in a master's degree program), 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 business and information technology students enrolled in a master's degree program), 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.

12. The Dean has the final discretion to approve candidates for admission to a graduate program.

13. 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 change to the admissions policies for undergraduate international students is effective September 15, 2010:

International Applicants

ADMISSIONS POLICY, GENERAL POLICIES

Evaluation documents must include U.S. equivalency of the degree and/or diploma, and a course-by-course equivalency evaluation if the student desires to receive credit for individual courses. For undergraduate students, any costs incurred for this service may be the responsibility of the student and may range from approximately \$50.00 to \$150.00 U.S.

The following changes to the admissions policy for returning students are effective October 13, 2010:

Returning Students

The reentry process involves coordinating the clearance of the student's account, acceptance of financial aid, when applicable, completion of a new Enrollment Agreement, collection of all required official transcripts and/or any other documentation required at the point of the program into which the student is reentering, and course registration. Please refer to the individual sections of the Catalog for specific reentry requirements for undergraduate and graduate students.

STUDENT INFORMATION AND SERVICES

The following changes to the contact information for the Center for Disability Services are effective September 15, 2010:

Policy of Nondiscrimination

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: 954.512.6343
Email: josullivan@kaplan.edu

ACADEMIC INFORMATION

The following change to the Dropping or Adding Courses policy is effective August 13, 2010:

Dropping or Adding Courses

Students who drop a course beyond the first 7 calendar days will incur 100 percent financial responsibility for the course.

FINANCIAL INFORMATION

The following addition to Financial Aid Services is effective September 15, 2010:

Financial Aid Services

OTHER AGENCIES OR PROGRAMS (UNDERGRADUATE AND GRADUATE)

Canadian financial assistance may be available for those who qualify.

The following changes to the Refund policy are effective October 9, 2010; changes to the Dropping Courses policy are effective August 13, 2010:

Refund Policy

Applicants who are:

- Not accepted by the University;
- Dismissed as a result of failing to meet the minimum entrance assessment score or meet any other condition of enrollment or admittance required for the program of study; or
- Conditionally admitted students and choose to withdraw at the end of week 5 of the first term

Shall be entitled to a refund of all monies paid, with the exception of the nonrefundable application fee.

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 him/her. This calculation concerning federal financial aid is separate and distinct from the institutional refund policy, and may result in the student owing additional funds to the University to cover tuition charges previously paid by federal financial aid prior to student withdrawal. If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student is required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debt balance to the institution. If a student earned more aid than was disbursed to them, the institution would owe the student a postwithdrawal 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.

Note: Students conditionally admitted in their first term shall be subject to the Refund Policy detailed above. Such students who elect to continue beyond the first 5 weeks and are fully accepted in their programs shall be responsible for the full tuition amount for that term.

Continuing students, students who are not conditionally admitted, and/or conditionally admitted students who have met the conditions of their admission and have been fully accepted into their programs are subject to the Kaplan University Refund Policy. Indiana, Tennessee, and Wisconsin residents should refer to their state-specific Enrollment Agreement. International students should refer to their international Enrollment Agreement.

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

*Day 7 for Florida residents.
[†]Less \$100 Administrative Fee

Undergraduate Programs

POLICIES GOVERNING UNDERGRADUATE STUDY

The addition of the admissions policy for returning students is effective October 13, 2010:

Returning Students

Undergraduate students who wish to reenter the University must have a CGPA of at least 2.0 for all previous coursework completed at Kaplan University. Students who do not meet these requirements may appeal to the Dean of the program that they wish to enter. In these instances, the decision of the Dean is binding.

College of Arts and Sciences

Admissions Requirements

ASSOCIATE'S-LEVEL PROGRAMS

Effective October 9, 2010, the previous conditional admittance policy is null. Students should refer to the general admissions policy.

The addition of the following program is effective October 13, 2010:

XXVI. Bachelor of Science in Early Childhood Development

The Bachelor of Science in Early Childhood Development is a nonlicensure program designed to prepare students to work in early childhood settings with children from birth through age eight. Foundation coursework concentrates on growth and development, applied theory, ethics and professionalism, children in the inclusive classroom, health and nutrition, and lesson planning and implementation. The Bachelor of Science in Early Childhood Development adheres to National Association for the Education of Young Children's (NAEYC) standards.

The course curriculum blends theory and practice to help meet the needs of students. The degree provides a general education foundation in ethics, critical thinking, and communication skills to support roles and responsibilities in diverse learning environments.

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

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 Early Childhood Development 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 Early Childhood Development program consists of a minimum of 180 quarter credit hours. Upon successful completion of the program, graduates will be awarded a bachelor of science degree.

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Knowledge Base: Demonstrate the ability to apply knowledge of child development and learning theory in early childhood settings.
2. Child, Family, and Community Relationships: Develop, plan, and implement strategies for building family and community relationships.
3. Observation and Assessment: Evaluate developmentally appropriate observation and assessment to inform instructional planning for children and their families.
4. Learning Environments: Evaluate developmentally appropriate principles, tools, and practices to create effective learning environments for young children.
5. Ethics and Professionalism: Demonstrate use of professional standards, ethical values, critical inquiry, and advocacy practices of the early childhood field.
6. Individuality and Cultural Diversity: Demonstrate an understanding of the importance of individuality and cultural diversity of children and their families to learning and development.

(continued on next page)

(continued from previous 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	
CE 100: Preparing for a Career in Early Childhood Development	5
CE 101: Introduction to Early Childhood Education	5
CE 114: Early Childhood Development	5
CE 215: Early Childhood Curriculum Planning	5
CE 220: Child Safety, Nutrition, and Health	5
CE 230: Creative Activities for Young Children	5
CE 240: Young Children With Special Needs	5
CM 206: Interpersonal Communications	5
PS 124: Introduction to Psychology OR	
SS 144: Sociology	5
CE 300: Observation and Assessment in Early Childhood	6
CE 310: Children's Literacy	6
CE 320: Language Development in the Young Child	6
CE 330: Teaching Across Content—Math, Science, and Sociology for Young Children	6
CE 410: Teaching Art and Music in Early Childhood	6
CE 420: Curriculum Development	6
CE 430: Learning Through Play in the Inclusive Classroom	6
CE 499: Bachelor's Capstone in Early Childhood Development	6
TOTAL MAJOR REQUIREMENTS	93
OPEN ELECTIVE REQUIREMENTS	
Open Electives	54
TOTAL OPEN ELECTIVE REQUIREMENTS	54
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
Comparable Associate's or Bachelor's Degree*	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
CE 101: Introduction to Early Childhood Education	
CE 215: Early Childhood Curriculum Planning	
CE 240: Young Children With Special Needs	
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	
CE 300: Observation and Assessment in Early Childhood	6
CE 310: Children's Literacy	6
CE 320: Language Development in the Young Child	6
CE 330: Teaching Across Content—Math, Science, and Sociology for Young Children	6
CE 410: Teaching Art and Music in Early Childhood	6
CE 420: Curriculum Development	6
CE 430: Learning Through Play in the Inclusive Classroom	6
CE 499: Bachelor's Capstone in Early Childhood Development	6
TOTAL MAJOR REQUIREMENTS	48
OPEN ELECTIVE REQUIREMENTS	
Open Electives	24
TOTAL OPEN ELECTIVE REQUIREMENTS	24
TOTAL PROGRAM REQUIREMENTS	180

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

Not all programs or courses are offered at all locations.

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

The addition of the following program is effective October 13, 2010:

XXV. Associate of Applied Science in Early Childhood Development

The Associate of Applied Science in Early Childhood Development is designed to provide students with the introductory knowledge and skills to work with young children (birth through age eight) and families in early childhood settings. Specific emphasis is placed on the young child's growth and development, working with children in the inclusive classroom, health and nutrition needs, and lesson planning and implementation.

The program's curriculum links applied theory to practice, ethics, and professionalism to help meet the needs of students. The degree provides a foundation in critical thinking and communication skills to support the roles and responsibilities of early childcare professionals in diverse learning environments.

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

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Knowledge Base: Demonstrate the ability to apply knowledge of child development and learning theory in early childhood settings.
2. Child, Family, and Community Relationships: Demonstrate an understanding of the development and implementation of strategies for building family and community relationships.
3. Observation and Assessment: Identify developmentally appropriate observational and assessment techniques for informing instructional planning for children and their families.
4. Learning Environments: Demonstrate the ability to use developmentally appropriate principles, tools, and practices to create effective learning environments for young children.
5. Ethics and Professionalism: Demonstrate use of professional standards, ethical values, critical inquiry, and advocacy practices of the early childhood field.
6. Individuality and Cultural Diversity: Demonstrate an understanding of the importance of individuality and cultural diversity of children and their families to learning and development.

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	
CE 100: Preparing for a Career in Early Childhood Development	5
CE 101: Introduction to Early Childhood Education	5
CE 114: Early Childhood Development	5
CE 215: Early Childhood Curriculum Planning	5
CE 220: Child Safety, Nutrition, and Health	5
CE 230: Creative Activities for Young Children	5
CE 240: Young Children With Special Needs	5
CM 206: Interpersonal Communications	5
PS 124: Introduction to Psychology OR	
SS 144: Sociology	5
CE 299: Associate's Capstone for Early Childhood Development	5
TOTAL MAJOR REQUIREMENTS	50
OPEN ELECTIVE REQUIREMENTS	
Open Electives	25
TOTAL OPEN ELECTIVE REQUIREMENTS	25
TOTAL PROGRAM REQUIREMENTS	90

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

Not all programs or courses are offered at all locations.

The addition of the following program is effective October 13, 2010:

XXV. Associate of Applied Science in Educational Paraprofessional

The Associate of Applied Science in Educational Paraprofessional program is designed to prepare students with the topical knowledge and skills to assist teachers in a variety of classroom settings including, but not limited to, special education classrooms and traditional classrooms, and to provide Title I support services.

Topics addressed in the program include an overview of careers in the field of education and the role of the paraprofessional. Specific emphasis is placed on educational and learning theories, classroom and behavior management, instructional strategies in math, reading, and writing, and working to meet the diverse learning needs of English Language Learners (ELLs) and students who receive special education services.

The program's curriculum blends theory and practice, and aims to provide a general education foundation in ethics, critical thinking, and communication skills to support the responsibilities of paraprofessionals in the learning environment.

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

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

Program Outcomes

General Education Literacy Outcomes

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

Discipline-Specific Outcomes

1. Knowledge Base: Demonstrate proficiency in basic academic skills and techniques used for classroom instructional support such as reading, mathematics, and writing.
2. Student Development and Learning Environments: Demonstrate the ability to use appropriate curriculum that addresses the individual student's physical, social, emotional, and cognitive needs.
3. Student, Family, and School Relationships: Demonstrate the ability to interact effectively with students, families, teachers, and administrators in diverse school settings.
4. Instructional and Behavioral Strategies: Apply instructional and behavioral techniques used in a variety of learning environments to enhance teaching and learning of students.
5. Ethics and Professionalism: Demonstrate an understanding of paraprofessional roles including professional standards, legal issues, ethical practices, and appropriate interpersonal and management skills.
6. Individuality and Cultural Diversity: Demonstrate an understanding of the individual learning needs and cultural diversity of students and their families.

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	
EP 100: Preparing for an Educational Paraprofessional Career OR CS 121: Pathways to Academic Success*	5
CM 206: Interpersonal Communications	5
EP 101: Classroom Management	5
EP 114: Educational Development of School-Age Students	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
PS 124: Introduction to Psychology OR SS 144: Sociology	5
EP 299: Associate's Capstone for Educational Paraprofessional OR CE 298: Capstone in Early Childhood Education With Externship†	5
TOTAL MAJOR REQUIREMENTS	50
OPEN ELECTIVE REQUIREMENTS	
Open Electives	25
TOTAL OPEN ELECTIVE REQUIREMENTS	25
TOTAL PROGRAM REQUIREMENTS	90

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

Not all programs or courses are offered at all locations.

*Online students will take EP 100: Preparing for an Educational Paraprofessional Career.

†Online students will take EP 299: Associate's Capstone for Educational Paraprofessional.

The following program changes are effective October 13, 2010:

XXVI. Associate of Science in Interdisciplinary Studies

The objective of the Associate of Science in Interdisciplinary Studies program is to prepare students for career advancement in a variety of fields with the knowledge, communication skills, critical thinking, and technical competencies relevant to the modern workplace.

The Associate of Science in Interdisciplinary Studies provides a degree-completion program and accommodates both the student whose needs are satisfied by an associate's degree and the student who may wish to pursue study beyond the associate's-degree level. The Associate of Science in Interdisciplinary Studies program allows students to transfer in courses from a regionally or nationally accredited institution of higher education or to design a program of study for degree completion.

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

While the open concentration area can be a combination of courses from a variety of disciplines, the degree rests solidly on a general education foundation. Students plan their degree design in accordance with their employment or higher education objectives. Graduates of this program may find career opportunities in a variety of fields based on their area of concentration.

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

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

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: College Success Strategies for Interdisciplinary Studies OR CS 121: Pathways to Academic Success*	5
HU 245: Ethics	5
PS 124: Introduction to Psychology	5
SC 115: Principles of Nutrition	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: Communication

CM 115: Communication—Concepts and Skills	5
CM 202: Mass Media and Broadcasting	5
CM 206: Interpersonal Communications	5
CM 214: Public Speaking for the Professional	5
CM 240: Technical Communication	5
100/200-level: Open Elective	5

Option II: Open Concentration

100/200-level: Major Electives	15
Open Electives	15

Option II-I:

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

Option II-II:

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

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

Not all programs or courses are offered at all locations.

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

School of Business and Management Bachelor's Division

The following program changes are effective October 13, 2010:

XXVI. Bachelor of Science in Accounting

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 113: Academic Strategies for the Business Professional OR CS 121: Pathways to Academic Success*	5
AC 114: Accounting I	5
AC 116: Accounting II	5
AC 239: Managerial Accounting	5
AC 256: Federal Tax	5
BU 204: Macroeconomics	5
MM 255: Business Math	5
100/200-level: Major Elective	5
AC 300: Intermediate Accounting I	6
AC 301: Intermediate Accounting II	6
LS 311: Business Law	6
300/400-level: Major Electives	24
MT 499: Bachelor's Capstone in Management	6
TOTAL MAJOR REQUIREMENTS	88
OPEN ELECTIVE REQUIREMENTS	
Open Electives†	59
TOTAL OPEN ELECTIVE REQUIREMENTS	59
TOTAL PROGRAM REQUIREMENTS	180

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.

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

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS Comparable Associate's or Bachelor's Degree‡	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
AC 114: Accounting I	
AC 116: Accounting II	
AC 239: Managerial Accounting	
CORE REQUIREMENTS	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	18
MAJOR REQUIREMENTS	
AC 300: Intermediate Accounting I	6
AC 301: Intermediate Accounting II	6
LS 311: Business Law	6
300/400-level: Major Electives	24
MT 499: Bachelor's Capstone in Management	6
TOTAL MAJOR REQUIREMENTS	48
OPEN ELECTIVE REQUIREMENTS	
Open Electives	24
TOTAL OPEN ELECTIVE REQUIREMENTS	24
TOTAL PROGRAM REQUIREMENTS	180
EMPHASIS AREAS	
Option I: Public Accountancy	
AC 302: Intermediate Accounting III	6
AC 410: Auditing	6
AC 430: Advanced Tax—Corporate§	6
AC 465: Advanced Forensic Accounting	6
Option II: Tax Accountancy	
AC 302: Intermediate Accounting III	6
AC 410: Auditing	6
AC 430: Advanced Tax—Corporate§	6
AC 450: Advanced Accounting	6
Option III: Managerial Accountancy	
AC 302: Intermediate Accounting III	6
AC 410: Auditing	6
AC 420: Cost Accounting	6
MT 482: Financial Statement Analysis	6
Option IV: Auditing/Forensic Accountancy	
AC 302: Intermediate Accounting III	6
AC 410: Auditing	6
AC 450: Advanced Accounting	6
AC 465: Advanced Forensic Accounting	6
Option V: Governmental/Nonprofit Accountancy	
AC 302: Intermediate Accounting III	6
AC 410: Auditing	6
AC 430: Advanced Tax—Corporate§	6
AC 455: Governmental and Nonprofit Accounting	6

The following program changes are effective October 13, 2010:

XXVII. Bachelor of Science in Business Administration

Curriculum

Courses	Credits
BACHELOR'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	33
MAJOR REQUIREMENTS	
CS 113: Academic Strategies for the Business Professional OR CS 121: Pathways to Academic Success*	5
AC 113: Accounting for Nonaccounting Majors OR AC 114: Accounting I	5
Choose one of the following:	5
BU 204: Macroeconomics	
BU 224: Microeconomics	
MT 220: Global Business	
MM 255: Business Math†	5
MT 140: Introduction to Management	5
MT 203: Human Resource Management OR MT 209: Small Business Management	5
MT 217: Finance	5
MT 219: Marketing	5
AC 330: Managerial Accounting for Business Professionals	6
LS 311: Business Law OR LS 312: Ethics and the Legal Environment	6
MT 302: Organizational Behavior	6
Choose one of the following:	6
MT 355: Marketing Research	
MT 450: Marketing Management	
300/400-level: Marketing Elective	
MT 400: Business Process Management OR MT 435: Operations Management	6
MT 445: Managerial Economics OR MT 480: Corporate Finance	6
MT 460: Management Policy and Strategy	6
MT 490: Management Capstone Externship OR MT 499: Bachelor's Capstone in Management	6
TOTAL MAJOR REQUIREMENTS	88
OPEN ELECTIVE REQUIREMENTS	
Open Electives	59
TOTAL OPEN ELECTIVE REQUIREMENTS	59
TOTAL PROGRAM REQUIREMENTS	180

Curriculum

Courses	Credits
ADVANCED START BACHELOR'S DEGREE REQUIREMENTS	
ASSOCIATE'S/BACHELOR'S DEGREE REQUIREMENTS	
Comparable Associate's or Bachelor's Degree‡	
TOTAL PRIOR DEGREE CREDITS	90
PREREQUISITE REQUIREMENTS	
AC 113: Accounting for Nonaccounting Majors OR AC 114: Accounting I	
MT 140: Introduction to Management	
MT 217: Finance	
CORE REQUIREMENTS	
300/400-level: Arts and Humanities Course	6
300/400-level: Physical Science Course	6
300/400-level: Social Science Course	6
TOTAL CORE REQUIREMENTS	18
MAJOR REQUIREMENTS	
AC 330: Managerial Accounting for Business Professionals	6
LS 311: Business Law OR LS 312: Ethics and the Legal Environment	6
MT 302: Organizational Behavior	6
Choose one of the following:	6
MT 355: Marketing Research	
MT 450: Marketing Management	
300/400-level: Marketing Elective	
MT 400: Business Process Management OR MT 435: Operations Management	6
MT 445: Managerial Economics OR MT 480: Corporate Finance	6
MT 460: Management Policy and Strategy	6
MT 490: Management Capstone Externship OR MT 499: Bachelor's Capstone in Management	6
TOTAL MAJOR REQUIREMENTS	48
OPEN ELECTIVE REQUIREMENTS	
Open Electives	24
TOTAL OPEN ELECTIVE REQUIREMENTS	24
TOTAL PROGRAM REQUIREMENTS	180

(continued on next page)

(continued from previous page)

CAREER FOCUS AREAS

Accelerated MBA Option

AC 301:	Intermediate Accounting IIS	6
HR 485:	Strategic Human Resource Management	6
MT 445:	Managerial Economics	6
MT 450:	Marketing Management#	6
MT 480:	Corporate Finance OR	
MT 482:	Financial Statement Analysis	6

Business Process Management

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

Criminal Justice

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

Entrepreneurship

AC 420:	Cost Accounting	6
LS 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

Information Systems Management

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

Management

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

Marketing

MT 330:	International Marketing	6
MT 355:	Marketing Research OR	
MT 450:	Marketing Management	6
MT 359:	Advertising in the Twenty-First Century	6
MT 459:	Consumer Behavior	6

New Media/Internet Marketing

MT 219:	Marketing	5
IT 337:	Internet Business Fundamentals	6
IT 437:	Internet Marketing	6
MT 359:	Advertising in the Twenty-First Century	6
MT 450:	Marketing Management	6

Operations Management

MT 435:	Operations Management	6
MT 441:	Supply Chain Management	6
MT 451:	Managing Technological Innovation	6
MT 475:	Outcomes Assessment and Quality Management	6

Prelaw

HR 420:	Employment Law	6
LS 305:	Constitutional Law	6
LS 311:	Business Law	6
LS 312:	Ethics and the Legal Environment	6

Project Management

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

Procurement

MT 300:	Management of Information Systems	6
MT 435:	Operations Management	6
MT 441:	Supply Chain Management	6
MT 482:	Financial Statement Analysis	6

Retail Management

MT 303:	Store Management	6
MT 401:	Merchandising Management	6
MT 441:	Supply Chain Management	6
MT 455:	Salesforce Management	6

Risk Management

MT 410:	Risk Analysis and Strategy	6
MT 411:	Risk Management	6
MT 435:	Operations Management	6
MT 482:	Financial Statement Analysis	6

Sales Management

LS 312:	Ethics and the Legal Environment	6
MT 340:	Conflict Resolution and Team Dynamics	6
MT 455:	Salesforce Management	6
MT 459:	Consumer Behavior	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 who do not possess prior learning credit comparable to IT 133: Software Applications must take the course 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.

§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.

School of Business and Management Associate's Division

The following program changes are effective October 13, 2010:

XXVI. Associate of Applied Science in Accounting

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
TOTAL CORE REQUIREMENTS	15
MAJOR REQUIREMENTS	
CS 113: Academic Strategies for the Business Professional OR CS 121: Pathways to Academic Success*	5
AB 114: Accounting I	5
AB 116: Accounting II	5
AB 204: Macroeconomics	5
AB 239: Managerial Accounting	5
AB 256: Federal Tax	5
MM 255: Business Math	5
AB 298: Associate's Capstone in Accounting	5
TOTAL MAJOR REQUIREMENTS	40
OPEN ELECTIVE REQUIREMENTS	
Open Electives†	35
TOTAL OPEN ELECTIVE REQUIREMENTS	35
TOTAL PROGRAM REQUIREMENTS	90

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

Not all programs or courses are offered at all locations.

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

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

The following program changes are effective October 13, 2010:

XXVI. Associate of Applied Science in Business Administration

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
TOTAL CORE REQUIREMENTS	15
MAJOR REQUIREMENTS	
CS 113: Academic Strategies for the Business Professional OR CS 121: Pathways to Academic Success*	5
AB 113: Accounting for Nonaccounting Majors OR AB 114: Accounting I	5
AB 140: Introduction to Management	5
AB 203: Human Resource Management OR AB 209: Small Business Management	5
Choose one of the following:	5
AB 204: Macroeconomics	
AB 220: Global Business	
AB 224: Microeconomics	
AB 219: Marketing	5
MM 255: Business Math†	5
AB 299: Associate's Capstone in Management	5
TOTAL MAJOR REQUIREMENTS	40
OPEN ELECTIVE REQUIREMENTS	
Open Electives	35
TOTAL OPEN ELECTIVE REQUIREMENTS	35
TOTAL PROGRAM REQUIREMENTS	90
CAREER FOCUS AREAS	
Banking Service	
AB 202: Building Customer Sales and Loyalty	5
AB 217: Finance	5
AB 221: Customer Service	5
CM 206: Interpersonal Communications	5
IT 133: Software Applications OR IT 153: Spreadsheet Applications	5
Business	
AB 114: Accounting I	5
AB 116: Accounting II	5
AB 204: Macroeconomics	5
AB 217: Finance	5
IT 133: Software Applications	5
Customer Service	
AB 202: Building Customer Sales and Loyalty	5
AB 221: Customer Service	5
CM 206: Interpersonal Communications	5
CM 214: Public Speaking for the Professional	5
Event Planning	
TH 117: Global Hospitality	5
TH 213: Food and Beverage Management	5
TH 230: Dynamics of Trip/Event Planning	5
TH 270: Advanced Meeting Planning	5

Food/Hotel Management

TH 117: Global Hospitality	5
TH 206: Hotel Management and Operations	5
TH 213: Food and Beverage Management	5
TH 270: Advanced Meeting Planning	5

Health Club Operations

AB 221: Customer Service	5
CM 206: Interpersonal Communications	5
EF 205: Scientific Foundations of Exercise and Fitness	5
HS 120: Anatomy and Physiology I	5
HS 130: Anatomy and Physiology II	5

Information Processing

CM 115: Communication—Concepts and Skills	5
CM 206: Interpersonal Communications	5
IT 133: Software Applications	5
IT 153: Spreadsheet Applications	5
IT 163: Database Concepts Using Microsoft Access	5

Office Management

AB 221: Customer Service	5
CM 206: Interpersonal Communications	5
IT 133: Software Applications	5
TH 270: Advanced Meeting Planning	5

Retail Management

AB 202: Building Customer Sales and Loyalty	5
AB 209: Small Business Management	5
AB 221: Customer Service	5
CM 206: Interpersonal Communications	5
MT 102: Principles of Retailing	5

Sales

AB 221: Customer Service	5
CM 206: Interpersonal Communications	5
CM 214: Public Speaking for the Professional	5
IT 133: Software Applications	5

Small Business Management

AB 122: Payroll Accounting	5
AB 202: Building Customer Sales and Loyalty	5
AB 221: Customer Service	5
IT 133: Software Applications	5

Travel Counseling

TH 101: Travel Concepts	5
TH 102: Sales, Marketing, and Customer Service	5
TH 110: Destination Geography West	5
TH 200: Destination Geography East	5
TH 210: Travel Technology Systems	5

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

Not all programs or courses are offered at all locations.

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

†Students who do not possess prior learning credit comparable to IT 133: Software Applications must take the course in place of an open elective.

School of Criminal Justice

The following changes to the progression requirements for the accelerated master's degree options are effective October 13, 2010:

Progression Requirements

In addition to the general undergraduate student progression requirements, the School of Criminal Justice has the following requirements:

ACCELERATED MASTER'S DEGREE OPTIONS

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, Master of Science in Criminal Justice, Master of Science in Legal Studies, Master of Science in Homeland Security and Emergency Management, Master of Science in Fire and Emergency Services, or Master of Science in Environmental Policy may choose to complete one of the 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 possess and maintain a minimum cumulative GPA of 3.0.
- Students must obtain a grade of "B" or above in each of the master's-level courses.
- 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.

Please refer to the individual option sections for additional requirements.

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

Students should consult with their Academic Advisor to ensure that they are eligible for an accelerated master's degree option and should discuss any financial aid implications with their Financial Aid Officer.

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

Accelerated Master of Science in Fire and Emergency Services 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 Science in Fire and Emergency Services may take the following graduate-level courses in place of open electives:

- CJ 516: Fiscal Issues in Criminal Justice
- FS 500: Principles and Practices of Fire and Emergency Services
- FS 515: Organization Behavior and Personnel Management
- PP 510: Leadership in the Public Sector

The following program changes are effective October 13, 2010:

XXV. Private Security Certificate

Curriculum

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

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

Not all programs or courses are offered at all locations.

* Students enrolled in the Private Security Certificate are exempt from the prerequisite requirement of PA 201: Introduction to Legal Research.

School of Health Sciences

The addition of admissions requirements for the Associate of Applied Science in Medical Transcription and the Dental Assistant Diploma are effective October 13, 2010:

Admissions Requirements

In addition to the general University admissions requirements, the School of Health Sciences has specific requirements for the following programs:

ASSOCIATE'S-LEVEL PROGRAMS

Effective October 9, 2010, the previous conditional admittance policy is null. Students should refer to the general admissions policy.

Associate of Applied Science in Medical Transcription

Students matriculating or transferring into the Associate of Applied Science in Medical Transcription program must successfully pass a typing examination with a minimum speed of 30 words per minute and less than 5 errors.

DENTAL ASSISTANT DIPLOMA

Applicants to the Dental Assistant Diploma program offered at the Omaha campus must submit proof of CPR certification, which must remain valid for the duration of the program.

The following program changes are effective September 15, 2010:

Medical Billing/Coding Certificate

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
CS 119: Academic Strategies for the Health Care Professional OR CS 121: Pathways to Academic Success	5
CM 107: College Composition I OR CM 109: College Composition I—Effective Writing I for the Health Care Professional	5
HS 111: Medical Terminology	5
HS 115: Software Applications for Health Care Professionals	3
HS 120: Anatomy and Physiology I	5
HS 130: Anatomy and Physiology II	5
HS 140: Pharmacology	5
HS 200: Diseases of the Human Body	5
HS 210: Medical Office Management	5
HS 215: Medical Insurance and Billing	3
HS 225: Medical Coding I	4
HI 255: Medical Coding II	5
HS 292: Billing and Coding Externship	3
MM 150: Survey of Mathematics	5
TOTAL PROGRAM REQUIREMENTS	63

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 October 13, 2010:

XXV. Associate of Applied Science in Information Technology

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
TOTAL CORE REQUIREMENTS	15
MAJOR REQUIREMENTS	
CS 114: Academic Strategies for the IT Professional OR CS 121: Pathways to Academic Success*	5
IT 117: Introduction to Website Development	5
IT 163: Database Concepts Using Microsoft Access OR IT 238: Data Modeling for Health Informatics	5
IT 190: Foundations in Information Technology	5
IT 193: Foundations of Programming Using Visual Basic OR IT 258: Foundations of Programming Using Java	5
IT 273: Networking Concepts	5
Choose one of the following 100/200-level courses:	5
AB 140: Introduction to Management	
AB 209: Small Business Management	
AB 220: Global Business	
IT 296: Associate's-Level Information Technology Externship†	
IT 299: Associate's Capstone in Information Technology	5
TOTAL MAJOR REQUIREMENTS	40
OPEN ELECTIVE REQUIREMENTS	
Open Electives‡	35
TOTAL OPEN ELECTIVE REQUIREMENTS	35
TOTAL PROGRAM REQUIREMENTS	90

CAREER FOCUS AREAS

Application Development

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

Help Desk Administration

IT 261: Desktop Administration	5
IT 278: Network Administration	5
AB 221: Customer Service	5

Network Administration

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

Web Development

IT 241: Web Design Methods and Technology OR IT 250: Enhancing Websites With PHP	5
IT 245: Website Development	5
IT 247: Fundamentals of Web Graphics	5

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

Not all programs or courses are offered at all locations.

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

†Only available onsite.

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

School of Legal Studies

The following changes to the progression requirements for the accelerated master's degree options are effective October 13, 2010:

Progression Requirements

In addition to the general undergraduate student progression requirements, the School of Legal Studies has the following requirements:

ACCELERATED MASTER'S DEGREE OPTIONS

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, Master of Science in Criminal Justice, Master of Science in Legal Studies, Master of Science in Homeland Security and Emergency Management, Master of Science in Fire and Emergency Services, or Master of Science in Environmental Policy may choose to complete one of 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 possess and maintain a minimum cumulative GPA of 3.0.
- Students must obtain a grade of "B" or above in each of the master's-level courses.
- 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.

Please refer to the individual option sections for additional requirements.

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

Students should consult with their Academic Advisor to ensure that they are eligible for an accelerated master's degree option and should discuss any financial aid implications with their Financial Aid Officer.

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

Accelerated Master of Science in Fire and Emergency Services 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 Science in Fire and Emergency Services may take the following graduate-level courses in place of open electives:

- CJ 516: Fiscal Issues in Criminal Justice
- FS 500: Principles and Practices of Fire and Emergency Services
- FS 515: Organization Behavior and Personnel Management
- PP 510: Leadership in the Public Sector

The following program changes are effective October 13, 2010:

XXVI. Associate of Applied Science in Public Administration

Curriculum

Courses	Credits
ASSOCIATE'S DEGREE REQUIREMENTS	
CORE REQUIREMENTS	
100/200-level: Communication Course	5
100/200-level: Mathematics Course	5
200-level: Communication Course	5
TOTAL CORE REQUIREMENTS	15
MAJOR REQUIREMENTS	
LS 100: Eight Skills of the Effective Legal Studies Student	5
AB 204: Macroeconomics	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 299: Associate's Capstone in Public Administration	5
TOTAL MAJOR REQUIREMENTS	40
OPEN ELECTIVE REQUIREMENTS	
Open Electives	35
TOTAL OPEN ELECTIVE REQUIREMENTS	35
TOTAL PROGRAM REQUIREMENTS	90

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

Not all programs or courses are offered at all locations.

The following program changes are effective October 13, 2010:

XXV. Legal Secretary Certificate

Legal secretary is a field of law that offers employment opportunities for highly trained and qualified graduates in a wide range of businesses and industries. The Legal Secretary Certificate program is designed to give the student an introduction to legal secretarial skills and to assist those students who desire to enhance their abilities on the job. It may prepare students to pursue employment as a legal secretary or a legal administrative assistant in a law firm, the judicial system, or the legal departments of organizations in the profit and nonprofit sectors. Students are taught the role of the paralegal in the civil litigation process and the skills necessary for effective legal writing, document processing, and use of software applications.

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

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

The Legal Secretary Certificate program consists of a minimum of 31 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
CM 104: College Composition I—Effective Writing for Legal Studies Majors	5
CM 222: College Composition II for Legal Studies Majors	5
PA 101: The Paralegal Professional	5
PA 106: Legal Terminology and Transcription	5
PA 230: Introduction to Legal Technology	5
PA 305: Law Office Management	6
TOTAL PROGRAM REQUIREMENTS	31

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 October 13, 2010:

XXV. Pathway to Paralegal Postbaccalaureate Certificate

The Pathway to Paralegal Postbaccalaureate Certificate program is intended for those students who have a bachelor's degree from an accredited institution and want to enter the paralegal profession. This certificate is designed to increase students' knowledge of the paralegal profession and to provide them with the foundational coursework to prepare to become paralegals. Students are taught how to communicate effectively in a legal environment, conduct legal research, and evaluate legal sources. In addition, students will apply learned concepts to relevant legal arguments and examine ethics in legal environments.

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

The Pathway to Paralegal Postbaccalaureate Certificate program consists of a minimum of 36 or 37 quarter credit hours, depending on the student's choice of elective. Upon successful completion of the program, graduates will be awarded a certificate.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
PA 101: The Paralegal Professional	5
PA 110: Civil Litigation	5
PA 201: Introduction to Legal Research	5
PA 205: Introduction to Legal Analysis and Writing	5
PA 253: Legal Ethics	5
PA 305: Law Office Management	6
Choose one of the following:	5 or 6
PA 221: Wills, Trusts, and Estate Planning	
PA 250: Family Law	
PA 260: Criminal Law	
PA 261: Bankruptcy and Debtor-Creditor Law	
PA 300: Real Estate Law	
TOTAL PROGRAM REQUIREMENTS	36 OR 37

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

Not all programs or courses are offered at all locations.

School of Nursing

The following changes to the admissions requirements for the Bachelor of Science in Nursing program are effective October 13, 2010:

Admissions Requirements

BACHELOR OF SCIENCE IN NURSING

Students applying for admission must:

- Provide documentation of a current, unencumbered license to practice as a registered nurse in at least one U.S. state, including the state in which the practicum will be completed or provide evidence of a license comparable to a U.S. registered nurse license from the nation, province, or region where they are employed as a nurse. Proof of foreign licensure must be submitted at the time of enrollment. Kaplan University will verify the authenticity of all submitted foreign nursing licenses.
- Possess an associate's degree, diploma, or certificate in nursing with a minimum of 50 quarter credit hours of eligible credit with a focus in nursing, or be a student nurse or recent graduate who will have earned an associate's degree, diploma, or certificate in nursing with the minimum number of credits in nursing prior to beginning their first Kaplan University nursing course.
- Have a cumulative grade point average of 2.5 (out of 4.0) from all previous coursework or apply for admission through the alternative admissions procedures set forth below.
- At the time of enrollment, be a registered nurse in at least one U.S. state, the U.S. military, or a foreign nation, province, or region from which they possess a valid license.

Requirements for Graduates of Foreign Nursing Programs

Students who graduated from foreign nursing programs must submit an official course-by-course evaluation of their nursing program to a foreign credential evaluation service. Kaplan University will accept an official copy of the foreign transcript evaluation submitted at the time of licensure in the U.S. or the equivalent educational verification that was required at the time of licensure in a foreign nation, province, or region. The foreign credential evaluation must be received by the Prior Learning Assessment Center prior to enrollment in the Bachelor of Science in Nursing program. The evaluation must be completed by an approved agency listed by the National Association of Credential Evaluation Services at www.naces.org/members.htm or by another service approved by Kaplan University.

Due to the variation in structure of foreign nursing programs, it is not always possible to identify equivalent nursing courses in U.S. certificate, diploma, or associate's degree programs. Students who, at the time of enrollment, are licensed as a registered nurse in at least one U.S. state or in the U.S. military, or who provide evidence of a license comparable to a U.S. registered nurse license from a foreign nation, province, or region, and whose transcript evaluation reflects a minimum of 50 quarter credit hours of eligible credit with a focus in nursing, may be approved for admission to the Bachelor of Science in Nursing program on a case-by-case basis.

The following changes to the Criminal Background Check Policy are effective October 13, 2010:

Criminal Background Check Policy

All prospective or new students in associate's and bachelor's degree programs in the School of Nursing must complete a criminal background check through Kaplan University's designated provider, CertifiedBackground.com. All expenses incurred for the criminal

background check will be paid by prospective or new students directly to CertifiedBackground.com. Costs for the background check will vary based on student's domicile history for the past 7 years. International applicants to the Bachelor of Science in Nursing must provide documentation of an official background check conducted in the country where they are licensed to practice and submit it to the University for review. All expenses incurred for the criminal background check will be paid by prospective or new students.

Additional criminal background check information may be required for students based on their state and/or clinical setting requirements. The state of Iowa requires that criminal background checks include information from the Iowa Department of Human Services relating to child abuse and dependent adult abuse. Prospective or new students residing in Iowa must authorize Kaplan University to obtain this information.

In the event that a criminal background check reveals a conviction or other issue, the Office of the Dean will notify prospective or new students of one of the following:

1. Denied admission to the program.
2. Withdrawal from the program.
3. Admitted to or may continue in the program for minor offenses that do not restrict eligibility to enter clinical settings and/or complete application for licensure.

Prospective or new students will not be admitted to or permitted to continue in a School of Nursing program if information reveals a felony conviction or other issue that the School of Nursing deems unacceptable, or that prevents a student from being accepted into a clinical setting.

Students seeking readmission to a nursing program will be required to complete a criminal background check prior to readmission into the program.

The Office of the Dean will maintain confidentiality of all information related to criminal background checks.

CRIMINAL BACKGROUND CHECK PROCEDURE

1. If additional criminal background check information or authorizations are necessary, the prospective or new student will be notified by the Office of the Dean. The Clinical Coordinator will contact the Dean.
2. Students admitted into the Associate of Science in Nursing program must complete the criminal background check by the last day of their first term at Kaplan University.
3. Students admitted into the Bachelor of Science in Nursing degree completion program must complete the criminal background check prior to beginning NU 499: Bachelor's Capstone in Nursing.
4. The Office of the Dean will monitor criminal background checks and review the results for each prospective or new student as they are available.
5. Prospective or new students with reported offenses will be notified by the Office of the Dean. Cleared prospective or new students may proceed without any notification.

Discontinued Programs

Effective October 13, 2010, the following programs are discontinued:

- Associate of Applied Science in Early Childhood Education
- Associate of Science in Interdisciplinary Studies/Early Childhood Development Emphasis Area
- Associate of Science in Interdisciplinary Studies/Educational Paraprofessional Emphasis Area
- Internet and Website Development Certificate

Undergraduate Course Descriptions

DISCONTINUED COURSES

AC 298: ASSOCIATE'S CAPSTONE IN ACCOUNTING†

MR 100: ADVANCED KEYBOARDING†

MT 202: BUILDING CUSTOMER SALES AND LOYALTY†

MT 221: CUSTOMER SERVICE†

MT 299: ASSOCIATE'S CAPSTONE IN MANAGEMENT†

MT 312: BUSINESS LAW II†

MT 429: POLITICAL ECONOMY†

REVISED COURSE TITLES/NUMBERS

CE 101: INTRODUCTION TO EARLY CHILDHOOD EDUCATION will replace **CE 101: INTRODUCTION TO EARLY CHILDHOOD EDUCATION AND CURRICULUM PLANNING†**

CE 298: CAPSTONE IN EARLY CHILDHOOD EDUCATION WITH EXTERNSHIP will replace **CE 298: ASSOCIATE'S CAPSTONE IN EARLY CHILDHOOD EDUCATION†**

EP 101: CLASSROOM MANAGEMENT will replace **EP 101: INTRODUCTION TO CLASSROOM MANAGEMENT†**

LS 311: BUSINESS LAW will replace **MT 311: BUSINESS LAW†**

LS 312: ETHICS AND THE LEGAL ENVIRONMENT will replace **MT 310: ETHICS AND THE LEGAL ENVIRONMENT†**

COURSE PREREQUISITE CHANGES

AC 116: ACCOUNTING II†
Prerequisite: AC 114

AC 430: ADVANCED TAX—CORPORATE†
Prerequisite: AC 256

CE 298: CAPSTONE IN EARLY CHILDHOOD EDUCATION WITH EXTERNSHIP†
Prerequisite: Last term or with permission of the program Dean

CM 107: COLLEGE COMPOSITION I†
Prerequisite: None

HI 140: FUNDAMENTALS OF HEALTH INFORMATION*
Prerequisite: HI 125

IT 305: INTRODUCTION TO WIRELESS APPLICATION DEVELOPMENT†
Prerequisite: IT 259

LS 308: LAW AND SOCIETY†
Prerequisite: PA 201 or any legal research course

MT 401: MERCHANDISING MANAGEMENT†
Prerequisites: AC 116, MT 102, and MT 217

MT 411: RISK MANAGEMENT*
Prerequisite: MT 410

MT 441: SUPPLY CHAIN MANAGEMENT†
Prerequisites: MT 102 and MT 435

PA 310: TORT LAW†
Prerequisite: PA 201

TH 230: DYNAMICS OF TRIP/EVENT PLANNING†
Prerequisite: None

COURSE DESCRIPTIONS

Courses offered at the University are identified by a code indicating subject area, followed by a three-digit number indicating the level of the course offering. The following subject codes and numbers are used:

ALLIED HEALTH	AH
BUSINESS	
Accounting	AC
Associate's Business	AB
General Business	BU
Human Resources	HR
Management	MT
Travel and Hospitality Management	TH
CHILDHOOD EDUCATION	CE
COMMUNICATION AND COMPOSITION	CM
CRIMINAL JUSTICE	CJ
DENTAL ASSISTING	DA
EDUCATIONAL PARAPROFESSIONAL	EP
ENVIRONMENTAL POLICY AND MANAGEMENT	EM
EXPERIENTIAL LEARNING	EL
FIRE SCIENCE	FS
FOUNDATIONS	KU
HEALTH SCIENCES	
Exercise and Fitness	EF
Health and Wellness	HW
Health Care Administration	HA
Health Information Technology	HI
Health Science	HS
Medical Assisting	MA
Medical Office Management	MO
Medical Records	MR
Nutrition Science	NS
Public Health	PU
HUMANITIES	HU
HUMAN SERVICES	HN
INFORMATION SYSTEMS AND TECHNOLOGY	IT
Computer Forensics	CF
Graphic Design	GD
INTERDISCIPLINARY STUDIES	IS
LEGAL STUDIES	LS
LIBERAL STUDIES	LI
MATHEMATICS	MM
NURSING	NU
Practical Nursing	NR/PN
PARALEGAL STUDIES	PA

*Effective September 15, 2010

†Effective October 13, 2010

POLITICAL SCIENCE	PO
PROFESSIONAL STUDIES	CS/PR
PSYCHOLOGY	PS
PUBLIC ADMINISTRATION AND POLICY	PP
SCIENCE	SC
SOCIAL SCIENCE	SS

COURSE NUMBERING:

- 100–199 First-year courses
- 200–299 Second-year courses
- 300–399 Third-year courses
- 400–499 Fourth-year courses

AB 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

AB 114: ACCOUNTING I†

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

AB 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: AB 114

AB 122: PAYROLL ACCOUNTING†

This course introduces federal laws affecting personnel and payroll records and covers in detail how to process a payroll. Topics covered include the calculation and recording of gross pay and overtime, federal income taxes, social

security taxes, and federal and state unemployment taxes. Required federal tax and information returns and deposit rules are also covered.
5 Quarter Credit Hours
Prerequisite: AB 113 or AB 114

AB 140: INTRODUCTION TO MANAGEMENT†

This course will give students an introductory overview of management theory, management functions, organizational structure, daily management responsibilities, ethics, and current management tools and resources. Theoretical concepts will be illustrated with practical application to real-world management problems and scenarios.
5 Quarter Credit Hours
Prerequisite: None

AB 202: BUILDING CUSTOMER SALES AND LOYALTY†

This course studies the use of the following promotional tools and their applications: advertising, sales promotions, events, and loyalty and frequency shopper programs. It looks at the application of these tools to increase customer market share. This course examines the effect that consumer behavior and customer management have on brand image and loyalty.
5 Quarter Credit Hours
Prerequisite: None

AB 203: HUMAN RESOURCE MANAGEMENT†

In this course, students will examine the processes involved in human resources from a managerial perspective. Students will examine the functions of human resource management, including job analysis, staffing, performance appraisal, training and development, compensation, labor relations, and legal requirements.
5 Quarter Credit Hours
Prerequisite: None

AB 204: MACROECONOMICST

This course includes analysis and study of macroeconomic theory, principles, and practice. Students examine topics such as national income determination, monetary and fiscal policy, and global economics.
5 Quarter Credit Hours
Prerequisite: None

AB 209: SMALL BUSINESS MANAGEMENT†

In this course, students will create a business plan applying the principles of small business organization and management. Students will enhance problem-solving skills and develop a foundational understanding of entrepreneurial principles.
5 Quarter Credit Hours
Prerequisite: None

AB 217: FINANCET

This course covers basic financial concepts, principles, and techniques used in making personal and corporate decisions. It provides students with the tools necessary for analyzing the time value of money, financial statements, interest rates, the values of bonds and stocks, corporate costs of capital, corporate asset investment decisions, and corporate capital structure and dividend policies.
5 Quarter Credit Hours
Prerequisite: None

AB 219: MARKETING†

This is an introductory course emphasizing key concepts and issues underlying the modern practice of marketing. The role of marketing in the organization and in society is examined and analyzed. Course content includes the general nature and role of marketing, the marketing concept, buyer behavior, and the environment in which marketing operates. The marketing planning process is analyzed through the four main decision areas of products and services, distribution, promotion, and pricing.
5 Quarter Credit Hours
Prerequisite: None

AB 220: GLOBAL BUSINESS†

This course gives students an overview of global business. Students receive an introduction to the terminology and the cultural, economic, strategic, market, and production differences encountered in the global business environment. This course serves as an introduction to the factors involved in making business decisions regarding globalization. Case studies and real-world scenarios will illustrate the reality of doing business on this broad scale.
5 Quarter Credit Hours
Prerequisite: None

AB 221: CUSTOMER SERVICE†

In this course, students will learn how companies can develop customer loyalty and address personalized customer needs. Students will apply concepts learned to real-world scenarios and learn how to recapture previous customers and acquire new ones through effective relationship-building strategies. Online communication tools and call center strategies will also be examined.
5 Quarter Credit Hours
Prerequisite: None

AB 224: MICROECONOMICST

This course is an introduction to the principles of microeconomics, which introduces students to the study of the allocation of scarce resources by individual economic actors (consumers and firms) in a market economy. Students will examine the role of markets (supply and demand) in determining prices, consumer and household behavior, and the

application of the cost function of a firm in different market structures to maximize profits. Particular attention will be given to integrating economic principles with the study of “real-world” problems.

5 Quarter Credit Hours

Prerequisite: None

AB 239: MANAGERIAL ACCOUNTING†

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

5 Quarter Credit Hours

Prerequisite: AB 113 or AB 114

AB 256: FEDERAL TAX†

This course introduces students to the procedures to decipher tax information on an individual federal tax basis. Basic concepts in federal income taxation are explored including gross income, exclusions, adjusted gross income, deductions, exemptions, and credits. Introductory tax concepts including cash and accrual methods, like-kind exchanges, and passive loss rules are covered. Additionally, students will familiarize themselves with a tax software package and will explore the tax software's use in generating a tax return.

5 Quarter Credit Hours

Prerequisite: AB 116

AB 298: ASSOCIATE'S CAPSTONE IN ACCOUNTING†

This capstone course builds on the concepts of all the courses taken within the Associate of Applied Science in Accounting and provides students with an opportunity to integrate their previous coursework in a meaningful review of their learning and to assess their level of mastery of the stated outcomes of their degree program.

5 Quarter Credit Hours

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

AB 299: ASSOCIATE'S CAPSTONE IN MANAGEMENT†

This capstone course builds on the concepts of all the courses taken within the Associate of Applied Science in Business Administration and provides students with an opportunity to integrate their previous coursework in a meaningful review of their learning and to assess their level of mastery of the stated outcomes of their degree program.

5 Quarter Credit Hours

Prerequisite: None

CE 100: PREPARING FOR A CAREER IN EARLY CHILDHOOD DEVELOPMENT†

Early childhood professionals establish an environment for the early learning success of the children they serve. This course provides the opportunity for the early childhood development student to prepare for success in the Kaplan University classroom environment. Topics addressed include roles, responsibilities, and various career opportunities within the field, professional standards, personal management tools, strategies, and university resources. Additionally, students will preview the portfolio project that will be developed in the final capstone course in the program.

5 Quarter Credit Hours

Prerequisite: None

CE 101: INTRODUCTION TO EARLY CHILDHOOD EDUCATION†

This course will present an overview of the field of early childhood development. Students will learn the foundations necessary to provide safe, healthy, high-quality care for young children. An emphasis will be placed on governing standards and regulations, historical perspectives, and current trends. This course will also focus on what it means to be an early childhood professional and will assist students in developing effective professional practices in the field.

5 Quarter Credit Hours

Prerequisite: None

CE 114: EARLY CHILDHOOD DEVELOPMENT†

This course surveys the physical, social, emotional, and cognitive development of children from birth through age eight. In order to provide developmentally appropriate care giving, nurturing, and instruction for the most important developmental years in life, topics will include: attachment issues, developmental milestones, and developmentally appropriate strategies. Using their understanding of how young children develop, students will discuss issues in early childhood care, safety and health concerns, guidance techniques, and behavioral expectations.

5 Quarter Credit Hours

Prerequisite: None

CE 215: EARLY CHILDHOOD CURRICULUM PLANNING†

In this course, students will study teaching methods for educational settings that serve young children. Attention will be given to developmental domains, strategies for planning, organizing the learning environment, facilitating teacher-child interactions, guiding children's behavior, conducting lessons, assessing, care giving, supporting play, and addressing standards through integrated and emergent curriculum.

5 Quarter Credit Hours

Prerequisite: None

CE 220: CHILD SAFETY, NUTRITION, AND HEALTH†

The course is designed to help students advance their knowledge of the factors that affect the health, nutrition, and safety of the young child. Students will be able to identify common childhood illnesses and their causes, discuss the nutritional needs of healthy young children with those of children who have allergies or chronic disease conditions, discuss healthy menus using current information, and explain the basics of adequate nutrition to children and caregivers. Students also will identify safe indoor and outdoor learning activities and suggest ways to create environments that maximize safety.

5 Quarter Credit Hours

Prerequisite: CE 114

CE 230: CREATIVE ACTIVITIES FOR YOUNG CHILDREN†

This course is designed to help early childhood care professionals provide creative, developmentally appropriate practices in a child care environment. Participants will examine materials and activities that will help foster children's social, emotional, cognitive, and physical development, with an emphasis on activities that encourage independence, exploration, risk-taking, and opportunities to think and act creatively.

5 Quarter Credit Hours

Prerequisite: CE 101

CE 240: YOUNG CHILDREN WITH SPECIAL NEEDS†

This course is designed to help future early childhood care professionals become effective caregivers and advocates for young children with special needs and their families by learning how to apply strategies to address learning differences. Students will explore some of the more common learning differences and disabilities currently encountered in the inclusive classroom. They will explain the value of early identification of special needs and the importance of intervening early, in accordance with relevant federal legislation. Students also will demonstrate how to communicate and collaborate with families in real-world situations for the benefit of the child with special needs.

5 Quarter Credit Hours

Prerequisites: CE 101 and CE 114

CE 298: CAPSTONE IN EARLY CHILDHOOD EDUCATION WITH EXTERNSHIP†

This capstone course is the culminating experience for the Associate of Applied Science in Educational Paraprofessional for campus-based students. This course builds on the coursework completed throughout the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework. A

portfolio will cap the learning experience and will include artifacts that demonstrate mastery of the program outcomes. Students will be required to 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.

Onsite only

5 Quarter Credit Hours

Prerequisite: Last term or with permission of the program Dean

CE 299: ASSOCIATE'S CAPSTONE FOR EARLY CHILDHOOD DEVELOPMENT†

This capstone course is the culminating experience for the Associate of Applied Science in Early Childhood Development. This course builds on the coursework completed throughout the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework. A portfolio will cap the learning experience and will include artifacts that demonstrate mastery of the program outcomes.

5 Quarter Credit Hours

Prerequisite: Last term

CE 300: OBSERVATION AND ASSESSMENT IN EARLY CHILDHOOD†

This course prepares students to use the various methods of assessment and observation, including standardized and authentic assessment strategies, as a way to assess children's growth and the development of knowledge and skills. Students will apply assessment strategies through virtual field experiences and case studies to identify developmental levels, interests, and abilities, and interpret the data collected.

6 Quarter Credit Hours

Prerequisite: None

CE 310: CHILDREN'S LITERACY†

This course focuses on how children's literature experiences contribute to children's literacy skills. Students will be introduced to a balanced reading framework: shared, modeled, guided, and some independent reading and writing strategies. Reading fluency and comprehension strategies will be emphasized. How to apply assessment strategies, including running reading records, anecdotal records of reading progress, and pre-emergent and emergent literacy scales, will be introduced.

6 Quarter Credit Hours

Prerequisite: CE 300

CE 320: LANGUAGE DEVELOPMENT IN THE YOUNG CHILD†

This course focuses on language acquisition, development, and communication skills.

Students will participate in and use virtual field observations and readings to learn about theories of and influences on how young children acquire and develop language. Students will be presented with an overview of the stages of oral language development and will discuss current thinking with regard to bilingualism.

6 Quarter Credit Hours

Prerequisite: CE 300

CE 330: TEACHING ACROSS CONTENT—MATH, SCIENCE, AND SOCIOLOGY FOR YOUNG CHILDREN†

This course examines the teaching skills of inquiry and discovery-based learning in math and science for young children. Using current theories of development, students develop a working knowledge of methods and materials, scope and sequence of concepts through age eight, related curriculum standards, and assessment strategies. The mathematical concepts of numbers, geometry, problem solving, patterns, parts and wholes, measurement, and graphing will be examined. The processes of science will be explored. Students apply sociology concepts as they relate to children within the classroom and the community at large. Students will also learn how to incorporate goals, objectives, and processes into integrated curriculum.

6 Quarter Credit Hours

Prerequisite: CE 300

CE 340: INTRODUCTION TO AUTISM SPECTRUM DISORDERS IN YOUNG CHILDREN†

This course introduces students to autism spectrum disorders in young children. Topics include the historical and theoretical foundations of autism, and current diagnostic criteria. Students will differentiate the characteristics of autism including comparing differences in brain structure as well as social, emotional, communication, behavioral, sensory-motor, and cognitive characteristics of children with autism spectrum disorders.

6 Quarter Credit Hours

Prerequisite: CE 240

CE 350: LANGUAGE AND SOCIAL SKILL DEVELOPMENT FOR YOUNG CHILDREN WITH AUTISM†

This course addresses the study of language and communication issues and disorders in young children with autism. Students will discuss language assessment and intervention models and programs for children with autism

6 Quarter Credit Hours

Prerequisite: CE 340

CE 410: TEACHING ART AND MUSIC IN EARLY CHILDHOOD†

This course will examine the foundations and theories of the creative arts with young children. Students will learn how to encourage

imagination, flexible thinking, problem solving, and creative movement in order to formulate connections with the processes that children employ in their creative expression. Students will use course knowledge to plan developmentally appropriate creative activities for children.

6 Quarter Credit Hours

Prerequisite: CE 300

CE 420: CURRICULUM DEVELOPMENT†

This course compares the history, theories, research, and contemporary influences of curriculum development in early childhood education. Developmentally appropriate early childhood lesson plans and activities will be analyzed and developed.

6 Quarter Credit Hours

Prerequisite: CE 300

CE 430: LEARNING THROUGH PLAY IN THE INCLUSIVE CLASSROOM†

This course further examines the theories of Piaget, Vygotsky, Erikson, and others to demonstrate how children learn through play and the effect play has on all the developmental domains. Students will learn how to incorporate necessary skill development and assistive technology into play while addressing the individual needs of all children in the classroom.

6 Quarter Credit Hours

Prerequisite: CE 300

CE 440: TEACHING YOUNG CHILDREN WITH AUTISM†

This course presents an overview of interventions for young children with autism spectrum disorders and the strategies needed for teaching. Emphasis is placed on evidence-based interventions, with a review of nonresearch-based interventions in order for students to become critical consumers of the literature related to autism intervention. Students will learn pedagogical foundations for best practice in instructional programming and curriculum development for young children with autism spectrum disorders.

6 Quarter Credit Hours

Prerequisites: CE 340 and CE 350

CE 450: BEHAVIOR INTERVENTION AND STRATEGIES FOR WORKING WITH YOUNG CHILDREN WITH AUTISM†

This course builds on prior knowledge as students examine classroom management and applied behavior analysis strategies. Students will focus on implementation and evaluation of individual and group management programs for young children with autism spectrum disorders.

6 Quarter Credit Hours

Prerequisites: CE 350 and CE 440

CE 498: STUDENT TEACHING PART A†

This course provides campus students with the opportunity to integrate and apply their learning in a comprehensive manner within an early childhood classroom setting. Students will complete a 170-hour student teaching experience, 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. Students will reflect on the courses taken and develop an understanding of the National Association for the Education of Young Children (NAEYC) standards, developmentally appropriate practices based upon child development research, curriculum, and professionalism. This course will culminate with a comprehensive professional portfolio that integrates the learning throughout the program.

Onsite only

6 Quarter Credit Hours

Prerequisite: Last two terms or permission of the Dean

CE 499: BACHELOR'S CAPSTONE IN EARLY CHILDHOOD DEVELOPMENT†

This final course provides students with the opportunity to integrate and apply their learning in a comprehensive manner. Students will reflect on the courses taken and develop an understanding of the National Association for the Education of Young Children (NAEYC) standards, developmentally appropriate practices based upon child development research, curriculum, and professionalism. This course will culminate with a comprehensive professional portfolio that integrates the learning throughout the program.

6 Quarter Credit Hours

Prerequisite: Last term or permission of the Dean

CS 115: COLLEGE SUCCESS STRATEGIES FOR INTERDISCIPLINARY STUDIES†

College Success Strategies for Interdisciplinary Studies is an important component of the new student experience in the College of Arts and Sciences. The academic-focused course content will facilitate students' successful social and academic transition into the Kaplan University community and provide a foundation for success in the pursuit of academic excellence within the student's chosen profession. Students will be introduced to important strategies (reading, writing, research, planning, thinking, organizing, interviewing, and communicating) needed in their chosen profession. "Real-life" examples with practicing professionals will provide students with a sense of the culture and nuances of their chosen field.

5 Quarter Credit Hours

Prerequisite: None

DA W151: TECHNOLOGY AND TERMINOLOGY FOR DENTAL ASSISTING†

The Technology and Terminology for Dental Assisting module is one of the four prerequisite modules for entering dental assistant students. This module includes an overview of computer applications, medical emergencies, medical terminology, and anatomy and physiology. Students are required to develop a plaque control program. This module emphasizes the prenatal development of teeth, development of structures of the surrounding tooth and tissues of the oral cavity, and provides instruction on the expanded duties of a dental assistant. This module is also designed to develop professional skills and proactive career management.

Omaha campus only

6 Quarter Credit Hours

Prerequisite: None

EP 100: PREPARING FOR AN EDUCATIONAL PARAPROFESSIONAL CAREER†

This course introduces students to the educational paraprofessional field and the Kaplan University Associate of Applied Science in Educational Paraprofessional degree program. Topics include roles and responsibilities and professional standards within the field, college success strategies, and strategies and skills needed in the profession. Students will research their professional and personal goals and preview the portfolio project that will be the capstone project in the degree program.

5 Quarter Credit Hours

Prerequisite: None

EP 299: ASSOCIATE'S CAPSTONE FOR EDUCATIONAL PARAPROFESSIONAL†

This capstone course is the culminating experience for the Associate of Applied Science in Educational Paraprofessional. This course builds on the coursework completed throughout the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework. A portfolio will cap the learning experience and will include artifacts that demonstrate mastery of the program outcomes.

5 Quarter Credit Hours

Prerequisite: Last term or permission of the Dean

FS 403: LEADERSHIP AND MANAGEMENT†

This course examines the knowledge and skills needed to become a responsible leader and manage a crew of firefighters. Topics include leadership and management, specifically managing budgets, personnel, and standard operating procedures. The course also analyzes challenges related to the creation of a team environment, situational leadership, and ethical decision making.

6 Quarter Credit Hours

Prerequisite: FS 101

HI 255: MEDICAL CODING II*

This course is a continuation of HS 225: Medical Coding I, progressing to more complicated topics such as cerebrovascular coding, respiratory system coding, congenital anomalies, V-codes, late effects, and pregnancies. The course also focuses on applying coding guidelines for statistical and reimbursement purposes, "present on admission," and severity of illness considerations, and the use of coding references to ensure coding compliance.

5 Quarter Credit Hours

Prerequisite: HS 225

HU 250: HUMANITIES AND CULTURE†

This course is a survey of human social and cultural life through an introduction to humanist theories and historical subject matter. Beginning with village settlement and the rise of cities and ending with the development of modern nations, students study the expression of human ideas and traditions through material and nonmaterial culture. Through readings and discussions, students are introduced to humanist studies and learn to appreciate cultural continuity and change as defining characteristics of the human experience.

5 Quarter Credit Hours

Prerequisite: None

MM 320: MATH HISTORY†

Students will develop both analytic and communication skills as they explore various topics in the history of mathematics. Topics covered will include explorations in Egyptian, Greek, Chinese, Islamic, and European contributions. There will be a quantitative component as students look at various historical practices while applying them to present day mathematical problems. There will be a writing and research component as students prepare and complete a research paper as a final project.

6 Quarter Credit Hours

Prerequisite: MM 212

MT 104: PERSONAL FINANCIAL MANAGEMENT†

This course examines and applies financial decision-making techniques to everyday life. Students will be exposed to the importance of good financial planning. This course will emphasize the importance of setting goals, creating financial statements, preparing budgets, planning for college and retirement, and estate planning. The course will introduce students to careers that are available within the financial services industry.

5 Quarter Credit Hours

Prerequisite: None

NU 102: NURSING FUNDAMENTALS†

This course introduces students to the role of the professional registered nurse, the role of other health care providers, and the health care system from a historical, legal, and ethical perspective. Topics will include health and health promotion throughout the lifespan with a focus on the nursing process. Students will learn initial assessment and vital sign monitoring. With an emphasis on client safety, students will learn the fundamental nursing skills of communicating therapeutically, providing comfort, bathing and personal care, meeting nutritional needs, and assisting with mobility. Cultural diversity and care of the older adult will be introduced. Students will learn to effectively document client records and to provide reports to other providers. This course includes lab and clinical components.

7 Quarter Credit Hours

Prerequisite: None

NU 107: PHARMACOLOGY†

In this course, students are taught basic principles of pharmacology including its relationship to the health of individuals and families. Course topics include drug actions, drug interactions, therapeutic and adverse effects of drugs, food-drug interactions, drug classifications, and basic pharmacology of commonly-used medications. Emphasis is placed on nursing responsibilities and client education.

6 Quarter Credit Hours

Prerequisite: 100/200-level math course

NU 111: MEDICAL-SURGICAL NURSING I†

This course will prepare students to use the nursing process to care for adult medical and surgical clients. The course will focus on developing basic critical thinking, health promotion, communication, and assessment skills. Care planning, nursing interventions, patient education, and health care technologies will also be addressed. Course specific content will include nursing care related to health care alterations in the following body systems: respiratory, cardiac, renal, endocrine, and peripheral vascular. Students will participate in clinical education activities in a medical surgical acute or chronic care setting.

7 Quarter Credit Hours

Prerequisites: NU 102 and NU 107

NU 122: MATERNAL INFANT NURSING†

This course will prepare students to care for women and infants during the prenatal, labor, delivery, postpartum, and neonatal periods. Topics will include issues affecting childbearing families including fertility, pregnancy, childbirth, postpartum care, and common problems in infancy. The course will also address common mental health issues affecting families during the transition to parenthood. Through clinical and/or laboratory simulation experiences, students will address the health

needs of women and infants before, during, and after pregnancy as well as throughout infancy.

6 Quarter Credit Hours

Prerequisite: NU 132

NU 132: MEDICAL-SURGICAL NURSING II†

This course will prepare students to implement the nursing process in the care of adult medical and surgical clients. The course will focus on application of critical thinking, risk reduction, communication, and assessment skills developed in Medical Surgical Nursing I. Care planning, nursing interventions, patient education, and health care technologies will be addressed. Course-specific content will include nursing care related to health care alterations in the following body systems: gastrointestinal, neurological, musculoskeletal, integumentary, sensory, and reproductive. Students will participate in clinical education activities in a medical surgical acute or chronic care setting.

6 Quarter Credit Hours

Prerequisite: NU 111

NU 202: ROLE TRANSITIONS†

This course prepares the licensed practical/vocational nurse for advanced placement in the associate's degree in nursing program. Students will be introduced to the role of the professional registered nurse and responsibilities inherent in the role. The scope of practice, nursing process, critical thinking, and problem solving from the perspective of the professional registered nurse role will be introduced. Focusing on patient safety and evidence-based practice, students will review skills, demonstrate competence, and update areas of demonstrated need including assessment, IV therapy, therapeutic communication, patient teaching.

7 Quarter Credit Hours

Prerequisite: LPN/LVN license

NU 222: PEDIATRIC NURSING†

In this course, students will learn about normal growth and development of children, health care needs of children and families, health promotion, risk reduction, and childhood health problems of acute and long-term nature, as well as the influence of illness on the family. Through structured, sequential, competency-based clinical assignments and/or simulation experiences, students will address the health and nursing needs of children and beginning/developing families.

6 Quarter Credit Hours

Prerequisite: NU 132

NU 242: MENTAL HEALTH NURSING†

In this course, students are taught the major theoretical concepts in mental health related to the assessment of needs and the planning of care for persons with mental health problems. Emphasis is placed on examination of mental health disorders and the various roles and

functions of the mental health nurse. Through structured, sequential, competency-based clinical and/or lab assignments, the student will care for persons with mental health conditions requiring professional treatment.

5 Quarter Credit Hours

Prerequisite: None

NU 262: MEDICAL-SURGICAL NURSING III†

This course will prepare students to care for adult clients experiencing complex multisystem medical-surgical, rehabilitative, or restorative conditions. The course will focus on application of management, leadership, critical thinking, risk reduction, communication, and assessment skills. In addition to the refinement of clinical skills and knowledge gained in Medical Surgical Nursing I and II, students will gain experience in practice management, leadership roles, and the use of health care technologies within their clinical practice. Clinical placements will take place across a variety of settings.

5 Quarter Credit Hours

Prerequisite: NU 132

NU 280: LEADERSHIP/COMMUNITY NURSING†

This course is designed to explore the role of the nurse as a leader in the profession and in health care delivery. Through this course, the student will gain a better understanding of leadership styles and techniques and will enhance their individual leadership skills in maintaining standards of care. The course also emphasizes the professional role of the nurse in assisting individuals in the community in locating and utilizing appropriate community resources. Principles and theories of leadership will be integrated and related to the role of the professional nurse in the delivery of care to individuals, groups, and communities.

5 Quarter Credit Hours

Corequisite: NU 297

NU 297: CAPSTONE†

The capstone is designed to build on the concepts covered in nursing courses students have taken as a part of their program. This course assists the student in the integration of the competencies essential for the practice of professional nursing. The student will progress to more independent functioning in clinical experiences. The clinical site will be dependent upon the student's needs and based upon the joint analysis of the student and faculty prior to the placement. Throughout the term, students will focus on preparation for the NCLEX-RN examination.

7 Quarter Credit Hours

Corequisite: NU 280

PA 310: TORT LAW†

Paralegals must be familiar with tort law, as they will undoubtedly encounter tort issues at some time, no matter in what area of law they

work. This course includes topics such as negligence, defamation, malpractice, strict liability, product liability, intentional torts, misrepresentation, and issues of liability and insurance.

6 Quarter Credit Hours

Prerequisite: PA 201

SC 246: FUNDAMENTALS OF MICROBIOLOGY†

Fundamentals of Microbiology will review basic microbial cell structure, function, and genetics. The role of microorganisms and their affect on humans and the environment will also be explained. Aspects of medical and public health will be emphasized, as will bacterial and viral diseases, parasites, immunology, and epidemiology. Course material is directly relevant to studies in health sciences, biological sciences, nursing, and genetics.

5 Quarter Credit Hours

Prerequisite: None

SC 250: SCIENCE FOR EVERYDAY LIFE†

Science for Everyday Life is designed to help students recognize the importance of science as it impacts their daily lives in so many different ways. In this course, students will explore different rooms within a typical home and discover what role science plays as they investigate areas such as their kitchen and bathroom, the garden, and even the impact science has on their families and pets. The knowledge gained in this course will help garner a new appreciation for the science applications already around us and how to interpret the strengths and weaknesses of information streaming in from various sources.

5 Quarter Credit Hours

Prerequisite: None

SC 340: THE BIOLOGY OF POLLUTION†

Biology of Pollution will review some of the major environmental pollutants found in our environment today. This course will investigate the different forms and pathways pollutants can take, and how those pollutants affect various biota such as plants, birds, and mammals. Population, community, and ecosystem effects will also be investigated in both aquatic and terrestrial systems.

6 Quarter Credit Hours

Prerequisite: SC 225

SC 481–486: INDEPENDENT STUDY IN SCIENCE†

This course is designed to afford students who cannot find an existing elective course to suit their academic needs or who would like to create a unique course of study under the supervision of a professor with the opportunity to identify a specific topic of interest and relevance. Under the direct supervision of a faculty member, students will conduct an exhaustive literature review of the identified

topic in science and demonstrate mastery of this topic through a variety of andragogical techniques.

SC 481: 1 Quarter Credit Hour

SC 482: 2 Quarter Credit Hours

SC 483: 3 Quarter Credit Hours

SC 484: 4 Quarter Credit Hours

SC 485: 5 Quarter Credit Hours

SC 486: 6 Quarter Credit Hours

Prerequisite: A minimum of 30 quarter credit hours of coursework completed

SS 250: THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH†

This is a social science survey course that will examine science and technology from a variety of social science disciplines including sociology, psychology, history, political science, anthropology, and economics. The use of science and technology has been a driving force behind all of human history, and even more so today. This course will take an interactive approach to study the relationship between humanity and technology throughout time and across the globe.

6 Quarter Credit Hours

Prerequisite: Any College Composition I course

TH 200: DESTINATION GEOGRAPHY EAST†

Students explore the eastern hemisphere as a wide variety of tourist destinations, cultural experiences, and recreational opportunities. Students will explore the various geographical facets of major destinations, including climates, cultural trends, attractions, and transportation options. Throughout the course, students will apply basic map reading skills and geographic and industry knowledge to evaluate destination options based on customer needs and preferences.

5 Quarter Credit Hours

Prerequisite: None

TH 230: DYNAMICS OF TRIP/EVENT PLANNING†

In this course, students learn the important elements of organizing and managing group travel and events. The course is designed to educate students on the planning, execution and management of a group trip or tour and various events, including marketing, budget, and operational aspects.

5 Quarter Credit Hours

Prerequisite: None

Graduate Programs

School of Business and Management

Graduate Division

The following program changes are effective October 13, 2010:

XX. Master of Business Administration

Curriculum

Courses	Credits
PROGRAM REQUIREMENTS	
GB 500: Business Perspectives	4
GB 512: Business Communications	4
GB 513: Business Analytics	4
GB 518: Financial Accounting Principles and Analysis	4
GB 519: Measurement and Decision Making	4
GB 520: Strategic Human Resource Management	4
GB 530: Marketing Management	4
GB 540: Economics for Global Decision Makers	4
GB 550: Financial Management	4
GB 560: Designing, Improving, and Implementing Processes	4
GB 570: Managing the Value Chain	4
GB 580: Strategic Management	4
GB 590: Corporate Social Responsibility	4
GB 600: Leadership Strategies for a Changing World	4
GB 601: MBA Capstone	4
TOTAL PROGRAM REQUIREMENTS	60

SPECIALIZATIONS

Entrepreneurship

GB 514: Foundations of Entrepreneurship—FastTrac® NewVenture™	2
GB 515: FastTrac® NewVenture™ Lab	2
GB 562: Small Business Administration	4
GB 564: Corporate Venturing	4
GB 565: The Entrepreneurial Lab	4

Finance

GB 521: Capital Markets and Investments	4
GB 522: Mergers and Acquisitions	4
GB 523: International Finance	4
GB 524: Financial Statement Analysis	4

Health Care Management

GM 521: Health Care Systems	4
GM 522: Comprehensive Health Care Strategies	4
GM 523: Quality Health Care Management	4
GM 524: International Health Care Systems	4

Human Resources

GB 541: Employment and Labor Law	4
GB 542: Training and Development	4
GB 545: Strategic Reward Systems	4
GB 546: Recruitment and Selection	4

International Business

GB 523: International Finance	4
GB 572: International Management	4
GB 573: International Marketing	4
GB 574: International Managerial Competencies	4

Marketing

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

Project Management

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

Supply Chain Management and Logistics

GM 581: Supply Chain Management	4
GM 582: Inventory and Distribution Management	4
GM 583: Managing the Service Value Chain	4
GM 584: Strategic Global Logistics Management	4

The words "Kauffman FastTrac" are service marks owned by the Ewing Marion Kauffman Foundation. 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 October 13, 2010:

XXV. Master of Science in Management

The Master of Science in Management program focuses on helping students build specialized leadership skills in a particular discipline and is designed to prepare students to pursue managerial and executive positions in a wide range of industries. From the start of the program, students are taught leadership knowledge and abilities that could be immediately applied to their work life and could also help them advance their careers. Through relevant instruction and hands-on application, students study to acquire skills and understanding in decision making and day-to-day managerial functions. The curriculum encourages students to identify real-life professional challenges by building a resume of case studies and projects, hypothesizing and testing solutions, and measuring results. Students examine the current concepts, effective management, and organizational strategies that impact today's global marketplace.

Students can choose from seven specialization areas that are designed to help develop specific proficiencies: leadership, organizational design and development, health care management, human resources, project management, information technology, and supply chain management and logistics.

Completion of this program may be especially beneficial for those who wish to pursue high-level managerial opportunities in various fields such as health care administration, change leadership, supply chain management, project management, and government.

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

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

The Master of Science in Management program consists of a minimum of 56 quarter credit hours. Upon successful completion of the program, graduates will be awarded a master of science degree.

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

Not all programs or courses are offered at all locations.

Curriculum

Courses	Credits
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
GB 512: Business Communications	4
GB 520: Strategic Human Resource Management	4
GM 500: Managers as Leaders	4
GM 501: Management Theories and Practices— Past, Current, and Future	4
GM 502: Skills for Professional Impact	4
GM 503: Foundations for Effective Management Practice	4
GM 504: Organizational Excellence and Change	4
GM 505: Action Research and Consulting Skills	4
GM 506: Strategic Financial Analysis	4
GM 599: Applied Research Project	4
TOTAL CORE REQUIREMENTS	40
ELECTIVE REQUIREMENTS	
Specialization Courses	16
TOTAL ELECTIVE REQUIREMENTS	16
TOTAL PROGRAM REQUIREMENTS	56
SPECIALIZATIONS	
Health Care Management	
GM 521: Health Care Systems	4
GM 522: Comprehensive Health Care Strategies	4
GM 523: Quality Health Care Management	4
GM 524: International Health Care Systems	4
Human Resources	
GB 541: Employment Law	4
GB 542: Training and Development	4
GB 545: Strategic Reward Systems	4
GB 546: Recruitment and Selection	4
Information Technology	
IT 500: Critical Concepts and Competencies for the IT Professional	4
IT 501: Principles of Information Technology	4
IT 510: System Analysis and Design	4
IT 560: Managing Technology in a Business Environment	4
Leadership	
GB 600: Leadership Strategies for a Changing World	4
GM 543: Organization Diagnosis and Design	4
GM 585: Mentoring and Coaching	4
GM 586: Transformational Leadership	4
Organizational Design and Development	
GB 543: Managing Change	4
GB 600: Leadership Strategies for a Changing World	4
GM 541: Foundations of Organization Development	4
GM 543: Organization Diagnosis and Design	4
Project Management	
GM 591: Strategic Project Management	4
GM 592: Project Initiation, Planning, and Execution	4
GM 593: Project Cost and Schedule Monitoring and Controlling	4
GM 594: Project Risk, Quality, and Procurement Monitoring and Controlling	4
Supply Chain Management and Logistics	
GM 581: Supply Chain Management	4
GM 582: Inventory and Distribution Management	4
GM 583: Managing the Service Value Chain	4
GM 584: Strategic Global Logistics Management	4

School of Criminal Justice

The following changes to the admissions requirements for the accelerated master's degree options are effective October 13, 2010:

Admissions Requirements

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

ACCELERATED MASTER'S DEGREE OPTIONS

Accelerated Master of Science in Fire and Emergency Services 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 Science in Fire and Emergency Services program and meet the requirements for the accelerated option will have the following courses transferred in and will matriculate into a shortened version of the master's degree program:

- CJ 516: Fiscal Issues in Criminal Justice
- FS 500: Principles and Practices of Fire and Emergency Services
- FS 515: Organization Behavior and Personnel Management
- PP 510: Leadership in the Public Sector

The following changes to the progression requirements for the School of Criminal Justice are effective October 13, 2010:

Progression Requirements

In addition to the general graduate student progression requirements, the School of Criminal Justice stipulates that students in the Master of Science in Criminal Justice, Master of Science in Fire and Emergency Services, and Master of Science in Homeland Security and Emergency Management programs can enroll in no more than three courses per term without special permission from the Dean of the program.

The addition of the following program is effective October 13, 2010:

XXVI. Master of Science in Fire and Emergency Services

The Master of Science in Fire and Emergency Services program offers students the opportunity to study current administration issues that affect first response organizations and their strategic operations. It is designed to prepare graduates with the confidence and skills to successfully perform executive management and leadership roles. Modeled on the Fire and Emergency Services Higher Education (FESHE) national curriculum, the Master of Science in Fire and Emergency Services is designed for practicing or aspiring emergency services professionals who want to develop skills and techniques in the areas of strategic planning, leadership, financial administration, and emergency services management.

Students will study how public policy, budgeting, and labor management interrelate in directing emergency services operations and the role risk assessment and program evaluation play in strategic analysis and planning. The areas of personnel management, skills building, and professional development tracks for staff will be addressed. In addition, students will have opportunities to apply practical and ethical skills to real-world problems in fire and emergency services management to better manage complex situations and coordinate across multiple agencies to address emergency and disaster situations.

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 Fire and Emergency Services program consists of a minimum of 55 quarter credit hours. Upon successful completion of the program, graduates will be awarded a master of science degree.

Program Outcomes

1. Ethical Decision Making: Evaluate the social and ethical implications of decisions made to protect people and property.
2. Knowledge Base: Evaluate and apply theoretical foundations, current knowledge, and trends in fire and emergency management.
3. Leadership: Apply principles of leadership to shape change and improve fire and emergency management policy and practices.
4. Research Methods: Critically evaluate current qualitative and quantitative research on current knowledge and developing trends in the field.
5. Finance: Apply financial knowledge to make sound and ethical decisions to effectively support fire and emergency service organizations.
6. Organizational Behavior and Management: Apply organizational behavior and management theories to day-to-day operations within the profession.
7. Personnel Management and Professional Development: Evaluate personnel management strategies, skills building, and professional development tracks to enhance operational effectiveness and staff professionalism.

Curriculum

Courses	Credits
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
CJ 502: Research Methodology	5
CJ 516: Fiscal Issues in Criminal Justice	5
FS 500: Principles and Practices of Fire and Emergency Services	5
FS 515: Organization Behavior and Personnel Management	5
HM 503: Planning and Operations in Crisis and Emergency Management	5
PP 510: Leadership in the Public Sector	5
FS 597: Portfolio Capstone—Master of Science in Fire and Emergency Services OR	
FS 598: Applied Research in Fire and Emergency Services	5
TOTAL CORE REQUIREMENTS	35
ELECTIVE REQUIREMENTS	
Select one of the following courses:	5
FS 530: Ethics and Decision Making in Fire and Emergency Services	
PP 600: Administrative Law	
PP 650: Public Policy Analysis	
Select three of the following courses:	15
HM 502: Risk, Vulnerability, and Capability Assessment Methods	
HM 510: Mitigation and Preparedness Issues for Emergency Management	
HM 520: Program Evaluation	
HM 540: Crisis Intervention	
TOTAL ELECTIVE REQUIREMENTS	20
TOTAL PROGRAM REQUIREMENTS	55

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

Not all programs or courses are offered at all locations.

The following program changes are effective October 13, 2010:

XXVI. Master of Science in Homeland Security and Emergency Management

Curriculum

Courses	Credits
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
CJ 500: Critical Legal Issues in Criminal Justice	5
CJ 502: Research Methodology	5
CJ 509: Comparative Criminal Justice Systems	5
HM 500: Crisis and Emergency Management Fundamentals	5
HM 501: Homeland Security Policies, Principles, Procedures, and Plans	5
PP 510: Leadership in the Public Sector	5
HM 597: Portfolio Capstone in Homeland Security and Emergency Management OR	
HM 598: Applied Research Project Capstone	5
TOTAL CORE REQUIREMENTS	35
ELECTIVE REQUIREMENTS	
Select one of the following courses:	5
CJ 510: Specialized Criminal Statutes and Complex Investigations	
CJ 513: Critical Issues in Terrorism	
PP 500: Public Administration and Management	
PP 520: Finance and the Administration of Public Funds	
Select three of the following courses:	15
HM 502: Risk, Vulnerability, and Capability Assessment Methods	
HM 503: Planning and Operations in Crisis and Emergency Management	
HM 504: All-Hazards Readiness and Emergency Management Functions	
HM 505: Planning for WMD and Mass Casualty Crises	
HM 510: Mitigation and Preparedness Issues for Emergency Management	
HM 515: Public-Private Collaboration in Emergency Management	
HM 520: Program Evaluation	
HM 540: Crisis Intervention	
TOTAL ELECTIVE REQUIREMENTS	20
TOTAL PROGRAM REQUIREMENTS	55

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

Not all programs or courses are offered at all locations.

School of Graduate Education

The following changes to the admissions requirements for the Master of Science in Higher Education are effective October 13, 2010:

Admissions Requirements

In addition to the general University admissions requirements, the School of Graduate Education has specific requirements for the following programs:

MASTER OF SCIENCE IN HIGHER EDUCATION

- Prior to beginning the program, students who enroll in the assessment and evaluation emphasis area must have completed a college-level or Advanced Placement algebra, calculus, or statistics course with a grade of “C” or better for undergraduate courses and a “B” or better for graduate courses. Students who have not completed the required course may elect to take either MM 207: Statistics, MM 212: College Algebra, or GB 513: Business Analytics at Kaplan University prior to beginning coursework in the Master of Science in Higher Education program.
- Students who are granted admission to the Master of Science in Higher Education program must enroll in the nonthesis track of study. Students who are interested in completing a thesis as the program’s culminating experience should contact their Academic Advisor for information regarding entry to the thesis track of study.
- Upon enrollment in the program, students must declare their choice of specialization. Students who select the college teaching and learning or online college teaching specialization have the option of completing a concentration in accounting, health care administration, information technology, legal studies, management, marketing, or psychology. Students who choose to complete a concentration are not eligible for the thesis option.

During the course of the program, students may change specializations and/or concentrations; however, previously completed courses may not transfer to the new course of study.

The following addition to the progression requirements for the Master of Science in Higher Education is effective October 13, 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 SCIENCE IN HIGHER EDUCATION

Students enrolled the college teaching and learning or online college teaching specialization will have all prerequisites for the concentration courses waived.

The following program changes are effective October 13, 2010:

XXVI. Master of Science in Higher Education

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

To help further their career goals, students can specialize their degree by selecting one of five specializations—student affairs, college teaching and learning, college administration and leadership, assessment and evaluation, or online college teaching. In addition, students enrolled in the college teaching and learning or online college teaching specialization may select a concentration in one of the following areas of study: accounting, health care administration, information technology, management, marketing, psychology, or legal studies. Most institutions require individuals teaching at the collegiate level to have the minimum of either a master's degree in their teaching field or a master's degree in college teaching and 18 semester hours (27 quarter credit hours) of graduate coursework in their teaching field. Individuals who choose a concentration will have the opportunity to complete credits in their selected subject area in addition to the specialization courses. Please note that college teaching requirements vary by institution and program. Students are responsible for verifying the requirements to teach in any program or institution of interest.

Students may also elect to complete a thesis as the program's culminating experience or choose one or two additional courses, depending on the specialization, designed to provide additional knowledge and practical skills. Students who choose to complete a concentration are not eligible for the thesis option.

Students choosing the student affairs specialization are given the opportunity to gain hands-on experience through two, 150-hour internship experiences. This specialization meets the standards of the Council for the Advancement of Standards in Higher Education (CAS) for graduate programs in student affairs and the standards of the Professional Preparation Commission of the American College Personnel Association (ACPA).

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

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

The Master of Science in Higher Education program consists of a minimum of 50 to 70 quarter credit hours, depending on the student's choice of specialization and track of study. Upon successful completion of the program, graduates will be awarded a master of science degree.

Curriculum

Courses	Credits
GENERAL NONTHESIS TRACK	
CORE REQUIREMENTS	
HE 510: Foundations of Higher Education	5
HE 520: Higher Education Laws and Regulations	5
HE 530: Higher Education Organization and Governance	5
HE 540: Multiculturalism and Diversity in Higher Education	5
HE 550: Higher Education Finance	5
HE 560: Research Methods in Higher Education	5
TOTAL CORE REQUIREMENTS	30
ELECTIVES	
Specialization Courses	20 or 30
TOTAL ELECTIVE REQUIREMENTS	20 OR 30
TOTAL PROGRAM REQUIREMENTS	50 OR 60*
THESIS TRACK	
CORE REQUIREMENTS	
HE 510: Foundations of Higher Education	5
HE 520: Higher Education Laws and Regulations	5
HE 530: Higher Education Organization and Governance	5
HE 540: Multiculturalism and Diversity in Higher Education	5
HE 550: Higher Education Finance	5
HE 560: Research Methods in Higher Education	5
HE 601: Master's Thesis Proposal	5
HE 602: Master's Thesis Defense	5
TOTAL CORE REQUIREMENTS	40
ELECTIVE REQUIREMENTS	
Specialization Courses	10 or 25
TOTAL ELECTIVE REQUIREMENTS	10 OR 25
TOTAL PROGRAM REQUIREMENTS	50 OR 65†
ACCOUNTING CONCENTRATION TRACK	
CORE REQUIREMENTS	
HE 510: Foundations of Higher Education	5
HE 530: Higher Education Organization and Governance	5
HE 550: Higher Education Finance	5
HE 560: Research Methods in Higher Education	5
TOTAL CORE REQUIREMENTS	20
ELECTIVES	
Choose one of the following specializations: College Teaching and Learning Online College Teaching	20
Designated Graduate-Level Accounting Courses	28
TOTAL ELECTIVE REQUIREMENTS	48
TOTAL PROGRAM REQUIREMENTS	68

(continued on next page)

(continued from previous page)

Curriculum

Courses	Credits
HEALTH CARE ADMINISTRATION CONCENTRATION TRACK	
CORE REQUIREMENTS	
HE 510: Foundations of Higher Education	5
HE 530: Higher Education Organization and Governance	5
HE 550: Higher Education Finance	5
HE 560: Research Methods in Higher Education	5
TOTAL CORE REQUIREMENTS	20
ELECTIVES	
Choose one of the following specializations:	20
College Teaching and Learning	
Online College Teaching	
Designated Graduate-Level Health Care Administration Courses	28
TOTAL ELECTIVE REQUIREMENTS	48
TOTAL PROGRAM REQUIREMENTS	68
INFORMATION TECHNOLOGY CONCENTRATION TRACK	
CORE REQUIREMENTS	
HE 510: Foundations of Higher Education	5
HE 530: Higher Education Organization and Governance	5
HE 550: Higher Education Finance	5
HE 560: Research Methods in Higher Education	5
TOTAL CORE REQUIREMENTS	20
ELECTIVES	
Choose one of the following specializations:	20
College Teaching and Learning	
Online College Teaching	
Designated Graduate-Level Information Technology Courses	28
TOTAL ELECTIVE REQUIREMENTS	48
TOTAL PROGRAM REQUIREMENTS	68
LEGAL STUDIES CONCENTRATION TRACK	
CORE REQUIREMENTS	
HE 510: Foundations of Higher Education	5
HE 530: Higher Education Organization and Governance	5
HE 550: Higher Education Finance	5
HE 560: Research Methods in Higher Education	5
TOTAL CORE REQUIREMENTS	20
ELECTIVES	
Choose one of the following specializations:	20
College Teaching and Learning	
Online College Teaching	
Designated Graduate-Level Legal Studies Courses	30
TOTAL ELECTIVE REQUIREMENTS	50
TOTAL PROGRAM REQUIREMENTS	70

Curriculum

Courses	Credits
MANAGEMENT CONCENTRATION TRACK	
CORE REQUIREMENTS	
HE 510: Foundations of Higher Education	5
HE 530: Higher Education Organization and Governance	5
HE 550: Higher Education Finance	5
HE 560: Research Methods in Higher Education	5
TOTAL CORE REQUIREMENTS	20
ELECTIVES	
Choose one of the following specializations:	20
College Teaching and Learning	
Online College Teaching	
Designated Graduate-Level Management Courses	28
TOTAL ELECTIVE REQUIREMENTS	48
TOTAL PROGRAM REQUIREMENTS	68
MARKETING CONCENTRATION TRACK	
CORE REQUIREMENTS	
HE 510: Foundations of Higher Education	5
HE 530: Higher Education Organization and Governance	5
HE 550: Higher Education Finance	5
HE 560: Research Methods in Higher Education	5
TOTAL CORE REQUIREMENTS	20
ELECTIVES	
Choose one of the following specializations:	20
College Teaching and Learning	
Online College Teaching	
Designated Graduate-Level Marketing Courses	28
TOTAL ELECTIVE REQUIREMENTS	48
TOTAL PROGRAM REQUIREMENTS	68
PSYCHOLOGY CONCENTRATION TRACK	
CORE REQUIREMENTS	
HE 510: Foundations of Higher Education	5
HE 530: Higher Education Organization and Governance	5
HE 550: Higher Education Finance	5
HE 560: Research Methods in Higher Education	5
TOTAL CORE REQUIREMENTS	20
ELECTIVES	
Choose one of the following specializations:	20
College Teaching and Learning	
Online College Teaching	
Designated Graduate-Level Psychology Courses	30
TOTAL ELECTIVE REQUIREMENTS	50
TOTAL PROGRAM REQUIREMENTS	70

(continued on next page)

(continued from previous page)

SPECIALIZATIONS

Assessment and Evaluation[†]

HE 515:	Educational Program Assessment	5
HE 557:	Introduction to Assessment and Evaluation in Higher Education	5
HE 559:	Quantitative Methods and Instruments for Assessment	5

Choose one of the following: 5

HE 525:	Student Learning Assessment Methods
HE 527:	Assessing Student Learning Online
HE 543:	Assessment of Online Learning

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

Online College Teaching[†]

HE 521:	Teaching Adult Learners	5
HE 527:	Assessing Student Learning Online	5
HE 545:	Teaching and Learning Online	5
HE 547:	Effective Online Instruction—Design and Practice	5

Student Affairs[§]

HE 551:	Student 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: 5

HE 511:	Departmental and Divisional Leadership
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

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

Not all programs or courses are offered at all locations.

*Nonthesis-track students choosing the college teaching and learning specialization, college administration and leadership specialization, assessment and evaluation specialization, or online college teaching specialization will complete 20 quarter credits of specialization courses.

Nonthesis-track students choosing the student affairs specialization will complete 30 quarter credits of specialization courses.

†Thesis-track students choosing the college teaching and learning specialization, college administration and leadership specialization, assessment and evaluation specialization, or online college teaching specialization will complete 10 quarter credits of specialization courses. Thesis-track students choosing the student affairs specialization will complete 25 quarter credits of specialization courses.

‡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 addition of the following program is effective October 13, 2010:

XXVI. Graduate Certificate in Instructional Design for Organizations

The School of Graduate Education's certificate programs are designed for individuals who are interested in developing additional competencies in a specific field of education. The Graduate Certificate in Instructional Design for Organizations helps students develop skills related to design, development, and evaluation of instructional programs, materials, and media in corporate and military environments.

This certificate program includes four courses from the Kaplan University's Master of Science in Education in Instructional Technology program. The curriculum helps prepare students to analyze learning needs, design and develop instructional programs and materials, and evaluate the effectiveness of training interventions.

Qualified credits earned in fulfillment of this certificate may be transferable to Kaplan University's Master of Science in Education in Instructional Technology 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 Graduate Certificate in Instructional Design for Organizations program consists of a minimum of 21 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
IX 520: Needs Assessment and Evaluation in Education and Training	5
IX 535: Developing Instructional Materials	5
IX 536: Design and Development Tools	5
IX 564: Design of Learning Environments	6
TOTAL PROGRAM REQUIREMENTS	21

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

Not all programs or courses are offered at all locations.

The addition of the following program is effective October 13, 2010:

XXVI. Graduate Certificate in K–12 Educational Leadership

The School of Graduate Education's certificate programs are designed for practicing educators who are interested in developing additional competencies in a specific field of education. The Graduate Certificate in K–12 Educational Leadership helps students develop essential skills related to site-based educational leadership.

The certificate program includes four courses from Kaplan University's Master of Science in Education program. The curriculum emphasizes the role of the educational leader in today's world, school finance and operations, legal issues in education, diversity, curriculum development for school improvement, supervision, and staff development.

Qualified credits earned in fulfillment of this certificate may be transferable to Kaplan University's Master of Science in Education program.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although 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 Graduate Certificate in K–12 Educational Leadership program consists of a minimum of 17 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
ER 502: The Principalship	5
ER 504: Management of Resources	4
ER 506: Legal Issues in Education	4
ER 508: Supervision and Instructional Leadership	4
TOTAL PROGRAM REQUIREMENTS	17

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

Not all programs or courses are offered at all locations.

The addition of the following program is effective October 13, 2010:

XXVI. Graduate Certificate in Literacy and Language Teaching

The School of Graduate Education's certificate programs are designed for practicing educators who are interested in developing additional competencies in a specific field of education. The Graduate Certificate in Literacy and Language Teaching helps students develop innovative approaches for teaching reading and writing to students in grades K–12 with varying ability levels and teaching literacy across the curriculum. Diagnosing reading problems is an additional area of focus.

The certificate program includes four courses from Kaplan University's Master of Science in Education program. All students complete one course in student assessment, which provides a framework for the role of assessment in teaching literacy and language, and one course in the diagnosis and remediation of reading problems. Students select two courses that either focus on teaching language and literacy to students in grades K–6 or grades 6–12.

Qualified credits earned in fulfillment of this certificate may be transferable to Kaplan University's Master of Science in Education program.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although 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 Graduate Certificate in Literacy and Language Teaching program consists of a minimum of 17 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
CORE REQUIREMENTS	
ED 562: Student Assessment	5
LT 504: Reading Diagnosis and Remediation	4
TOTAL CORE REQUIREMENTS	9
ELECTIVE REQUIREMENTS	
Specialization Courses	8
TOTAL ELECTIVE REQUIREMENTS	8
TOTAL PROGRAM REQUIREMENTS	17

SPECIALIZATIONS

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

Grades 6–12

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

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

Not all programs or courses are offered at all locations.

The addition of the following program is effective October 13, 2010:

XXVI. Graduate Certificate in Mathematics Teaching

The School of Graduate Education's certificate programs are designed for practicing educators who are interested in developing additional competencies in a specific field of education. The Graduate Certificate in Mathematics Teaching helps students develop innovative approaches for teaching mathematics, including numbers and operations, probability and data analysis, geometry and measurement, and algebra, at the elementary or secondary level.

This certificate program includes four courses from Kaplan University's Master of Science in Education program. All students complete one course in student assessment, which provides a framework for the role of assessment in teaching mathematics. Students select three courses that focus on either teaching mathematics to elementary students or secondary students.

Qualified credits earned in fulfillment of this certificate may be transferable to Kaplan University's Master of Science in Education program.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although 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 Graduate Certificate in Mathematics Teaching program consists of a minimum of 17 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
CORE REQUIREMENTS	
ED 562: Student Assessment	5
TOTAL CORE REQUIREMENTS	5
ELECTIVE REQUIREMENTS	
Specialization Courses	12
TOTAL ELECTIVE REQUIREMENTS	12
TOTAL PROGRAM REQUIREMENTS	17
SPECIALIZATIONS	
Elementary Grades	
MH 501: Developing Mathematical Proficiency— Numbers and Operations (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
Secondary Grades	
Choose three of the following:	12
MH 511: Developing Mathematical Proficiency— Numbers and Operations (Grades 6–8)	
MH 512: Developing Mathematical Proficiency— Geometry and Measurement (Grades 6–8)	
MH 513: Developing Mathematical Proficiency— Algebra (Grades 6–8)	
MH 521: Principles, Pedagogy, and Standards for High School Mathematics (Grades 9-12)	
MH 522: Measurement, Numbers, and Operations (Grades 9-12)	
MH 523: Algebra	

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 addition of the following program is effective October 13, 2010:

XXVI. Graduate Certificate in Online College Teaching

The School of Graduate Education's certificate programs are designed for practicing educators who are interested in developing additional competencies in a specific field of education. The Graduate Certificate in Online College Teaching helps students develop essential skills related to teaching in the online environment.

The certificate program includes four courses from Kaplan University's Master of Science in Higher Education program. The curriculum helps prepare students to work successfully with adult learners, create and facilitate effective online instruction, and assess student learning in the online context.

Qualified credits earned in fulfillment of this certificate may be transferable to Kaplan University's Master of Science in Higher Education program.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although 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 Graduate Certificate in Online College Teaching program consists of a minimum of 20 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
HE 521: Teaching Adult Learners	5
HE 527: Assessing Student Learning Online	5
HE 545: Teaching and Learning Online	5
HE 547: Effective Online Instruction—Design and Practice	5
TOTAL PROGRAM REQUIREMENTS	20

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

Not all programs or courses are offered at all locations.

The addition of the following program is effective October 13, 2010:

XXVI. Graduate Certificate in Teaching With Technology

The School of Graduate Education's certificate programs are designed for practicing educators who are interested in developing additional competencies in a specific field of education. The Graduate Certificate in Teaching With Technology focuses on the integration of technology into the curriculum to improve student learning, technology literacy skills of the digital age, and the technology standards set for students in grades K–12.

The certificate program includes four courses from Kaplan University's Master of Science in Education program. The curriculum helps prepare students to explore and integrate a variety of technologies, including Web-based tools, social media applications, software, games, simulations, tutorials, and nonprojected visuals, into classroom instruction. Through reading, class discussion, and hands-on experiences using technologies, students study to gain the knowledge and skills to integrate technology into lesson planning that meets the needs of diverse learners. Accountability in education is addressed in one of the certificate courses, providing a framework for students to reflect on the role of technology in assessment.

Qualified credits earned in fulfillment of this certificate may be transferable to Kaplan University's Master of Science in Education program.

This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although 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 Graduate Certificate in Teaching With Technology program consists of a minimum of 17 quarter credit hours. Upon successful completion of the program, graduates will be awarded a certificate.

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
ED 562: Student Assessment	5
ET 501: Using Technology—Fundamentals of Integration	4
ET 502: Using Technology—Practical Applications	4
ET 503: Using Technology—Applications in the Content Areas	4
TOTAL PROGRAM REQUIREMENTS	17

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

Not all programs or courses are offered at all locations.

School of Information Systems and Technology

The following program changes are effective October 13, 2010:

XXVI. Master of Science in Information Technology

The Master of Science in Information Technology is designed for students with a bachelor's degree from a regionally or nationally accredited college or university with majors in information technology, computer science, information systems, management of information systems, or similar fields of study.

The program provides students the option of selecting a specialization, in addition to the core curriculum requirements, or choosing from a variety of elective courses. The specializations include business intelligence, entrepreneurship, information security and assurance, and project management.

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

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

The Master of Science in Information Technology program consists of a minimum of 52 or 56 quarter credit hours depending on the student's decision to take elective courses or pursue a specialization. Upon successful completion of the program, graduates will be awarded a master of science degree.

Curriculum

Courses	Credits
NONSPECIALIZED TRACK	
CORE REQUIREMENTS	
IT 500: Critical Concepts and Competencies for the IT Professional	4
IT 510: System Analysis and Design	4
IT 511: Information Systems Project Management	4
IT 520: Database Management Systems	4
IT 530: Computer Networks	4
IT 540: Management of Information Security	4
IT 560: Managing Technology in a Business Environment	4
IT 590: Legal and Ethical Issues in IT	4
IT 599: Applied IT Master Project	4
TOTAL CORE REQUIREMENTS	36
ELECTIVE REQUIREMENTS	
IT Electives	16*
TOTAL ELECTIVE REQUIREMENTS	16
TOTAL PROGRAM REQUIREMENTS	52

SPECIALIZED TRACK

CORE REQUIREMENTS

IT 500: Critical Concepts and Competencies for the IT Professional	4
IT 510: System Analysis and Design	4
IT 511: Information Systems Project Management	4
IT 520: Database Management Systems	4
IT 530: Computer Networks	4
IT 540: Management of Information Security	4
IT 590: Legal and Ethical Issues in IT	4
IT 599: Applied IT Master Project	4
TOTAL CORE REQUIREMENTS	32

ELECTIVE REQUIREMENTS

Specialization Courses	24*
TOTAL ELECTIVE REQUIREMENTS	24

TOTAL PROGRAM REQUIREMENTS

56

SPECIALIZATIONS

Business Intelligence

IT 521: Decision Support Systems	4
IT 522: Knowledge-Based Management Systems	4
IT 523: Data Warehousing and Data Mining	4
IT Electives	12

Entrepreneurship

GB 514: Foundations of Entrepreneurship—FastTrac® NewVenture™	2
GB 515: FastTrac® NewVenture™ Lab	2
GB 562: Small Business Administration	4
GB 564: Corporate Venturing	4
GB 565: The Entrepreneurial Lab	4
IT Electives	8

Information Security and Assurance

IT 541: Computer and Network Security	4
IT 542: Ethical Hacking and Network Defense	4
IT 550: Computer Forensics and Investigations	4
IT Electives	12

Project Management

GM 591: Strategic Project Management	4
GM 592: Project Initiation, Planning, and Execution	4
GM 593: Project Cost and Schedule Monitoring and Controlling	4
GM 594: Project Risk, Quality, and Procurement Monitoring and Controlling	4
IT Electives	8

The words "Kauffman FastTrac" are service marks owned by the Ewing Marion Kauffman Foundation. Note: Students should be aware that, depending on the program of enrollment and campus scheduling, some courses will only be available online. Onsite course scheduling decisions are at the discretion of the campus.

Not all programs or courses are offered at all locations.

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

School of Legal Studies

The following program changes are effective October 13, 2010:

XXVI. Master of Science in Environmental Policy

Curriculum

Courses	Credits
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
EM 500: Environmental Foundations and Principles	5
EM 520: Environmental Law and Policy	5
EM 530: Environmental Risk Assessment	5
EM 650: Environmental Policy Analysis	5
LS 504: Applied Research in Legal Studies	5
PP 510: Leadership in the Public Sector	5
EM 602: Comprehensive Exam Capstone OR	
EM 698: Applied Research Project Capstone	5
TOTAL CORE REQUIREMENTS	35
ELECTIVE REQUIREMENTS	
Select four of the following courses:	20
EM 610: Sustainability—Policy and Practice	
EM 620: Environmental Project Management	
HM 500: Crisis and Emergency Management Fundamentals	
PP 630: Public and Private Partnerships	
PP 640: Political and Economic Forces	
Legal Studies or Criminal Justice Elective	
TOTAL ELECTIVE REQUIREMENTS	20
TOTAL PROGRAM REQUIREMENTS	55

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

Not all programs or courses are offered at all locations.

The following program changes are effective October 13, 2010:

XXVI. Master of Science in Legal Studies

Curriculum

Courses	Credits
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
LS 500: Legal Methods and Process	5
LS 501: Ethics and the Professional	5
LS 502: Legal Research, Analysis, and Writing	5
LS 503: Jurisprudence and Legal History	5
LS 504: Applied Research in Legal Studies*	5
Choose one of the following:	5
LS 602: Comprehensive Exam Capstone	
LS 693: Master of Science in Legal Studies Practicum	
LS 698: Applied Research Project†	
Elective: Legal Studies Core Elective‡	5
TOTAL CORE REQUIREMENTS	35
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

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.

*First of two courses in research.

†Applied Research Project combines research and writing skills with application in a professional setting. This is a capstone course.

‡Choose from LS 506: Understanding Civil Responsibility, LS 507: Understanding Criminal Responsibility, LS 508: Family and the Legal System, or LS 509: Contracts as Private Law.

The following program changes are effective October 13, 2010:

XXVII. Master of Public Administration

Curriculum

Courses	Credits
PROGRAM REQUIREMENTS	
CORE REQUIREMENTS	
LS 504: Applied Research in Legal Studies	5
PP 500: Public Administration and Management	5
PP 510: Leadership in the Public Sector	5
PP 520: Finance and the Administration of Public Funds	5
PP 530: Human Resource Management in the Public Sector	5
PP 602: Comprehensive Exam Capstone OR	
PP 698: Applied Research Project	5
TOTAL CORE REQUIREMENTS	30
ELECTIVE REQUIREMENTS	
Intensive Study Area Courses	25
TOTAL ELECTIVE REQUIREMENTS	25
TOTAL PROGRAM REQUIREMENTS	55

INTENSIVE STUDY AREAS

General Master of Public Administration

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

Criminal Justice

CJ 500: Critical Legal Issues in Criminal Justice OR	
CJ 505: Critical Issues in Criminal Justice	5
CJ 503: Organizational Behavior	5
CJ 511: Employment and Policy Law	5
CJ 515: Theoretical Applications of Justice Management	5
500/600-Level: Legal Studies Elective	5

Governmental Management

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

Health Care Management

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

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

Not all programs or courses are offered at all locations.

School of Nursing

The following changes to the School of Nursing's admissions requirements for graduate programs are effective October 13, 2010:

Admissions Requirements

In addition to the general University admissions requirements, the School of Nursing requires students to submit documentation of a current, unencumbered license to practice as a registered nurse in at least one U.S. state or provide evidence of a license comparable to a U.S. registered nurse license from the nation, province, or region where they are employed as a nurse. Proof of foreign licensure must be submitted at the time of enrollment. Kaplan University will verify the authenticity of all submitted foreign nursing licenses.

The School of Nursing also has specific requirements for the following programs:

MASTER OF SCIENCE IN NURSING

Students applying for admission must submit the following:

- An unofficial transcript, submitted prior to enrollment, indicating receipt of a bachelor's degree with an upper-level major in nursing from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education. By the end of the first term, students must provide the University with an official copy of the transcript. If official transcripts are not submitted by the end of the first term, the student will be blocked from future classes, and the student's academic credentials will be withheld until such documentation is provided.

If, for any reason, the student does not furnish a transcript or the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.

- A transcript indicating completion of a statistics and a nursing research course with a grade of "C" or better. For students who have not completed these courses as part of their bachelor's degree in nursing, they may be taken concurrently with MN 501: Advanced Nursing Roles. However, the courses must be completed before enrollment in MN 502: Theoretical Foundations of Advanced Nursing. Students who choose to take the required statistics course at Kaplan University will have all course-level prerequisites waived.

Graduates of Kaplan University's Bachelor of Science in Nursing

Graduates of Kaplan University's Bachelor of Science in Nursing program who enter the Master of Science in Nursing program will have already satisfied specific core requirements and will complete a condensed program of graduate study. The following guidelines apply:

- Students who previously completed MN 502: Theoretical Foundations of Advanced Nursing and MN 506: Ethical and Legal Perspectives of the Health Care System will complete 5 additional core courses and the required specialization courses.

- Students who previously completed MN 501: Advanced Nursing Roles, MN 502: Theoretical Foundations of Advanced Nursing, and MN 506: Ethical and Legal Perspectives of the Health Care System will complete 4 additional core courses and the required specialization courses.

- Students who previously completed MN 501: Advanced Nursing Roles, MN 502: Theoretical Foundations of Advanced Nursing, MN 506: Ethical and Legal Perspectives of the Health Care System, and MN 507: Health Policy, Financing, and Organization of Health Care Delivery Systems will complete 3 additional core courses and the required specialization courses.

REQUIREMENTS FOR GRADUATES OF FOREIGN NURSING PROGRAMS

Students who graduated from foreign nursing programs must submit an official course-by-course evaluation of their nursing program to a foreign credential evaluation service. The foreign credential evaluation must be received by the Prior Learning Assessment Center prior to enrollment. The evaluation must be completed by an approved agency listed by the National Association of Credential Evaluation Services at www.naces.org/members.htm or by another service approved by Kaplan University.

The following changes to the Criminal Background Check Policy are effective October 13, 2010:

Criminal Background Check Policy

All prospective or new students in a master's degree or certificate program in the School of Nursing must complete a criminal background check through Kaplan University's designated provider, CertifiedBackground.com. All expenses incurred for the criminal background check will be paid by prospective or new students directly to CertifiedBackground.com. Costs for the background check will vary based on the student's domicile history for the past 7 years. International applicants to a master's degree or certificate program in the School of Nursing must provide documentation of an official background check conducted in the country where they are licensed to practice and submit it to the University for review. All expenses incurred for the criminal background check will be paid by prospective or new students.

Additional criminal background check information may be required for students based on their state and/or clinical setting requirements. The state of Iowa requires that criminal background checks include information from the Iowa Department of Human Services relating to child abuse and dependent adult abuse.

Prospective or new students residing in Iowa must authorize Kaplan University to obtain this information.

In the event that a criminal background check reveals a conviction or other issue, the Office of the Dean will notify prospective or new students of one of the following:

1. Denied admission to the program.
2. Withdrawal from the program.

3. Admitted to or may continue in the program for minor offenses that do not restrict eligibility to enter clinical settings and/or complete application for licensure.

Prospective or new students will not be admitted to or permitted to continue in a School of Nursing program if information reveals a felony conviction or other issue that the School of Nursing deems unacceptable, or that prevents a student from being accepted into a clinical setting.

Students seeking readmission to a nursing program will be required to complete a criminal background check prior to readmission into the program.

The Office of the Dean will maintain confidentiality of all information related to criminal background checks.

CRIMINAL BACKGROUND CHECK PROCEDURE

1. If additional criminal background check information or authorizations are necessary, the prospective or new student will be notified by the Office of the Dean. The Clinical Coordinator will contact the Dean.
2. Students admitted into the Master of Science in Nursing program or a School of Nursing certificate program must complete the criminal background check prior to beginning MN 519: Nurse Educator Practicum/MN 520: Nurse Administrator Practicum/MN 534: Nurse Informatics Specialist Practicum.
3. The Office of the Dean will monitor criminal background checks and review the results for each prospective or new student as they are available.
4. Prospective or new students with reported offenses will be notified by the Office of the Dean. Cleared prospective or new students may proceed without any notification.

The following changes to the section concerning certification, state board, and national board exams are effective October 13, 2010:

Certification, State Board, and National Board Exams

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

MASTER OF SCIENCE IN NURSING

Students who complete the nurse educator specialization may be prepared to sit for the National League for Nursing's Certified Nurse Educator (CNE) examination.

Students who complete the nurse administrator specialization may be prepared to sit for the Nurse Executive or Nurse Executive, Advanced certification examinations (depending on the level of leadership with their organization) provided by the American Nurses Credentialing Center.

Students who complete the informatics specialization may be eligible to sit for the American Nurses Credentialing Center's Informatics Nursing certification exam.

NURSE INFORMATICS GRADUATE CERTIFICATE

Students who complete the Nurse Informatics Graduate Certificate may be eligible to sit for the American Nurses Credentialing Center's Informatics Nursing certification exam.

The following changes to the program description are effective October 13, 2010:

Nurse Administrator Graduate Certificate

The Nurse Administrator Graduate Certificate program is designed for nurses who are interested in expanding their knowledge of nursing administration in order to better meet the challenges within the health care environment and to pursue their professional goals.

This certificate program allows nurses with a bachelor's or master's degree in nursing to complete five courses focused on nursing administration including a practicum course.

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

The Nurse Administrator Graduate Certificate is designed to prepare nurses to pursue managerial positions and leadership roles in hospitals, community health, long-term care facilities, and other health care systems. 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 certificate's curriculum is designed to provide specialized knowledge in the area of nursing administration and could help students prepare to sit for the Nurse Executive or Nurse Executive, Advanced certification examinations (depending on the level of leadership with their organization) provided by the American Nurses Credentialing Center. Although the program is designed to prepare students to take various certification exams, the University cannot guarantee students will be eligible to sit for or will pass these exams.

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

The Nurse Administrator Graduate Certificate program consists of a minimum of 23 quarter credit hours. Upon successful completion of this program, graduates will be awarded a certificate.

The following changes to the program description are effective October 13, 2010:

Nurse Educator Graduate Certificate

The Nurse Educator Graduate Certificate program is designed for nurses who are interested in expanding their knowledge of nursing education. This certificate program offers nurses with a bachelor's or master's degree in nursing the opportunity to complete five courses focused on nursing education including a practicum course.

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

The Nurse Educator Graduate Certificate program is designed to prepare nurses to pursue teaching positions in schools of nursing and continuing education, staff development, clinical education, and patient and community education programs. This program is designed to prepare graduates to pursue employment in the field, or for jobs in related fields, the specific job titles of which may not be represented in the program title. Although 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 certificate's curriculum is designed to provide specialized knowledge in the area of nursing education and could help students prepare to sit for the National League for Nursing's Certified Nurse Educator (CNE) examination. Although the program is designed to prepare students to take various certification exams, the University cannot guarantee students will be eligible to sit for or will pass these exams.

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

The Nurse Educator Graduate Certificate program consists of a minimum of 23 quarter credit hours. Upon successful completion of this program, graduates will be awarded a certificate.

The addition of the following program is effective October 13, 2010:

XXVI. Nurse Informatics Graduate Certificate

The Nurse Informatics Graduate Certificate is designed for nurses who are interested in expanding their knowledge of informatics to better meet the challenges within the health care environment and to pursue their professional goals. This certificate program allows nurses with a bachelor's or master's degree in nursing to complete five courses focused on nursing informatics including a practicum course.

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.

The certificate's curriculum is designed to provide specialized knowledge in the area of nursing informatics and could help students prepare to sit for the American Nurses Credentialing Center's Informatics Nursing certification exam. Although the program is designed to prepare students to take various certification 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.

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

The Nurse Informatics Graduate Certificate program consists of a minimum of 23 quarter credit hours. Upon successful completion of this program, graduates will be awarded a certificate.

Program Outcomes

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

Curriculum

Courses	Credits
CERTIFICATE REQUIREMENTS	
MN 530: Critical Concepts and Competencies for the Informatics Nurse Specialist	5
MN 531: Innovations in Educational and Research Technologies	5
MN 532: Integration of Informatics into the Health Care Environment	3
MN 533: Health Systems Project Management	5
MN 534: Nurse Informatics Specialist Practicum	5
TOTAL PROGRAM REQUIREMENTS	23

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

Not all programs or courses are offered at all locations.

Graduate Course Descriptions

DISCONTINUED COURSES

Effective October 13, 2010, the following course is discontinued:

GB 561: ENTREPRENEURSHIP

REVISED COURSE TITLES

The following changes are effective October 13, 2010:

EM 698: APPLIED RESEARCH PROJECT CAPSTONE will replace
EM 698: APPLIED RESEARCH CAPSTONE PROJECT

HM 598: APPLIED RESEARCH PROJECT CAPSTONE will replace
HM 598: APPLIED RESEARCH IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT

COURSE PREREQUISITE CHANGES

The following changes are effective October 13, 2010:

ED 572: ACTION RESEARCH II
Prerequisite: ED 512

GB 520: STRATEGIC HUMAN RESOURCE MANAGEMENT
Prerequisite: GB 512

HM 502: RISK, VULNERABILITY, AND CAPABILITY ASSESSMENT METHODS
Prerequisite: HM 500, HM 501, or enrollment in the Master of Science in Fire and Emergency Services program

HM 503: PLANNING AND OPERATIONS IN CRISIS AND EMERGENCY MANAGEMENT

Prerequisite: HM 500 or enrollment in the Master of Science in Fire and Emergency Services program

HM 510: MITIGATION AND PREPAREDNESS ISSUES FOR EMERGENCY MANAGEMENT

Prerequisite: HM 500, HM 501, or enrollment in the Master of Science in Fire and Emergency Services program

HM 540: CRISIS INTERVENTION

Prerequisite: HM 500, HM 501, or enrollment in the Master of Science in Fire and Emergency Services program

IT 560: MANAGING TECHNOLOGY IN A BUSINESS ENVIRONMENT

Prerequisite: None

PP 510: LEADERSHIP IN THE PUBLIC SECTOR

Prerequisite or Corequisite: PP 500 or enrollment in the Master of Science in Homeland Security and Emergency Management, Master of Science in Environmental Policy, or Master of Science in Fire and Emergency Services program

COURSE DESCRIPTIONS

The following changes are effective October 13, 2010:

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:

BUSINESS	
Accounting	AC
Graduate Business	GB
Graduate Management	GM
CRIMINAL JUSTICE	CJ
EDUCATION	ED
Educational Leadership	ER
Educational Technology	ET
Higher Education	HE
Instructional Technology	IX
Teaching Literacy	LT
Teaching Mathematics	MH
Teaching Science	SE
Teaching Special Needs	SN

ENVIRONMENTAL POLICY AND MANAGEMENT	EM
FIRE SCIENCE	FS
FOUNDATIONS	KU
HEALTH SCIENCES	
Health Care Administration	HA
Public Health	PU
HOMELAND SECURITY AND EMERGENCY MANAGEMENT	HM
INFORMATION SYSTEMS AND TECHNOLOGY	IT
LEGAL STUDIES	LS
NURSING	MN
PSYCHOLOGY	PS
PUBLIC ADMINISTRATION	PP

Course Numbering:
500–699 Graduate courses

CJ 598A: APPLIED RESEARCH PROJECT CAPSTONE CONTINUATION

Students experience the art and science of applied 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 applied 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. Students will conduct their own applied research project. Enrollment in this course must be approved by the Dean of the program.

0 Quarter Credit Hours

Prerequisite: CJ 598 and permission of the Dean

ED 512: ACTION RESEARCH I

In this course, degree candidates will critically analyze readings and examples of action research, apply ideas from the action research paradigm to their own teaching and learning, and gain insight into methods of conducting action research. Candidates will also identify an educational issue and find, review, analyze and synthesize prior research on an approved topic that pertains to that issue. Candidates will conduct a literature review and draft methods sections of an action research plan. This course will conclude with an examination of various data analysis techniques, and the preparation of an action research plan, which candidates will use as a guide to conduct teacher inquiry in their classrooms or other settings.

5 Quarter Credit Hours

Prerequisite: None

ED 572: ACTION RESEARCH II

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

5 Quarter Credit Hours

Prerequisite: ED 512

EM 602: COMPREHENSIVE EXAM CAPSTONE

As a final step in the Master of Science in Environmental Policy, students may choose the nonthesis option and successfully complete a comprehensive exam. This comprehensive exam incorporates the program outcomes of the program. This exam is designed to carefully assess a student's overall learning in the program. Successful completion of the exam allows both student and faculty to measure and acknowledge a successful learning experience for the student.

5 Quarter Credit Hours

Prerequisite: Last term

EM 698: APPLIED RESEARCH PROJECT CAPSTONE

Students experience the art and science of applied 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 applied 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. Students will conduct their own applied research project.

5 Quarter Credit Hours

Prerequisite: LS 504 and approval of the Dean

EM 698A: APPLIED RESEARCH PROJECT CAPSTONE CONTINUATION

Students experience the art and science of applied 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 applied 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. Students will conduct their own applied research project. Enrollment in this course must be approved the Dean of the program.

5 Quarter Credit Hours

Prerequisite: EM 698 and permission of the Dean.

FS 500: PRINCIPLES AND PRACTICES OF FIRE AND EMERGENCY SERVICES

Students will study the concepts and principles of management practices regarding the operation and delivery of public sector fire and emergency services. Topics explored include: organizing and logistics for response, crisis management and planning, risk assessment, agency coordination, and financial administration.

5 Quarter Credit Hours

Prerequisite: None

FS 515: ORGANIZATION BEHAVIOR AND PERSONNEL MANAGEMENT

This course presents an in-depth analysis of the various dynamics facing fire and emergency services organizations in the context of professional practice including the theoretical concepts underlying organizational behavior, management and leadership of human resources, and design and structural processes. The scope includes examining personnel practices and management procedures in personnel deployment; motivation and retention of personnel; the hiring, professional development, and promotion of personnel; collective bargaining; binding arbitration; organizational communication; and fundamental legal issues as they pertain to agency operations.

5 Quarter Credit Hours

Prerequisite: FS 500

FS 530: ETHICS AND DECISION MAKING IN FIRE AND EMERGENCY SERVICES

This course explores situational problem solving, incorporating decision-making processes and addressing the unique ethical issues that arise in fire and emergency services operations. Specific issues covered include: public safety discretion, codes of conduct and discipline, and the ethical exercise of the "public trust" in the context of the decision-making process. Students will explore ways in which organizations can anticipate and plan for ethical problems.

5 Quarter Credit Hours

Prerequisite: PP 510

FS 597: PORTFOLIO CAPSTONE—MASTER OF SCIENCE IN FIRE AND EMERGENCY SERVICES

This course is designed to help students prepare a presentational portfolio of the various assignments that they have completed throughout their Master of Science in Fire and Emergency Services program at Kaplan University. With the assistance of past instructors' and the current capstone instructor's feedback, students will review their assignments, select appropriate artifacts, and self-reflect on those artifacts. No new information is presented in this course. The presentational portfolio will be evaluated by two outside experts (Kaplan University School

of Criminal Justice graduate program faculty) who will review and assess the artifacts that students have selected for their portfolio. Each assessor will determine whether the portfolio artifacts demonstrate students' mastery of the program outcomes. Each outcome will be assessed on a "Pass" or "Fail" basis, and students must be successful on all of the program outcomes at a level of proficient or higher in order to successfully complete this course and graduate from the program.

5 Quarter Credit Hours

Prerequisite: Approval of the Dean

FS 598: APPLIED RESEARCH IN FIRE AND EMERGENCY SERVICES MANAGEMENT

Students experience the art and science of applied 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 applied 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. Students will conduct their own applied research project and submit a written research report.

5 Quarter Credit Hours

Prerequisite: CJ 502 and approval of the Dean

GM 506: STRATEGIC FINANCIAL ANALYSIS

The purpose of this course is to facilitate the nonfinancial manager's ability to develop a framework for understanding a company's true value and financial performance. The course will equip the student with the skills necessary to communicate with peers in the accomplishment of shared objectives. Students will learn how to interpret financial statements and use that information in the formulation and implementation of business strategies.

4 Quarter Credit Hours

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

HE 557: INTRODUCTION TO ASSESSMENT AND EVALUATION IN HIGHER EDUCATION

This course presents an overview of past and contemporary approaches to assessment and evaluation theory as they apply to higher education and nonschool organizations. Students will become familiar with basic terminology, research design protocols, the implementation of assessment and evaluation initiatives, and decision making in the context of mission, values, goals, and objectives. Evaluator roles, core competencies, professional standards, and codes of conduct are additional topics.

5 Quarter Credit Hours

Prerequisite: None

HE 559: QUANTITATIVE METHODS AND INSTRUMENTS FOR ASSESSMENT

This course presents an in-depth overview of typical quantitative research designs, methods, data collection tools, and data analysis and reporting used in assessment and evaluation. It focuses on the research process related to assessment and evaluation and the basic skills required to plan, conduct, analyze, report, and evaluate research with a quantitative design. Detailed procedures associated with quantitative research, including experimental, quasi-experimental, survey, and correlational designs, are examined. Practical limitations of quantitative designs in assessment and evaluation and the role of quantitative research in mixed-method approaches are considered.

5 Quarter Credit Hours

Prerequisite: None

HM 598: APPLIED RESEARCH PROJECT CAPSTONE

Students experience the art and science of applied 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 applied 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. Students will conduct their own applied research project.

5 Quarter Credit Hours

Prerequisite: CJ 502 and approval of the Dean

HM 598A: APPLIED RESEARCH PROJECT CAPSTONE CONTINUATION

Students experience the art and science of applied 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 applied 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. Students will conduct their own applied research project. Enrollment in this course must be approved the Dean of the program.

0 Quarter Credit Hours

Prerequisite: HM 598 and permission of the Dean

LS 602: COMPREHENSIVE EXAM CAPSTONE

As a final step in the Master of Science in Legal Studies, students may choose the nonthesis option and successfully complete a comprehensive exam. This comprehensive exam incorporates the program outcomes of the Master of Science in Legal Studies program. This exam is designed to carefully assess a student's overall learning in the program. Successful completion of the exam allows both student and faculty to measure and acknowledge a successful learning experience for the student.

5 Quarter Credit Hours

Prerequisite: Last term

LS 693: MASTER OF SCIENCE IN LEGAL STUDIES PRACTICUM

This course will provide students in the Master of Science in Legal Studies program with practical experience in a professional field. One hundred and fifty hours of practicum service are required during the ten-week term. This course is an opportunity to combine academic theory with new, career-related experience in legal studies. Tasks must be delineated in the Learning Contract and demonstrate an advanced application of academic theory in the workplace.

5 Quarter Credit Hours

Prerequisite: Approval of the Dean

PP 602: COMPREHENSIVE EXAM CAPSTONE

As a final step in the Master of Public Administration, students may choose the nonthesis option and successfully complete a comprehensive exam. This comprehensive exam incorporates the program outcomes of the program. This exam is designed to carefully assess a student's overall learning in the program. Successful completion of the exam allows both student and faculty to measure and acknowledge a successful learning experience for the student.

5 Quarter Credit Hours

Prerequisite: Last term

PP 698A: APPLIED RESEARCH PROJECT CAPSTONE CONTINUATION

Students experience the art and science of applied 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 applied 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. Students will conduct their own applied research project.

0 Quarter Credit Hours

Prerequisite: PP 698

Concord Law School

ADMISSIONS

The following changes to the policy governing equipment, Internet connection, and technological competency are effective October 13, 2010:

Equipment, Internet Connection, and Technological Competency

The computer equipment utilized to access Concord's online program must meet the minimum requirements below. Elective courses may have additional requirements. Note that the computer and software requirements may evolve during a student's course of studies, in particular as third-party vendors discontinue support for older versions of a product.

HARDWARE/OS MINIMUMS

- A PC running Windows XP, Vista, or Windows 7 (please note release candidate versions are not supported) with the operating system's minimum requirements for processor, memory, and hard drive (see the Microsoft website for minimum requirements)
- 1 GB RAM or more (recommended)
- Sound card and speakers
- 1024 x 768 monitor with a 16-bit or greater video card (24-bit preferred)

SOFTWARE

- Internet Explorer 7.0 or a more recent version or Firefox 3.5 or a more recent version
- Adobe Flash Player 10.0 or a more recent version (downloaded from the Internet)
- Verisign Digital Certificate
- MS Word 97 or a more recent version or a word processor that can create files with the following extensions: .doc (MS Word 97 through MS Word 2003), .docx (MS Word 2007), or a standard .rtf (rich text format)
- RealPlayer 8.0 or a more recent version (downloaded from the Internet)
- Adobe Reader 9.0 or a more recent version (downloaded from the Internet)
- A current antivirus application with up-to-date virus definitions and a current antispyware program

INTERNET CONNECTION

- A dedicated, reliable connection to the Internet consisting of at least a 128 Kbps modem or faster; a broadband connection is preferred
- An email address for the exclusive use of the student that will accept all emails, including attachments, from the domain name concord.kaplan.edu (Note: Students are presumed to receive the messages sent to designated email addresses. It is the responsibility of the

student to ensure that messages from Concord Law School are not blocked and that the mailbox is not too full to receive messages.)

- It is the responsibility of the student to have constant and reliable access to a network that does not block Flash content. (NOTE: Some private, company, military, and governmental networks may block Flash content due to security and bandwidth concerns.)

TECHNOLOGICAL COMPETENCY

- Ability to use email to correspond with faculty, staff, and students
- Ability to access, create, and save documents in MS Word or other program in standard .doc, .docx, or .rtf (rich text format) files (this includes the ability to cut-and-paste, edit documents, and search for files)
- Ability to browse the Web
- Ability to run antivirus and antispyware applications to ensure that files are virus free
- Ability to open .pdf files

NOTE: Some courses and programs may have additional software and hardware requirements.

COURSE DESCRIPTIONS

The following changes are effective October 13, 2010:

LS 312: ETHICS AND THE LEGAL ENVIRONMENT

Students apply ethical theories to business situations and evaluate the effects various decisions have on stakeholders. Topics include the foundations of moral development and ethical decision making; business ethics; corporate social responsibility and stakeholder management; and the responsibilities of business to employees, the environment, community, customers, and shareholders.

4 units

Policies for Nondegree-Seeking Students

The following changes to the admissions information for nondegree-seeking students are effective September 15, 2010:

Admissions Information

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), Kaplan College Preparatory School Dual Credit, Kaplan University Graduate Education Master of Arts in Teaching—Iowa Track Preparation Program, and Kaplan University Graduate Education Master of Arts in Teaching—Non-Certification Track Single Course Enrollment Program.

Kaplan University Graduate Education Nondegree-Seeking Students

MASTER OF ARTS IN TEACHING CANDIDATES— IOWA TRACK PREPARATION PROGRAM

Candidates residing in Iowa who wish to matriculate into the Master of Arts in Teaching—Iowa Track program who do not have the proper undergraduate prerequisite coursework to enter the program may enroll in the Kaplan University Master of Arts in Teaching Candidates—Iowa Track Preparation Program. Students may select up to six courses to gain the proper prerequisites for entrance into the Master of Arts in Teaching—Iowa Track program.

Students applying to the Master of Arts in Teaching—Iowa Track Preparation program are not required to complete academic readiness assessments prior to starting courses.

See Appendix C for a listing of courses in which Master of Arts in Teaching Candidates—Iowa Track Preparation Program students may enroll.

MASTER OF ARTS IN TEACHING—NONCERTIFICATION TRACK SINGLE-COURSE ENROLLMENT PROGRAM

Students who have successfully completed the Kaplan University Master of Arts in Teaching—Noncertification Track program who require additional coursework to meet the alternative certification requirements of their state of employment may enroll in the Kaplan University Master of Arts in Teaching—Noncertification Track Single-Course Enrollment Program. Students may select up to six courses within the School of Graduate Education.

Admissions Requirements

This program is available exclusively to students who have graduated from the Kaplan University Master of Teaching—Noncertification Track.

See Appendix D for a listing of courses in which Master of Arts in Teaching—Noncertification Track Single-Course Enrollment Program students may enroll.

Courses

APPENDIX C: MASTER OF ARTS IN TEACHING CANDIDATES— IOWA TRACK PREPARATION PROGRAM COURSE LIST

Content Courses: Communications

- CM 115: Communicating in the Twenty-First Century
- CM 202: Mass Communications
- CM 214: Public Speaking
- CM 220: College Composition II
- CM 250: Fundamentals of Grammar and Editing

Content Courses: Mathematics

- MM 207: Statistics
- MM 212: College Algebra
- MM 309: Discrete Mathematics
- IT 193: Foundations of Programming Using Visual Basic
- IT 254: Foundations of Programming Using C#

Content Courses: Biology or Chemistry

- SC 225: Environmental Science—Ecosystems, Resources, and Carbon Footprints
- SC 226: Environmental Science Lab (offered once a year)
- SC 235: General Biology I—Human Perspectives
- SC 236: General Biology I Lab (offered once a year)
- SC 300: Big Ideas in Science—From Methods to Mutation
- SC 155: Introduction to Chemistry—Matter And Equilibrium
- SC 328: Histology and Embryology
- SC 330: Immunology
- SC 335: Biochemistry
- SC 430: Molecular and Cell Biology
- SC 435: Genetics

Content Courses: Social Science, U.S. History, and U.S. Government

- SS 124: Psychology
- SS 144: Sociology
- SS 230: Making History—the Founding Fathers
- SS 235: Twentieth-Century African American Leadership
- SS 236: People, Power, and Politics—an Introduction to American Government
- SS 260: Gender and Society
- SS 270: Social Problems
- SS 310: Exploring the 1960s—an Interdisciplinary Approach
- SS 430: Making a Living in the Twenty-First Century—the Sociology of Work

**APPENDIX D: MASTER OF ARTS IN TEACHING—NONCERTIFICATION
TRACK SINGLE-COURSE ENROLLMENT PROGRAM COURSE LIST**

Content Courses: Secondary Science Education

- SE 521: Planning and Teaching an Inquiry-Based Science Class (Grades 6–12)
- SE 522: Science as Inquiry (Grades 6–12)
- SE 523: Historical and Social Perspectives on Science and Technology (Grades 6–12)

Content Courses: Middle or Secondary Math Education

- MH 511: Developing Mathematical Proficiency—Numbers and Operations (Grades 6–8)
- MH 512: Developing Mathematical Proficiency—Geometry and Measurement (Grades 6–8)
- MH 513: Developing Mathematical Proficiency—Algebra (Grades 6–8)
- MH 521: Principles, Pedagogy, and Standards for High School Mathematics (Grades 9–12)
- MH 522: Measurement, Number, and Operations (Grades 9–12)
- MH 523: Algebra (Grades 9–12)

Content Courses: Secondary Literacy Education

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

Content Courses: Elementary Science Education

- SE 511: Planning and Teaching an Inquiry-Based Science Class (Grades K–6)
- SE 512: Physical and Life Science (Grades K–6)
- SE 513: Earth and Space Science (Grades K–6)

Content Courses: Elementary Math Education

- MH 501: Developing Mathematical Proficiency—Numbers and Operations (Grades K–5)
- MH 502: Developing Mathematical Proficiency—Geometry and Measurement (Grades K–5)
- MH 503: Developing Mathematical Proficiency—Algebra (Grades K–5)

Content Courses: Elementary Literacy Education

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

Content Courses: Technology Education (K–12)

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

Content Courses: Special Needs Education (K–12)

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

Content Courses: Leadership (K–12)

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

Academic Leadership and Administration

SENIOR ADMINISTRATORS

JEFFREY CONLON
President and CEO, Kaplan Higher Education
MBA, Northwestern University
BA, Brown University

GREGORY MARINO
President, Kaplan University Group
MBA and BS, University of Maryland
University College
MCSE

WADE DYKE
President
DPhil and BS, University of Oxford
BBA, University of Wisconsin—Madison

GERI H. MALANDRA
Provost
PhD and MA, University of Minnesota
BA, Carleton College

JANICE BLOCK
Executive Vice President, Chief Compliance Officer, and General Counsel, Kaplan Higher Education
JD, Columbia University School of Law
MS, Northwestern University
BA, Princeton University

RONALD BLUMENTHAL
Senior Vice President, Administration
MSW, Washington University
BA, University of Missouri

MICHAEL J. DEMAKOS
Chief Information Officer
MBA, State University of New York
BA, Siena College

LISA GEFEN SICILIAN
Chief Administrative Officer, Kaplan Higher Education
JD, Emory University School of Law
BA, Goucher College

LIONEL LENZ
Chief Financial Officer, Kaplan Higher Education
MSM, Northwestern University
BBA, St. Norbert College
CPA

PETER SMITH
Senior Vice President for Academic Strategy and Development
EdD and MAT, Harvard Graduate School of Education
BA, Princeton University

ACADEMIC LEADERSHIP

ARTS AND SCIENCES

CONNIE BOSSE
Vice President of Arts, Education, and Health
MBA and BS, Boston University

SARA SANDER
Dean, College of Arts and Sciences
MA and BA, University of Arkansas at Fayetteville

BUSINESS AND MANAGEMENT

BETTY VANDENBOSCH
Vice President, Business and Technology
PhD, MBA, and BS, University of Western Ontario

THOMAS C. BOYD
Dean, School of Business and Management
PhD, University of North Carolina at Chapel Hill

CONCORD LAW SCHOOL

CHRISTOPHER CAYWOOD
President, Kaplan Legal Education
JD, AM, and AB, University of Michigan
MBA, University of Chicago

BARRY CURRIER
Dean Emeritus, Concord Law School
JD, University of Southern California
BA, University of California at Los Angeles

CRIMINAL JUSTICE

CHRISTOPHER CAYWOOD
President, Kaplan Legal Education
JD, AM, and AB, University of Michigan
MBA, University of Chicago

FRANK DIMARINO
Dean, School of Criminal Justice
LLM, George Washington University School of Law
JD, Case Western Reserve University School of Law
AB, Georgetown University

EDUCATION

CONNIE BOSSE
Vice President of Arts, Education, and Health
MBA and BS, Boston University

DREW ROSS
Dean, School of Graduate Education
PhD and MSc, Oxford University
MS, University of Chicago
BA, Bard College

GENERAL EDUCATION

KARA H. VANDAM
Dean, School of General Education
PhD and MA, University of North Carolina—Chapel Hill

HEALTH SCIENCES

CONNIE BOSSE
Vice President of Arts, Education, and Health
MBA and BS, Boston University

GINGER CAMERON
Interim Dean, School of Health Sciences
PhD (ABD) and MSPH, Walden University
MAEd, Central Michigan University
BA, Union University

INFORMATION SYSTEMS AND TECHNOLOGY

BETTY VANDENBOSCH
Vice President, Business and Technology,
School of Information Systems and Technology
PhD, MBA, and BS, University of
Western Ontario

DAVID B. DEHAVEN
Dean, School of Information Systems
and Technology
PhD, Capella University
MBA, Auburn University
BS, George Mason University

LEGAL STUDIES

CHRISTOPHER CAYWOOD
President, Kaplan Legal Education
JD, AM, and AB, University of Michigan
MBA, University of Chicago

KAREN EVANS
Interim Dean, School of Legal Studies
PhD, University of Virginia
MA, University of South Florida—Tampa
BA, University of California—Davis

NURSING

JOHN DANAHER
President, School of Nursing
MD, Dartmouth Medical School
MBA, Stanford University
BS, Trinity College

SHEILA A. BURKE
Dean, School of Nursing
MSN and MBA, University of Phoenix
BSN, Rush University School of Nursing

UNIVERSITY ADMINISTRATORS

LYNN M. BOERSCHEL
Executive Director, Kaplan University,
Frederick Campus
MA, University of Baltimore
BS, University of Delaware

GWEN BRAMLET-HECKER
Campus President, Kaplan University,
Cedar Falls Campus
MS, Illinois State University
BA, Eastern Illinois University

WADE BRITT
Vice President, International
MIB and BA, University of South Carolina

RICK BROADY
Vice President, Financial Aid
BS, University of Lowell

JEREMY BRUNSEN
Campus President, Kaplan University, Omaha
Campus
MBA, Kaplan University
BA, Iowa State University

CARL BUTTS
Vice President of Academic Advising
MBA and BS, Lindenwood University

SUZANNE CALFEE
Vice President, Human Resources,
Kaplan University Group
BA, Pennsylvania State University

JAIME COCUY
Vice President, Strategic
Alliances Organization
BBA, Florida Atlantic University

TODD ELLWEIN
Interim Executive Director, Kaplan University,
Mason City Campus
MIA, Columbia University
BA, Carleton College

MARK GARLAND
Campus President, Kaplan University,
Davenport Campus
MBA, University of Phoenix
BA and BS, Texas A&I University
AAS, Texas State Technical Institute

WENDI GRAFE
Vice President of Student Operations
BS, Bradley University

TERESA HUTCHINSON
Campus President, Kaplan University,
Lincoln Campus
MBA, St. Ambrose University
BA, University of Iowa

SCOTT KILGORE
Senior Vice President of Military Affairs
MBA, University of Iowa
BA, University of Nebraska

RON KISHEN
Senior Vice President of Academic
Operations
MS, Claremont Graduate University
BS, California Polytechnic University

RAGHU KRISHNAIAH
Senior Vice President,
Performance Excellence
MBA, The Wharton School of the
University of Pennsylvania
SM and SB, Massachusetts Institute
of Technology

JENNIFER LASATER
Executive Director, Career Services
MAEd, Argosy University
BS, Illinois State University

JASON LEVIN
Executive Director, Institutional Intelligence
MBA, University of Miami
BS, Florida Atlantic University

DONNA LILJEGREN
Dean of Faculty and Executive Director,
Center for Teaching and Learning
EdD, Nova Southeastern University
MA and BA, Governors State University

MICHAEL LORENZ
Registrar
MA, Indiana University
BA, Knox College

AFSHIN MIKAILI
Director of Prior Learning Assessment Center
PhD, MS, and BS, Iowa State University
MBA, University of Chicago

CHRISTOPHER MOTZ
Campus President, Kaplan University,
Frederick and Hagerstown Campuses
MA, Ball State University
MCM and BA, Huntington College

KATE PACKARD
Interim Executive Director,
Kaplan University, Council Bluffs Campus
MA, Kaplan University
BS, University of Nebraska, Lincoln

CHRISTOPHER QUINN
Campus President, Kaplan University,
Lewiston and South Portland Campuses
DC, Western States Chiropractic College
BA and BS, University of Colorado

RON ROBERTS
Library Services Coordinator
MA, Eastern Illinois University
BA, East Carolina University

RAYMOND SMALE
Vice President, Vertical Strategic Marketing
MBA, Northwestern University
MA and BA, Cambridge University

KEITH SMITH
Vice Provost, Kaplan University
EdD, Seattle University
MBA, City University
MA, Fuller Theological Seminary

JOHN STATEN
Chief Operating Officer,
Kaplan University Group
MS and BS, University of Florida

SUSAN SPIVEY
Campus President, Kaplan University,
Cedar Rapids Campus
MBA, University of Iowa
BA, William Penn College

RONALD TRAUTMAN
President, Kaplan Continuing Education
BA, Florida Atlantic University

CAROLE VALENTINE
Vice President, Student Finance
MBA, American University
BA, University of Pennsylvania

JENIE VER STEG
Director of Library Services
MLS, University of Iowa
MA, MA, and BA, Iowa State University

SOPHIE VLESSING
Senior Vice President, Strategic
Marketing and Student Experience
MBA, Northwestern University
BS, University of Pennsylvania

JEREMEY WELLS
Campus President, Kaplan University,
Des Moines Campus
MEd and BS, Brigham Young University
JD, The Ohio State University

Other Information

Ownership

As of October 13, 2010, Kaplan Higher Education Corp., 6301 Kaplan University Avenue, Fort Lauderdale, FL 33309, owns the schools listed below. Kaplan Higher Education Corp. is a subsidiary of Kaplan, Inc. Kaplan, Inc., is a subsidiary of The Washington Post Company (a publicly traded company).

BAUDER COLLEGE, ATLANTA CAMPUS

384 Northyards Boulevard, NW
Suite 190 and 400
Atlanta, GA 30313

CHI INSTITUTE, BROOMALL CAMPUS

1991 Sproul Road, Suite 42
Broomall, PA 19008

CHI INSTITUTE, FRANKLIN MILLS CAMPUS

177 Franklin Mills Boulevard
Philadelphia, PA 19154

HESSER COLLEGE, CONCORD CAMPUS

25 Hall Street, Suite 104
Concord, NH 03301

HESSER COLLEGE, MANCHESTER CAMPUS

3 Sundial Avenue
Manchester, NH 03103

HESSER COLLEGE, NASHUA CAMPUS

410 Amherst Street
Nashua, NH 03063

HESSER COLLEGE, PORTSMOUTH CAMPUS

170 Commerce Way
Portsmouth, NH 03801

HESSER COLLEGE, SALEM CAMPUS

11 Manor Parkway
Salem, NH 03079

KAPLAN CAREER INSTITUTE, CHARLESTOWN CAMPUS

570 Rutherford Avenue
Charlestown, MA 02129

KAPLAN CAREER INSTITUTE, CLEVELAND CAMPUS

8720 Brookpark Road
Brooklyn, OH 44129

KAPLAN CAREER INSTITUTE, DEARBORN CAMPUS

18440 Ford Road
Detroit, MI 48228

KAPLAN CAREER INSTITUTE, DETROIT CAMPUS

3031 West Grand Boulevard,
Suite 236
Detroit, MI 48202

KAPLAN CAREER INSTITUTE, HARRISBURG CAMPUS

5650 Derry Street
Harrisburg, PA 17111

KAPLAN CAREER INSTITUTE, ICM CAMPUS

10 Wood Street
Pittsburgh, PA 15222

KAPLAN CAREER INSTITUTE, KENMORE SQUARE CAMPUS

540 Commonwealth Avenue
Boston, MA 02215

KAPLAN CAREER INSTITUTE, NASHVILLE CAMPUS

750 Envious Lane
Nashville, TN 37217

KAPLAN COLLEGE, ARLINGTON CAMPUS

2241 South Watson Road, Suite 100
Arlington, TX 76010

KAPLAN COLLEGE, BAKERSFIELD CAMPUS

1914 Wible Road
Bakersfield, CA 93304

KAPLAN COLLEGE, BEAUMONT CAMPUS

6115 Eastex Freeway
Beaumont, TX 77706

KAPLAN COLLEGE, BROWNSVILLE CAMPUS

1900 North Expressway, Suite O
Brownsville, TX 78521

KAPLAN COLLEGE, CHARLOTTE CAMPUS

6070 East Independence Boulevard
Charlotte, NC 28212

KAPLAN COLLEGE, CHULA VISTA CAMPUS

Chula Vista Center
555 Broadway, Suite 144
Chula Vista, CA 91910

KAPLAN COLLEGE, CINCINNATI CAMPUS

801 Linn Street
Cincinnati, OH 45203

KAPLAN COLLEGE, COLUMBUS CAMPUS

2745 Winchester Pike
Columbus, OH 43232

KAPLAN COLLEGE, CORPUS CHRISTI CAMPUS

South Coast Plaza
1620 South Padre Island Drive,
Suite 600
Corpus Christi, TX 78416

KAPLAN COLLEGE, DALLAS CAMPUS

12005 Ford Road, Suite 100
Dallas, TX 75234

KAPLAN COLLEGE, DAYTON CAMPUS

2800 East River Road
Dayton, OH 45439

**KAPLAN COLLEGE,
DENVER CAMPUS**
500 East 84th Avenue,
Suite W-200
Thornton, CO 80229

**KAPLAN COLLEGE,
EL PASO CAMPUS**
8360 Burnham Road, Suite 100
El Paso, TX 79907

**KAPLAN COLLEGE,
FORT WORTH CAMPUS**
2001 Beach Street, Suite 201
Fort Worth, TX 76103

**KAPLAN COLLEGE,
FRESNO CAMPUS**
44 Shaw Avenue
Clovis, CA 93612

**KAPLAN COLLEGE,
HAMMOND CAMPUS**
7833 Indianapolis Boulevard
Hammond, IN 46324

**KAPLAN COLLEGE,
JACKSONVILLE CAMPUS**
7450 Beach Boulevard
Jacksonville, FL 32216

**KAPLAN COLLEGE,
LAREDO CAMPUS**
6410 McPherson Road
Laredo, TX 78041

**KAPLAN COLLEGE,
LAS VEGAS CAMPUS**
3535 West Sahara Avenue
Las Vegas, NV 89102

**KAPLAN COLLEGE,
LUBBOCK CAMPUS**
1421 Ninth Street
Lubbock, TX 79401

**KAPLAN COLLEGE,
MCALLEN CAMPUS**
1500 South Jackson Road
McAllen, TX 78503

**KAPLAN COLLEGE,
MERRILLVILLE CAMPUS**
3803 East Lincoln Highway
Merrillville, IN 46410

**KAPLAN COLLEGE,
MIDLAND CAMPUS**
Westwood Village Shopping Center
4320 West Illinois Avenue, Suite A
Midland, TX 79703

**KAPLAN COLLEGE,
MILWAUKEE CAMPUS**
111 West Pleasant Street,
Suite 101
Milwaukee, WI 53212

**KAPLAN COLLEGE,
MODESTO CAMPUS**
5172 Kiernan Court
Salida, CA 95368

**KAPLAN COLLEGE,
NORTH HOLLYWOOD CAMPUS**
6180 Laurel Canyon Boulevard,
Suite 101
North Hollywood, CA 91606

**KAPLAN COLLEGE, NORTHWEST
INDIANAPOLIS CAMPUS**
7302 Woodland Drive
Indianapolis, IN 46278

**KAPLAN COLLEGE,
PALM SPRINGS CAMPUS**
2475 East Tahquitz Canyon Way
Palm Springs, CA 92262

**KAPLAN COLLEGE,
PANORAMA CITY CAMPUS**
14355 Roscoe Boulevard
Panorama City, CA 91402

**KAPLAN COLLEGE,
PEMBROKE PINES CAMPUS**
10131 Pines Boulevard
Pembroke Pines, FL 33026

**KAPLAN COLLEGE,
PHOENIX CAMPUS**
13610 North Black Canyon Highway,
Suite 104
Phoenix, AZ 85029

**KAPLAN COLLEGE,
RIVERSIDE CAMPUS**
4040 Vine Street
Riverside, CA 92507

**KAPLAN COLLEGE,
SACRAMENTO CAMPUS**
4330 Watt Avenue, Suite 400
Sacramento, CA 95821

**KAPLAN COLLEGE, SAN ANTONIO
(INGRAM) CAMPUS**
6441 NW Loop 410
San Antonio, Texas 78238

**KAPLAN COLLEGE, SAN ANTONIO
(SAN PEDRO) CAMPUS**
7142 San Pedro Avenue,
Suite 100
San Antonio, TX 78216

**KAPLAN COLLEGE,
SAN DIEGO CAMPUS**
9055 Balboa Avenue
San Diego, CA 92123

**KAPLAN COLLEGE, SOUTHEAST
INDIANAPOLIS CAMPUS**
4200 South East Street
Indianapolis, IN 46227

**KAPLAN COLLEGE,
STOCKTON CAMPUS**
722 West March Lane
Stockton, CA 95207

**KAPLAN COLLEGE,
VISTA CAMPUS**
2022 University Drive
Vista, CA 92083

**KAPLAN UNIVERSITY,
CEDAR FALLS CAMPUS**
7009 Nordic Drive
Cedar Falls, IA 50613

**KAPLAN UNIVERSITY,
CEDAR RAPIDS CAMPUS**
3165 Edgewood Parkway, SW
Cedar Rapids, IA 52404

**KAPLAN UNIVERSITY,
COUNCIL BLUFFS CAMPUS**
1751 Madison Avenue, Suite 750
Council Bluffs, IA 51503

**KAPLAN UNIVERSITY,
DAVENPORT CAMPUS**
1801 East Kimberly Road, Suite 1
Davenport, IA 52807

**KAPLAN UNIVERSITY,
DES MOINES CAMPUS**
4655 121st Street
Urbandale, IA 50323

**KAPLAN UNIVERSITY,
FREDERICK CAMPUS**
5301 Buckeystown Pike,
Suite 103
Frederick, MD 21704

**KAPLAN UNIVERSITY,
HAGERSTOWN CAMPUS**
18618 Crestwood Drive
Hagerstown, MD 21742

**KAPLAN UNIVERSITY,
LEWISTON CAMPUS**

475 Lisbon Street
Lewiston, ME 04240

**KAPLAN UNIVERSITY,
LINCOLN CAMPUS**

1821 K Street
Lincoln, NE 68508

**KAPLAN UNIVERSITY,
MASON CITY CAMPUS**

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

**KAPLAN UNIVERSITY,
OMAHA CAMPUS**

5425 North 103rd Street
Omaha, NE 68134

**KAPLAN UNIVERSITY,
SOUTH PORTLAND CAMPUS**

265 Western Avenue
South Portland, ME 04106

**KAPLAN UNIVERSITY LEARNING
CENTER, DELRAY BEACH**

3333 South Congress Avenue
Delray Beach, FL 33445

**KAPLAN UNIVERSITY LEARNING
CENTER, INDIANAPOLIS**

9000 Keystone Crossing, Suite 120
Indianapolis, IN 46240

**KAPLAN UNIVERSITY LEARNING
CENTER, MILWAUKEE**

201 West Wisconsin Avenue
Milwaukee, WI 53203

**KAPLAN UNIVERSITY LEARNING
CENTER, PLANTATION**

1601 SW 80th Terrace
Plantation, FL 33324

**KAPLAN UNIVERSITY LEARNING
CENTER, ST. LOUIS**

1807 Park 270 Drive
St. Louis, MO 63146

**TESST COLLEGE OF TECHNOLOGY,
BALTIMORE CAMPUS**

1520 South Caton Avenue
Baltimore, MD 21227

**TESST COLLEGE OF TECHNOLOGY,
BELTSVILLE CAMPUS**

4600 Powder Mill Road
Beltsville, MD 20705

**TESST COLLEGE OF TECHNOLOGY,
TOWSON CAMPUS**

803 Glen Eagles Court
Towson, MD 21286

**TEXAS SCHOOL OF BUSINESS,
EAST CAMPUS**

12030 East Freeway
Houston, TX 77029

**TEXAS SCHOOL OF BUSINESS,
FRIENDSWOOD CAMPUS**

3208 FM 528
Friendswood, TX 77546

**TEXAS SCHOOL OF BUSINESS,
NORTH CAMPUS**

711 East Airtex Drive
Houston, TX 77073

**TEXAS SCHOOL OF BUSINESS,
SOUTHWEST CAMPUS**

6363 Richmond Avenue,
Suite 300
Houston, TX 77057

**THOMPSON INSTITUTE,
PHILADELPHIA CAMPUS**

3010 Market Street
Philadelphia, PA 19104