Kaplan University Program Offerings

### Master's Degrees
- Master of Arts in Teaching and Learning
- Master of Business Administration
- Master of Science in Criminal Justice

### Bachelor's Degrees
- Bachelor of Science in Business
- Advanced Start Bachelor of Science in Business
- Bachelor of Science in Management
- Advanced Start Bachelor of Science in Management
- Bachelor of Science in Criminal Justice
- Advanced Start Bachelor of Science in Criminal Justice
- Bachelor of Science in Information Technology
- Advanced Start Bachelor of Science in Information Technology
- Bachelor of Science in Nursing
- Bachelor of Science in Paralegal Studies
- Advanced Start Bachelor of Science in Paralegal Studies

### Associate's Degrees
- Associate of Science in Interdisciplinary Studies
- Associate of Applied Science in Business Administration/Accounting
- Associate of Applied Science in Business Administration/Management
- Associate of Applied Science in Computer Information Systems

### Diploma Programs
- Accounting Assistant
- Business Management
- Computer Systems Technician
- Medical Assistant
- Travel Professional

### Certificate Programs
- Accounting and Finance
- Crime Scene Technician
- Health Care Management
- Information Technology Pathway
- Internet and Website Development
- Introduction to Computer Programming Language
- Pathway to Paralegal
- Terrorism and National Security Management

*Select courses in this program may be available online only.
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UNIVERSITY INFORMATION

MISSION, PURPOSES, PHILOSOPHY, AND HISTORY

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

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

1. Provide academic programs that have been developed and assessed by faculty, staff, and members of educational, professional, and business communities.

2. Provide intensive and comprehensive instruction using both onsite and online modes of delivery that strengthens student academic achievement.

3. Instill in its students the value of lifelong learning by stimulating intellectual curiosity, creative and critical thinking, and awareness of culture and diversity.

4. Plan and provide facilities and resources that respond to the needs of students, faculty, and staff.

5. Assist students in developing professional attitudes, values, skills, and strategies that foster success in their careers and in life.

6. Prepare students to meet the ever-changing needs of their communities now and in the future.

UNIVERSITY PHILOSOPHY
Kaplan University recognizes the worth and dignity of all people and is sensitive to the diversity of cultural and ethnic backgrounds represented in its student population. All students are encouraged to reach their potential within the framework of their individual needs, interests, and capabilities. The University employs instructional methods based on adult learning theory and is committed to the development of each student’s intellectual, analytical, and critical thinking abilities. Teaching techniques encourage active student participation and may include group discussions and projects, laboratory work, simulations, demonstrations, field trips, guest speakers, and lectures. A strong emphasis is placed on ethics, accountability, professionalism, and the individual's commitment to pursuing lifelong personal and professional development. Kaplan University helps students reach their educational goals by providing them with the communication skills necessary to work successfully with clients and other professionals, offering courses that prepare them to successfully participate in society, equipping them with the business knowledge necessary to succeed in the “real world,” and encouraging them to become involved in professional organizations that will promote their learning and professional skills.

UNIVERSITY HISTORY
Kaplan University, formerly Kaplan College, Quest College, and American Institute of Commerce (AIC), was founded in 1937. AIC was purchased by Quest Education Corporation in November 1998 and in April 2000 changed its name to Quest College. Quest Education Corporation was purchased in July 2000 by Kaplan, Inc. In November 2000, the name of the College was changed to Kaplan College. In 2004, Kaplan College expanded its academic offerings to include master’s-level programs and became Kaplan University.

The University was founded to provide professional business training and has achieved this objective for over 65 years by keeping abreast of employment demands, employer needs, teaching methods, and the use of various educational resources and industry-standard technology and equipment. The University offers master of arts, master of education (expected to be offered in 2005/2006), master of business administration, master of science, bachelor of science, associate of science, and associate of applied science degrees, as well as diplomas and certificate programs at its campus in Davenport, Iowa, and through online instruction. Graduates receive comprehensive education through disciplined, professional programs of instruction.

ACCREDITING AGENCIES, APPROVALS, AND MEMBERSHIPS

• Kaplan University is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). Their address is:
  30 North LaSalle Street, Suite 2400
  Chicago, IL 60602-2504
  Tel: 800-621-7440 (Toll Free)

• The Bachelor of Science in Nursing program has interim approval from the Iowa Board of Nursing. Their address is:
  400 SW 8th Street, Suite B
  Des Moines, IA 50309-4685
  Tel: 515-281-3255

This program is currently seeking national accreditation and will be reviewed by the Commission on Collegiate Nursing Education (CCNE). Their address is:
  One Dupont Circle, NW, Suite 530
  Washington, DC 20036
  Tel: 202-887-6791

• The Medical Assistant program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAAEP) on recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (AAMAE). Their address is:
  35 East Wacker Drive, Suite 1970
  Chicago, IL 60601-2208
  Tel: 312-553-9355
• Kaplan University is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission:

325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Tel: 888-224-6684 (Toll Free)

• Kaplan University is a licensed testing center for the Institute of Certified Travel Agents (ICTA).

• Kaplan University is recognized by the Iowa Department of Education. Qualified students of Kaplan University are eligible to receive Iowa state tuition grants. Kaplan University is approved by the Iowa and Illinois Divisions of Vocational Rehabilitation and the Iowa Private Industry Area Council.

• Kaplan University is approved under the provisions of Title 38, United States Code, to train eligible persons and veterans.

• Kaplan University is approved to train eligible students by the Workforce Development Center.

• Kaplan University is authorized under federal law to enroll nonimmigrant, alien students.

**Academic Resource Center**

**ONSITE**

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

Because library skills are an integral part of a student’s academic achievement, students receive instruction in library skills and procedures. Development of library skills is strengthened by a research component throughout the curriculum. A professional librarian and trained support personnel are available to assist students and faculty through the Academic Resource Center and virtual libraries.

Students enrolled in any of the University’s educational delivery systems are assured access to educational resources and services through a variety of communication media. As students require increased access to library resources and information services due to geographical, social, and workplace issues, additional resources will be provided with the use of databases and online computer services. Other formats may be added as technology advances are incorporated into the University library system. These electronic services and information resources will complement holdings on the Kaplan University campus and offer library support for onsite and online education. The Kaplan University Academic Resource Center conducts annual reviews of onsite and electronic holdings as well as the use of technology in facilitating library and educational resource growth and expansion. Improvements in the various formats will increase the value of services to current students, graduates, staff, and community.

**Electronic Information Access**

To help students develop the fundamental technology skills necessary for the twenty-first century, the Kaplan University campus in Davenport, Iowa, provides electronic mail accounts and campus Internet access for students.

**Online Library**

Kaplan University offers students a full complement of library services through its relationship with UAH Salmon Library at the University of Alabama in Huntsville, Alabama. The UAH Salmon Library is a fully appointed university library with a collection of over 326,000 volumes along with collections of U.S. government documents, materials in microform and microfiche, and manuscript collections. The library currently receives over 20,000 serials and periodicals.

The library’s catalog is available online, and students can easily access a description of any item in the collection. Library books can then be delivered physically to borrowers; articles and excerpts can be scanned and delivered electronically. In addition to its catalog, the library offers access to 13,000 e-journals.

Availability of journals and texts is subject to change.

Kaplan University students have access to UAH Salmon Library comparable in almost every way to the access of in-person users, including access to specialized databases, such as ERIC, Lexis Nexis Academic Universe, Medline/PubMed, Academic Search Elite, and TOPIcSearch, as well as discipline-specific databases in the areas of business, information technology, education, health and medicine, criminal justice, pharmacology, current events, and professional development.

**Online Platform**

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

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

The Kaplan University campus is located at 1801 East Kimberly Road, Suite 1, in Davenport, Iowa. The building encompasses a spacious 35,100 square feet. The campus is conveniently located near restaurants, shopping malls, and apartment complexes. The nearby interstate highway system makes this campus easily accessible to Iowa and Illinois residents. The facilities include classrooms, computer laboratories, a medical laboratory, a library, and a student lounge. Each Kaplan University course is taught in specially built classrooms, including computer and medical labs. Facilities are accessible to persons with physical impairments.

SCHOOL-WITHIN-A-SCHOOL FACILITIES

The School-Within-a-School (SWS) program is a unique delivery method that offers students the best of both worlds: the flexibility of online programs with the benefits of an optional face-to-face campus experience. This program is a collaborative effort between Kaplan Higher Education Corp. (KHEC) and Kaplan University. In this program, Kaplan University personnel are located on existing KHEC campuses, such as Hamilton College in Iowa. Each SWS location provides the student with onsite academic advising services, onsite library access, a student lounge, and computer labs in addition to the online services available through Kaplan University.

Students enrolled in the SWS program enjoy the convenience and flexibility of 24/7 online education through the Kaplan University platform, while also having the option of weekly face-to-face seminars and personal conferences with their Academic Advisors and professors. This new program delivery method offers students the many benefits of a campus community paired with the flexibility of online learning.

STATEMENT OF ASSESSMENT

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

ACCEPTANCE TO THE UNIVERSITY

Upon completion of all admissions requirements, the University administration will review the information and inform applicants in writing whether they have been accepted for enrollment. If an applicant is not accepted, all monies paid are refunded. Questions regarding the admissions decision should be addressed to the Dean of the school to which the student applied.

Upon acceptance to the Bachelor of Science in Nursing program, all nursing students will receive the BSN Student Handbook. This handbook outlines additional policies and procedures specific to the nursing program.

ADMISSIONS REQUIREMENTS AND PROCEDURES

GENERAL UNDERGRADUATE AND GRADUATE ADMISSIONS REQUIREMENTS

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

1. All applicants to the University must complete an Enrollment Agreement and Student Information Form and submit monies as outlined on the Tuition and Fees Schedule. The Enrollment Agreement must be signed by a parent or legal guardian if the applicant is under 18 years of age.

2. All applicants must complete an informational interview. For Kaplan University campus interviews, parents or spouses are encouraged to be present.

3. All applicants are encouraged to tour the online learning environment or campus before enrolling.

4. All courses are taught in English. Students must be able to speak, read, and write English fluently. English abilities will be determined through the University’s interview, application process, and placement exam.

5. Kaplan University is authorized under federal law to enroll non-immigrant alien students. International students who wish to be admitted to any Kaplan University credit program must be 18 years or older, and must complete admission requirements and provide evidence of adequate financial resources. To ensure that international students are prepared to complete college-level coursework, they must demonstrate a command of oral and written English skills. Onsite students must attain a TOEFL score of 577/153 or higher, online undergraduate students must attain a TOEFL score of 525/159 or higher, and graduate students must attain a TOEFL score of 550/213 or higher.

6. Transcripts from foreign institutions must meet the same requirements as domestic institutions and must be translated and evaluated by an approved foreign credential evaluator prior to enrollment. The University does not guarantee the transferability of credits from other educational institutions.

7. All applicants must complete financial arrangements prior to starting class. If applicable, financial aid applications must be completed.

8. Documentation of any required health examinations, pathology tests, and immunizations must be presented within the first term and again prior to clinical courses or externship experience.

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

10. Students in the Master of Arts in Teaching and Learning program can enroll in no more than three courses per term. Students in the Master of Business Administration program can enroll in no more than two courses per term. Students in the Master of Science in Criminal Justice program can enroll in no more than three courses per term.

11. Students in an advanced start program must furnish an official transcript indicating receipt of an associate’s degree or bachelor’s degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education by the end of their first term. If transcripts are not submitted by the end of the first term, the student will be blocked from future classes until such documentation is provided. If, for any reason, the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.

12. Students in a master’s degree program must furnish an official transcript indicating receipt of a bachelor’s degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education by the end of their first term (second term for Master of Business Administration students). If transcripts are not submitted by the end of the first term (second term for Master of Business Administration students), the student will be blocked from future classes until such documentation is provided. If, for any reason, the student does not furnish a transcript, or the transcript submitted is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.

Listed below are the specific requirements and procedures that Kaplan University has established for undergraduate admission.
An applicant to the University must:

a. be a high school graduate, or

b. possess a General Educational 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.

An attestation by the student confirming high school graduation, receipt of a GED, or successful completion of an appropriately recognized home schooling program must be presented to the University.

A student who has graduated from a high school, earned a GED certificate, or graduated from a recognized home schooling program may execute an attestation to this effect. Acceptable attestation for Kaplan University may be a Kaplan University Proof of Graduation Attestation form, the Free Application for Federal Student Aid (FAFSA), or any other document deemed acceptable by the University. If, for any reason, this attestation of high school graduation or its equivalent is found to be false or untrue, the student will be subject to immediate dismissal from the University, all credits earned will be invalidated, and the University will take all other appropriate actions.

Furthermore, if the attestation 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.

Kaplan University verifies the statements made in this attestation 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 proof of graduation from a recognized high school program, receipt of a GED certificate, or receipt of a Home Study certificate. Acceptable proof consists of the following documents: a copy of a transcript or diploma that confirms graduation from high school; an official college transcript indicating the date of high school graduation; a transcript of an associate’s degree or better; a GED certificate or official notification that a GED certificate has been issued; a copy of a DD214 military record indicating high school graduation or equivalent; or, as available, a valid Home Study certificate or transcript confirming completion of a home study program. If Kaplan University is required to obtain this proof of graduation on your behalf, there will be a $10.00 fee charged to your 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 applicants who 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.

Nursing Program

General Considerations

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

- Provide documentation of a current, unencumbered license to practice as a registered nurse in at least one U.S. state, including the state in which the clinical practicum will be completed.
- Be actively practicing nursing in at least one U.S. state, or in the U.S. military, at the time of enrollment or have worked actively as a registered nurse for 1,000 hours or more within the three years prior to enrollment at Kaplan University.
- 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.
- Submit proof of student nurse professional liability insurance coverage in the amount of at least $1 million per incident/$3 million aggregate by the end of the first term. Failure to submit appropriate documentation evidencing proof of such insurance in a timely fashion may result in dismissal from the Bachelor of Science in Nursing program.

Alternative Admissions

Students with a grade point average between 2.0 and 2.5 from a regionally accredited institution or accredited by another agency recognized by the U.S. Department of Education may apply for admission to the program by completing an Alternative Admissions Dean’s Evaluation. The Dean will review the work history, transcripts, and resume of alternative admissions applicants and admit those for whom admission is deemed appropriate.

Any student with a CGPA below 2.5 who has not completed an Alternative Admissions Dean’s Evaluation will not be admitted to the program.

Student Progression

The following is required prior to beginning NU 499:

The student will meet all health and safety requirements as requested by the practice site for NU 499: Bachelor’s Clinical (Capstone in Nursing). Failure to submit the required documentation to the clinical coordinator prior to beginning the clinical project will delay completion of this course and may result in dismissal from the Bachelor of Science in Nursing program. Facilities that require no health and safety requirements will decline this in their written agreement with Kaplan University.

Requirements for Graduates of Foreign Nursing Programs

Students who have graduated from foreign nursing programs must have an official course-by-course translation and evaluation by one of the approved agencies listed by the National Association of Credential Evaluation Services at the following website:

http://www.naces.org/members.htm

Official evaluated transcripts of foreign programs must be received by Kaplan University prior to enrolling in the program.

Onsite

1. An applicant to the University must:

   a. be a high school graduate, or

   b. possess a General Educational 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.
Evidence of high school graduation or equivalent must be presented to the University. Evidence will include a 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 high school graduation or equivalent, a GED certificate or official notification that a GED certificate has been issued, an official college transcript indicating the date of high school graduation, or a transcript of an associate's degree or better. If applicants who 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.

2. Submit the registration fee stated on the Tuition and Fees Schedule.

Listed below are the specific requirements and procedures that Kaplan University has established for graduate admission.

GRADUATE

Master of Arts in Teaching and Learning and Master of Education

The Master of Arts in Teaching and Learning and Master of Education programs admit candidates with:

- An official transcript indicating receipt of a bachelor’s degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education.
- Kaplan University recommends that applicants have achieved a minimum GPA of 2.75 (out of 4.0), but all eligible candidates will be considered.
- A minimum 250-word personal statement describing the candidate's most significant personal or professional accomplishment as well as his or her goals and motivation for graduate study.

Master of Arts in Teaching and Learning Program

The Master of Arts in Teaching and Learning program is intended for practicing K–12 teachers with a valid U.S. teaching license, per the requirements of the issuing state, but a license is not a prerequisite for admission.

Master of Education Program (expected to be piloted in 2006 in specific U.S. regions)

Program candidates for education degrees with secondary teaching concentrations will be required to take the Praxis I exam prior to registering for the third term and score above the following:

- Reading: 171
- Mathematics: 172
- Writing: 173

Students cannot proceed past the second term without attaining a minimum passing score on the Praxis I in all three sections. The exam is a national standard for assessing general math and verbal skills for aspiring teachers. Scores must be submitted to the University prior to enrollment in the third term. Academic Advisors will make contact with candidates who score below the minimum scores in each section of the exam to develop a strategy for addressing the relevant skill weaknesses so that they may maximize their professional capacities in advance of enrolling in the third term.

Master of Business Administration

The Master of Business Administration program admits candidates with:

- An official transcript indicating receipt of a bachelor’s degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education.
- A cumulative grade point average of 2.5 or greater from the institution that conferred the degree. Candidates who do not meet this requirement must apply for admission through the alternative admissions procedures set forth below.

Master of Science in Criminal Justice

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

- An official transcript indicating receipt of a bachelor’s degree from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education.
- A cumulative grade point average of 2.5 or greater from the institution that conferred the degree. Candidates who do not meet this requirement must apply for admission through the alternative admissions procedures set forth below.
- Students may be required to complete prerequisite courses prior to admission into the Master of Science in Criminal Justice program.
- Students must declare their choice of thesis or nonthesis track by the end of their second term.

Alternative Admissions Procedures

Students with a grade point average between 2.0 and 2.5 from a regionally accredited institution or accredited by another agency recognized by the U.S. Department of Education may apply for admission to the program by completing an Alternative Admissions Dean’s Evaluation. The Dean will review the work history, transcripts, and resume of alternative admissions applicants and admit those for whom admission is deemed appropriate.

Any student with a CGPA below 2.5 who has not completed an Alternative Admissions Dean’s Evaluation will not be admitted to the program.

International Students

Students who completed their university education abroad must have earned an equivalent recognized baccalaureate degree. Students must request a course-by-course translation and evaluation by one of the approved agencies listed by the National Association of Credential Services at the following website:

http://www.naces.org/members.htm

Official evaluated transcripts of international programs must be received by Kaplan University prior to enrolling in the program.

Foreign applicants who possess a bachelor’s degree from an institution in which English was not the primary language must submit official TOEFL scores of at least 550 (paper format) or 213 (online format).

The Dean has final discretion to approve candidates into a program.
RETURNING STUDENTS
The Office for Returning Students services the needs of students who have withdrawn from Kaplan University or graduated from one of the University’s programs. Student Re-admissions Advisors (SRAs) are trained to help students through the re-entry process and the student’s transition back into school.

When a student drops, is withdrawn, or graduates, he or she is assigned to an SRA and contacted regarding the possibility of the student re-entering at a later date. The re-entry process involves coordinating the clearance of the student’s account, acceptance of financial aid when applicable, completion of a new Enrollment Agreement, and registration through Academic Advising. The role of the SRA is both facilitator and advisor, working with the student to ensure a successful return to the University and their completion of their academic goals.

The Office for Returning Students is dedicated to the mission of Kaplan University and committed to the student-centered service and support approach to helping returning students achieve their personal, academic, and professional goals.

APPLICANTS FOR STAND-ALONE COURSE ENROLLMENT

ONSITE
Undergraduate
The University may, at its discretion, grant permission to onsite students to register for stand-alone courses. Students under this enrollment will not matriculate into a program and are not eligible to receive Title IV funds. Students registering for stand-alone courses are required to complete the following admissions procedures:

1. Complete an informational interview to determine the probability of success.
2. Complete an Enrollment Agreement (which must be signed by a parent or guardian if the applicant is under 18 years of age.)
3. Pay tuition fees prior to commencement of class via credit card, check, or money order. The University must receive payment by check three weeks prior to the start of class.

Graduate
Graduate students are not eligible for stand-alone course enrollment.

IOWA POSTSECONDARY ENROLLMENT ACT
Students may earn credit at Kaplan University under the provisions of the Iowa Postsecondary Enrollment Options Act. According to Iowa Code, school districts in Iowa must notify 10th- and 11th-grade students and gifted and talented students in 8th and 9th grades about the Post-secondary Enrollment Options Act. As an eligible institution under this option, Kaplan University considers a course a PSEO course if the student is dual enrolled in the course for high school and college credit. If a PSEO student determines that he or she wishes to gain admission to Kaplan University, the regular admission fee must be paid and the regular enrollment agreement must be completed.

PLACEMENT ASSESSMENT

ONLINE
Students who do not possess at least an associate’s degree (A.S., A.A., A.A.S, or A.A.&S.) must complete placement exams in English and math to determine their appropriate placement in sections of College Composition I and College Algebra. The math assessment must be completed prior to the student being registered for their first term. The writing assessment examination will be administered after the start of the first term, when students are enrolled in the appropriate Academic Strategies course for their academic program.

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

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

- Title VI of the Civil Rights Act of 1964, as amended, and the implementing regulations 34 CFR Parts 100 and 101 (barring discrimination on the basis of race, color, or national origin);
- Title IX of the Education Amendments of 1972 and the implementing regulations 34 CFR Part 105 (barring discrimination on the basis of sex);
- Section 504 of the Rehabilitation Act of 1973 and the implementing regulations 34 CFR Part 104 (barring discrimination on the basis of physical handicap);
- The Age Discrimination Act of 1975 and the implementing regulations 45 CFR Part 90; and

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

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

At Kaplan University online, the Academic Success Center is the primary office responsible for the coordination of services for students with disabilities.

PRIOR LEARNING ASSESSMENT

CREDIT BY EXAMINATION

Undergraduate

Kaplan University students may be qualified to receive credit by examination through institutional Challenge Exams, DANTES Subject Standardized Tests (DSSTs), College Level Examination Program (CLEP), Advanced Placement Program (AP), Defense Language Proficiency Tests (DLPTs), or approved professional certification exams. Students in the Bachelor of Science in Nursing program may be qualified to receive credit by examination for general education courses but not program-specific courses. Official exam transcripts will be evaluated for college credit based on established minimum test scores, program guidelines, and course outcomes. Students earning credit by examination will receive the grade of “CC.” Combined Challenge Credit (CC) and Experiential Credit (EC) will not exceed 25 percent of total program requirements.

Students will have only one attempt to enroll in and take a particular Challenge Exam. If the student does not receive a passing score on the first attempt, he or she will be required to register for the course. The student cannot take a Challenge Exam if he or she has already begun the Kaplan University course equivalent or has received a failing grade in the Kaplan University course equivalent. A fee will be charged for Challenge Exams.

Official results of standardized tests or Challenge Exams must be received by the Prior Learning Assessment Center prior to the student’s final term.

Graduate

Graduate students are not eligible for military credit or credit by examination.

EXPERIENTIAL LEARNING PORTFOLIOS

Undergraduate

Students enrolled in a Kaplan University degree or certificate program are eligible to submit Experiential Learning Portfolios to demonstrate prior learning from work or other experience. Portfolios will be evaluated to determine equivalency to college coursework. Students must document the fulfillment of course objectives based on the chosen Kaplan University syllabus and must follow all portfolio guidelines established by the University. A key criterion in the evaluation of the portfolio is the student’s ability to organize and present verifiable evidence of college-level learning through proper documentation and a course narrative. Based upon faculty review of the portfolio, students may be awarded college credit. Credit for experiential learning will not exceed 25 percent of the total program and will not be used in calculating the cumulative grade point average. A grade of “EC” will be awarded for officially approved portfolios. Students may obtain syllabi and Portfolio Guidelines from the University. A fee will be charged for Experiential Learning Portfolios.

All Experiential Learning Portfolios must be submitted and evaluated prior to the start of the student’s final term.

Experiential Learning Portfolios should be sent to the addresses listed below:

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

Online
Kaplan University
Prior Learning Assessment Center
6301 Kaplan University Avenue
Fort Lauderdale, FL 33309

Graduate

Graduate students are not eligible to submit Experiential Learning Portfolios.

TRANSFER OF CREDIT

All students are encouraged to apply for transfer credit evaluation. Those who receive veterans benefits through Kaplan University must submit documentation of previous education for review. Students must use the Kaplan University Transcript Request Form and/or follow the specified procedures for requesting ACE, AARTS, SMART, CLEP, AP, DSST, and other transcripts or test scores.

All college-level transcripts for transfer credit evaluation must be received by the end of the first full term of enrollment (second term for Master of Business Administration students). Transcripts received after this time may be denied eligibility for official transfer credit evaluation.

All transcripts should be sent directly from the issuing institution to the addresses listed below:

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

Online
Kaplan University
Prior Learning Assessment Center
6301 Kaplan University Avenue
Fort Lauderdale, FL 33309

All undergraduate and graduate transcript reviews will be subject to program requirements and the general guidelines listed below. Specific requirements pertaining to the undergraduate programs, the nursing program, and the graduate programs follow this section.

General Guidelines for Undergraduate and Graduate Programs

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

1. Official transcripts documenting all previous college credit are required to conduct an official credit evaluation.

2. Coursework submitted for transfer credit must be from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of
Education. Students having completed professional certification or training may be eligible for college credit based on American Council on Education (ACE) credit recommendations or Kaplan University evaluations of curriculum.

3. Coursework must be equivalent to the course requirements of the program selected. Course syllabi, objectives, catalog descriptions, or other documentation may be requested to show equivalencies to Kaplan University course outcomes.

4. Conversions from semester credit to quarter credit systems will follow the standard conversion such that 90 quarter credit hours equals 60 semester hours. Conversions resulting in a surplus or deficit of credits cannot fulfill or be fulfilled by courses outside of the original core area.

5. If an applicant is denied credit, they may present a written appeal for reconsideration to the Dean of the program that offers the course.

6. Transcripts from foreign institutions must meet the same requirements as domestic institutions and must be translated and evaluated by an approved foreign credential evaluator. The University does not guarantee the transferability of credits from other educational institutions.

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

1. Official transcripts documenting all credit by examination and military experience are required to conduct an official credit evaluation.

2. Credit earned through any combination of Transfer Credit (TC), Challenge Exam Credit (CC), or Experiential Credit (EC) will not exceed 75 percent of the credits required for degree and diploma programs or 50 percent of the credits required for certificate programs.

3. Students must complete a minimum of 50 percent of the major requirements, including the capstone course, at Kaplan University.

4. Coursework submitted for transfer credit must have a corresponding grade of “C” or better.

5. Students in the advanced start bachelor’s degree option must fulfill all prerequisites required for 300/400-level courses and, therefore, may be required to take more than 90 quarter credit hours.

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

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

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

Specific Guidelines for Graduate Programs
In addition to the general guidelines described above, a student may apply as many as three courses earned at another college or university toward the total number of credits required for graduation at Kaplan University, provided the following conditions are met:

1. Grades in the courses to be transferred must be of “B” or better. Credit will not be given for a mark of “Credit” on a “Credit/D/Fail” option or for a grade of “Pass” on a “Pass/Fail” option.

2. Courses are relevant to the degree in which the student is enrolled.

3. Courses must have been completed prior to matriculation.

4. Students cannot apply transfer credits from courses that were used to attain another degree.

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

6. Students enrolled in the Master of Arts in Teaching and Learning program may not use transfer credit to replace ED 500, ED 552, or ED 572. These courses must be completed at Kaplan University.

TRANSFER OF CREDIT BETWEEN KAPLAN HIGHER EDUCATION SCHOOLS
Course credits may be accepted for transfer among all Kaplan Higher Education schools upon the student’s acceptance to the receiving Kaplan Higher Education school. The transfer of credit award will be based on:

1. Courses that have a grade of “C” or better;

2. Course descriptions, objectives, or outcomes;

3. Core/major courses must apply to the program; and

4. Conversions from quarter to semester credit systems, or vice versa, will follow common practices for academic credit conversions. Course-to-course transfers based on course objectives or outcomes can be made in lieu of the academic credit conversions.

Credit cannot be evaluated until an official transcript is submitted to the school evaluating the transfer credit. A minimum of 25 percent of the credits must be completed at the school awarding the degree, diploma, or certificate.

TECHNOLOGY REQUIREMENTS

STUDENT TECHNOLOGY REQUIREMENTS FOR ONLINE COURSES
As part of the admission process to Kaplan University, students are required to attest to certain competencies in the use of technology. Students must have the following skills:
• Ability to use email to correspond with faculty, staff, and students
• Ability to access, create, and save documents in Microsoft Office programs. At a minimum, students must be familiar with Microsoft Word
• Ability to browse the Web
• Ability to run an antivirus application to ensure that files are virus free

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

**Hardware**
- Intel Pentium III processor or greater
- 256 MB RAM or greater
- 3.0 GB of free hard-drive space
- 1024x768 monitor with a 16-bit or greater video card (24-bit preferred)
- DVD-ROM drive
- CD-ROM drive
- DSL or cable modem preferred (minimum of 56.6 Kbps modem)
- Sound card with speakers and microphone (for selected courses)

**Software**
- Microsoft Windows Operating System (2000 or better)
- Microsoft Office 2000 or greater*
- A current antivirus application
- Internet Explorer 5.0 or greater
- Adobe Reader (free download)
- AOL Instant Messenger (free download)

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

**Internet/Email**
- An Internet service provider (ISP)
- An email address

To be part of Kaplan University’s program, students will need an Internet service provider (ISP). An ISP supplies access to the Internet for a fee. The ISP will provide a software installation package, including a user name, password, email address, and one or more telephone access numbers. In many areas, cable television and digital Internet services offer high-speed Internet access. Kaplan University online education does not provide access to the Internet as part of its agreement.

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

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

1. Students have the right to an impartial, objective evaluation of their academic performance. Students shall receive in writing, at the beginning of each course, information outlining the method of evaluating student progress toward, and achievement of, course goals and objectives, including the method by which the final grade is determined.

2. Students will be treated in a manner conducive to maintaining their worth and dignity. Students shall be free from acts or threats of intimidation, harassment, mockery, insult, or physical aggression.

3. Students will be free from the imposition of disciplinary sanctions without proper regard for due process. Formal procedures have been instituted to ensure adequate notice and hearing for all students subjected to the disciplinary process.

4. When confronted with perceived injustices, students may seek redress through grievance procedures established in accordance with the University nondiscrimination policy. Such procedures will be available to those students who make their grievances known in a timely manner.

5. Students may take reasonable exception to the data or views offered in any course of study and may form their own judgment, but they are responsible for learning the academic content of any course for which they are enrolled.

6. Students will be given full disclosure and explanation of all fees and financial obligations to the University.

7. Students have the right and responsibility to participate in course and instructor evaluations and give constructive criticism of the services provided by the University.

8. Students have the right to quality education. This right includes quality programs; appropriate instructional methodologies and content; instructors who have sufficient educational qualifications and practical expertise in the areas of instruction; the availability of adequate materials, resources, and facilities to promote the practice and application of theory; and an environment that stimulates creativity in learning as well as personal and professional growth.

9. Students have the responsibility to conduct themselves in a professional manner within the institutional, externship, and lab settings, and to abide by the policies of the University.

10. Students are expected to conduct all relationships with the University staff and faculty, their peers, and their clients with honesty and respect.

11. Students are to comply with directions by University faculty and staff members who are acting within the scope of their employment, subject to their rights and responsibilities.

12. Students have the right and responsibility to develop personally through opportunities such as formal education, work and volunteer experiences, extracurricular activities, and involvement with others.

13. Students are encouraged to apply creativity in their own learning processes while striving for academic excellence and to share their knowledge and learning experiences with fellow students in the interest of greater learning and better practice of the profession.

14. The responsibility to respect and protect the learning environment at Kaplan University is shared by all members of the academic community and administration. The freedom and effectiveness of the educational process at Kaplan University depends on maintaining an environment that is supportive of diversity and the uniqueness of ideas, cultures, and student characteristics. This diversity and uniqueness is the essence of academic freedom.

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

The Career Services staff is experienced in the hiring, counseling, and placement of students and/or professionals in a number of different environments. To aid the student, advisors are assigned to program areas to specialize in the uniqueness of the program and the specific job market.

The Career Services staff will assist students in their job searches. Career services include assistance with job search planning, developing a resume and cover letter, interview preparation, decision making, job offer negotiations, and other job search issues. Note that career services offered by the University are not an obligation or guarantee of employment.

The Career Services staff uses a software product for which students need to register. Resumes need to be uploaded by students, enabling them to search all available job leads posted by employers interested in Kaplan University students. Although average starting wage information based on data received from employers and graduates may be available to prospective students, no employee of the University is authorized to guarantee that a graduate will earn any specific amount. The student’s program of study, employer needs, current economic conditions, and other factors may affect wage levels. Graduates who require additional assistance after initial employment should contact the University to provide updated resume information and are encouraged to use the resources available in the Career Services department.
The Center for Teacher Placement is built around the responsibilities of the three key stakeholders in the student teaching experience:

- the teacher candidate, who is pursuing a degree from Kaplan University and works full-time in a classroom;
- the cooperating teacher, who is a licensed educator and teacher of record in the classroom; and
- the University supervisor, who is an experienced professional trained by the University to supervise and evaluate the teacher candidate’s performance in the classroom.

### CONDUCT

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

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

### ADDITIONAL CODE OF CONDUCT FOR ONSITE STUDENTS

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

1. The use of alcoholic beverages or controlled substances on the University or externship property, including the purchase, consumption, possession, or sale of such items.
2. The use of any tobacco products in the University buildings, and eating or drinking in the classrooms or any location other than designated areas.
3. Bringing animals onto University property. No animals are allowed on the premises unless they are assisting the physically impaired or are being used as classroom subjects.
4. Bringing children into the University teaching areas. The University does not provide childcare services and cannot assume responsibility for their health and safety.
5. Failure to comply with all emergency evacuation procedures, disregarding safety practices, tampering with fire protection equipment, or violation of any other health and safety rules or regulations.
6. Inappropriate use of pagers, cell phones, or other electronic devices. All electronic devices must be in the “off” position while in the classroom.

A student committing any of the violations listed above may receive a written warning concerning the misconduct and may receive disciplinary action up to and including immediate suspension or dismissal. Students dismissed for conduct violations will not be readmitted.

### THE HONOR CODE

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

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

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

1. Any application for admission or supporting documentation;
2. Any final or midterm examination;
3. Any quiz;
4. Any essay, research paper, or other assignment for a course that a student is expected to complete on his or her own;

5. Any misrepresentation concerning grade point average, academic honors, class rank, or personal history that is made for the purpose of inducing another person to act or refrain from acting on the basis of that misrepresentation.

Prohibited Activities
- Plagiarism: using another person’s words, ideas, or results without giving proper credit to that person; giving the impression that it is the student’s own work.
- Altering academic or clinical records.
- Falsifying information for any assignments.
- Partly or wholly completing an assignment(s) partially or wholly completed by another student.
- Copying work or written text from a student, the Internet, or any document without giving due credit to the source of the information.

DISCIPLINARY ACTIONS, SUSPENSIONS, AND DISMISSALS
All students are expected to conduct themselves as responsible adults, to comply with all University policies and regulations, to attend classes regularly, to meet their financial obligations to the University, and to maintain a satisfactory level of academic achievement.

Any violation of University policies or regulations may result in one or more of the following disciplinary actions:
- Verbal warning from instructor or advisor
- Written warning
- Suspension
- Dismissal

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

Students may submit a written appeal to the University Review Committee within 10 business days of receiving notification of the disciplinary action. The appeal must include a General Report/Compliance Form (available from the student’s Academic Advisor or the Director of Compliance) and sufficient information to permit fact-finding and investigation. The Committee will hold a meeting and the student will be notified of the Committee’s decision within five business days.

CRIME AWARENESS AND CAMPUS SECURITY

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

Prior to enrolling, prospective students may contact the University’s admissions office to request a copy of the “Crime Awareness and Campus Security Policies and Procedures,” including crime statistics.

DIRECTORY INFORMATION

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

DRUG AND ALCOHOL ABUSE AWARENESS AND PREVENTION

ONSITE
In compliance with the Drug-Free Workplace Act of 1988 (Public Law 101-690) and the Drug-Free Schools and Communities Act Amendments (Public Law 101-266), the University provides a Drug-Free Schools and Workplaces information package to each onsite student during the matriculation process. This package includes descriptions of the legal sanctions under local, state, and federal law for unlawful possession, use, or distribution of illegal drugs and alcohol; a description of health risks associated with the use of illegal drugs and the abuse of alcohol; and a list of any drug and alcohol counseling, treatment, and rehabilitation programs that are available to the students.

ELECTRONIC COMMUNICATIONS POLICY
The guidelines below apply to all University students. Specific guidelines for Kaplan University onsite students follow this section.

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

ONSITE

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

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

Downloading, distributing, or sending pornographic or obscene materials is prohibited. This includes viewing or bookmarking any such websites, or opening or forwarding any such email, fax, or voicemail messages. Any communications by students via email, instant messenger, voicemail, or fax that may constitute verbal abuse, slander, or defamation or may be considered offensive, harassing, vulgar, obscene, or threatening is prohibited. Offensive content includes, but is not limited to, sexual comments that would offend someone on the basis of age, addition, the University licenses software to support its educational purposes only, and any other use by students may result in discipline up to and including termination.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act was legislated by Congress in 1974 and is also known as the Buckley Amendment. The basic highlights of the Act are:

- Students have the right to request amendment of education records that they believe are inaccurate, misleading, or a violation of privacy. Requests must be submitted in writing to the Registrar and specify why the record is inaccurate, misleading, or a violation of privacy. If the University decides not to amend the record, it will notify the student of the decision and whether the student has a right to a hearing regarding the request for amendment.
- The University may not release or disclose academic, personal, or financial information to outsiders (employers, agencies, or individuals) without first securing a written release from the parent or eligible student, unless permitted by the Act.
- Students may not have access to financial data separately submitted by their parents or guardians.
- Once the student becomes an eligible student, the rights accorded to, and consent required of, parents under this Act transfer from the parents to the student.

GUIDANCE SERVICES

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

PERSONAL APPEARANCE

ONSITE

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

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

Administrators and faculty are responsible for enforcing the dress code. Inappropriately dressed students will be sent home and time missed will be recorded as an absence.
PERSONAL PROPERTY
The University assumes no responsibility for loss or damage to a student’s personal property or vehicle.

PROBLEM RESOLUTION, STUDENT COMPLAINTS, AND GRIEVANCE PROCEDURES
Many questions or concerns that students may have can be resolved simply through discussion. Students with concerns should observe the following steps in seeking a resolution:

Step 1: Communicate with the appropriate instructor or staff member.

Step 2: Communicate with the Academic Advisor (online), Program Coordinator (onsite), or administrative manager.

Step 3: Communicate with the Dean of the academic program (online), Student Academic Services (onsite), or administrative director.

Step 4: Unresolved concerns may be appealed to the Review Committee.

THE REVIEW COMMITTEE
The Review Committee has the responsibility for reaching a decision that is in the best interests of both the student and the University. The Committee is comprised of senior managers from all departments in the University. Students must follow steps 1 through 3 of the grievance process before submitting an appeal to the Review Committee. Students wishing to submit a complaint must follow the procedure below:

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

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

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

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

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

STUDENT ACTIVITIES
Kaplan University offers a wide range of activities and organizations in which students can participate. Clubs and activities reflect students’ interests at each campus and may change periodically.

STUDENT HEALTH SERVICES
ONSITE
The University does not provide health services for students. In the event of an onsite student medical emergency, a Kaplan University onsite staff member will dial 911 for medical services. Students requiring nonemergency medical care will be given information about medical services or agencies that they may contact. Any costs incurred for medical services will be the student’s responsibility.

STUDENT HOUSING
ONSITE
The Kaplan University campus has no dormitory facilities. Housing near the campus varies considerably depending on the individual requirements of each student. The campus staff is happy to help students locate suitable housing.

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

TUTORING
Students who need extra assistance because of academic difficulties may arrange for tutoring through their Academic Advisor. The University believes in giving every student the opportunity for individualized assistance outside of the normal class setting. Tutorial sessions help students clarify points from lectures, labs, discussion sessions, or assigned readings. Any tutorial sessions are intended to supplement, not replace, class attendance or personal study time.

TUTORING OPTIONS FOR ONSITE COURSES
Friday Plus and faculty office hours provide onsite students with the opportunity to meet with instructors for individual assistance or to use facilities and equipment for individual study or practice. Students who take advantage of Friday Plus or office hours typically perform better in the classroom. Should your instructor determine your progress in one or more areas to be unsatisfactory or below normal (typically considered less than “C-” work), the instructor may request attendance at Friday Plus or office hours. In addition, the Academic Resource Center is available to provide onsite students with tutoring.
TUTORING OPTIONS FOR ONLINE STUDENTS

The University provides students who are taking online classes with the opportunity to meet with instructors through weekly online office hours. The University also coordinates an online faculty tutor program. Students may be assigned a faculty tutor to assist with coursework on the advice of their Academic Advisor. Deans will work with faculty tutors to ensure that students are receiving appropriate direction and support to succeed in their academic programs. In addition, professional online tutors are available for a limited number of courses.
ACADEMIC INFORMATION

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

ATTENDANCE/TARDINESS POLICY

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

The specific requirements for attendance are the following:
1. Any first-term student, or any student seeking reentry, who does not log into classes within the first seven days of the term will be withdrawn from their classes and their enrollment will be cancelled.
2. Students who have logged in but are absent from classes 21 consecutive calendar days (excluding scheduled breaks) will be administratively withdrawn from their program. Students who fail to log into any class within the first 21 days of the term will be dropped from the class or classes.
3. Students dismissed due to nonattendance must apply for readmission by following reentry procedures.
4. Students may appeal to their school’s Associate Dean of Students if they feel an error has been made in their attendance calculation.
5. Tardiness is a disruption to good learning environments and is discouraged. Students in attendance less than 50 percent of any scheduled seminar may be considered absent for that seminar.

ONSITE
The University emphasizes the need for all students to attend classes on a regular and consistent basis to develop the skills and attitudes necessary to compete in the highly competitive labor market. Because much of each program is conducted in a hands-on environment, attendance is critical to proper skill building.

The specific requirements for attendance in onsite classes are:
1. Students who are absent from the University for 21 consecutive calendar days (excluding scheduled breaks) will be dismissed from the program. If students start a course late, time missed becomes part of the 21 consecutive calendar days.
2. Students dismissed due to lack of attendance may be readmitted only at the discretion of the Campus President, and no sooner than the beginning of the next grading period.
3. Students may appeal to the Campus President if they feel an error has been made in their attendance calculation.

Students who are not in attendance for at least 50 percent of any scheduled class will be considered absent for that class. Students arriving late for a class or leaving early are considered tardy. Tardiness is a disruption of a good learning environment and is discouraged. Continued excessive tardiness or absences in any class could lead to disciplinary action up to and including expulsion from that class.

CERTIFICATION, STATE BOARD, AND NATIONAL BOARD EXAMS
Certification, state board, or national board licensing examinations are the individual student’s responsibility. The University makes every attempt to provide accurate information on test dates and fees for examinations. Some examinations may include a work experience requirement. No student is automatically certified in any way upon program completion. Graduates may be eligible to take the following examinations:

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

MEDICAL ASSISTING PROGRAMS
Certified Medical Assistant examination sponsored by the American Association of Medical Assistants.

INFORMATION TECHNOLOGY PROGRAMS
• A+ Certification examinations sponsored by the Computer Technology Industry Association (CompTIA).
• Network+ Certification examinations sponsored by CompTIA.

The University cannot guarantee the student will pass those exams. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams.

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

Although certain programs at Kaplan University are designed to prepare students to take various certification or licensing exams, the University cannot guarantee the student will pass those exams. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams.
CHANGES IN PROGRAMS OR POLICIES
The University has the right, at its discretion, to make rea-son-able changes in program content, materials, schedules, sequence of courses in programs, or locations in the interest of improving the student’s education, or where deemed necessary due to industry changes, academic scheduling, or professional requirements.

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

DEFINITION OF A UNIT OF CREDIT
ONSITE COURSES
The University measures its programs in quarter credit hours. One quarter credit hour equals:
• A minimum of 10 lecture clock hours.
• A minimum of 20 laboratory clock hours.
• A minimum of 30 externship clock hours.
A clock hour is a minimum of 50 minutes of instruction within a 60-minute period of time in which lectures, demonstrations, laboratories, and similar class activities are conducted.

DEFINITION OF AN ACADEMIC YEAR
UNDERGRADUATE
The University defines an academic year as a period of time in which a full-time student is expected to complete three terms of instructional time. A full-time student is expected to complete at least 36 credit hours within the academic year.

GRADUATE
The University defines an academic year as a period of time in which a full-time student is expected to complete 24 credit hours in 33 weeks.

DROPPING OR ADDING COURSES
Students may add or drop courses according to the following guidelines, assuming that they are enrolled in more than one course:

DROPPING COURSES
• Students may drop a course prior to or during the first week of classes. Dropping a course during this period could affect the student’s financial aid.
• Students dropping a course beyond the first week of classes will incur 100 percent financial responsibility for the course.

ADDING COURSES
Students may add a course through the first week based upon the availability of scheduling by the University. Please see the Attendance/ Tardiness section for late start information.

All schedule changes must be documented on a Student Status Change or Request form. Failure to initiate the appropriate paperwork may result in the recording of a failing grade. Students who withdraw from their entire programs of study will receive refunds as described in the Refund Policy published in this Catalog.

EXTERNSHIP OR CLINICAL
In particular phases of study, some programs include an externship, clinical, or fieldwork experience that is typically without compensation. For more information, go to www.kaplan.edu/ku/aboutku/default.aspx?

GRADUATION REQUIREMENTS
UNDERGRADUATE
To graduate from a non-nursing program, students must:
1. Complete with a passing grade all requirements for their program of study within the maximum time frame permitted and attain a minimum CGPA of 2.0,
2. Return all property belonging to the University,
3. Fulfill all financial obligations to the University prior to graduation unless previous satisfactory arrangements have been made,
4. Attend Career Services and Financial Aid exit interviews, if applicable, and
5. Submit an Application for Graduation.
Upon completion of the requirements listed above, candidates are eligible to participate in graduation exercises.
If satisfactory financial arrangements are not made, the graduation credential will be withheld.

Bachelor of Science in Nursing
To graduate from the Bachelor of Science in Nursing program, students must:
1. Complete with a passing grade all requirements for the program of study within the maximum time frame permitted and attain a minimum CGPA of 2.5,
2. Have no less than a “C” in any of the major or core requirements for the program,
3. Return all property belonging to the University,
4. Fulfill all financial obligations to the University prior to graduation unless previous satisfactory arrangements have been made,
5. Attend Career Services and Financial Aid exit interviews, if applicable, and
6. Submit an Application for Graduation.
Upon completion of the requirements listed above, candidates are eligible to participate in graduation exercises.
If satisfactory financial arrangements are not made, the graduation credential will be withheld.

GRADUATE
To graduate, students must:
1. Complete all requirements of the graduate program with the University,
2. Have a minimum cumulative GPA of 3.0 in all Kaplan University degree program courses,
3. Have completed the degree program no later than 7 years after completing the first class,
4. Meet all requirements listed in the University Catalog at the time of admission, or at the time of changing curriculum.

5. Petition for graduation with the office 3 months prior to graduation.

6. Fulfill all financial obligations to the University prior to graduation unless previous satisfactory arrangements have been made.

7. Attend Career Services and Financial Aid exit interviews, if applicable, and

8. Submit an Application for Graduation.

**Master of Arts in Teaching and Learning**
In addition, all Master of Arts in Teaching and Learning candidates must successfully complete the Electronic Presentation Portfolio.

**Master of Education**
In addition, all Master of Education candidates must have passed, by the beginning of their third term of study, the Praxis I examination with the following minimum scores established by the Dean: reading, 171; mathematics, 172; writing, 173. All Master of Education candidates with a secondary teaching concentration must have passed the Praxis II examination with minimum scores established by the Dean before applying for Student Teacher Placement with the Center for Teacher Placement.

Master of Education candidates must successfully complete student teaching and the Electronic Presentation Portfolio.

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

Thesis-track students will be required to develop and submit, in writing, a formal proposal for research in criminal justice to their chosen thesis committee, made up of a chairperson and two (2) additional members, all of whom must be terminally degreed criminal justice faculty members from Kaplan University. It is acceptable to have one terminally degreed faculty member from outside the Kaplan University Criminal Justice program or from an outside, regionally accredited institution of higher learning with the approval of the Dean of the Graduate Criminal Justice program.

Subsequent to the proposal, Master of Science in Criminal Justice thesis-track students will submit the final draft of their research project to the thesis committee for review and orally present their results during a scheduled thesis defense hearing.

The research report shall be prepared according to Kaplan University guidelines and the final, approved product of same shall be submitted to appropriate personnel for binding and acquisition.

**HOURS OF OPERATION**

**ONSITE CLASSES:**
MON-FRI – 8:00 am to 10:00 pm
SAT – 8:00 am to 12:00 pm

**ONSITE ADMINISTRATIVE OFFICES:**
MON-THU – 8:00 am to 10:00 pm
FRI – 8:00 am to 5:00 pm

**ONLINE HOURS OF OPERATION:**
Contact Support Services at 866-522-7747 (Toll Free).

**LEAVE OF ABSENCE**

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

1. A leave of absence may only be requested at the end of an academic term, and students must return at the beginning of a term. The leave may not exceed a single academic term. Students must have completed two consecutive terms of enrollment at Kaplan University to be eligible.

2. Leave of absence requests must be made in writing, including the student’s signature, and submitted to the school’s Associate Dean of Students for approval.

3. A leave of absence may be requested for a change from one academic calendar track to the next available start of another track, or for one term to the start of the next term within one track.

4. Students are only allowed one leave of absence within a 12-month period.

5. A leave of absence does not provide debt relief from payments if the student has a balance due.

6. Students are not eligible for Title IV loans while on leave. Additionally, students who have received Title IV loans and fail to return from a leave of absence will have their grace period begin retroactively from the date the leave began, and may have their grace period reduced or eliminated.

7. Veterans Affairs will be notified immediately if a Veterans Affairs student is granted a leave of absence.

8. Students who fail to return to class at the end of drop/add week of the term following the leave of absence will be dropped from the program.
The Associate Dean of Students may grant, on a limited basis, an administrative leave of absence to undergraduate students when the University is unable to schedule the student into the required externship, clinical, or required classes. Requests must be approved by the Campus President (onsite) or the Associate Dean of Students (online) and the Financial Aid Officer.

1. A leave of absence must be requested in writing on the required form with supporting documentation attached.

2. A leave of absence may not exceed one term or academic period, or in the case of externship shall not exceed two terms or academic periods.

3. In the case of an administrative leave in the externship phase of a program, a student on a leave of absence must return from the leave of absence when a mutually agreeable externship site becomes available.

4. Students may take only one leave of absence during any 12-month period.

5. Students will not be eligible for any financial aid while on a leave of absence.

6. Students who fail to return to class on the scheduled date will be dropped from the program.

7. Students making tuition payments to the University remain under that obligation during a leave of absence.

8. Students who have received Title IV loans and fail to return from a leave of absence will have their grace period begin retroactively from the date the leave began, and may have their grace period reduced or eliminated.

9. Veterans Affairs will be notified immediately if a Veterans Affairs student is granted a leave of absence.

Students must realize that an administrative leave of absence could affect their future financial aid eligibility and the availability of class scheduling.

MAKEUP STANDARDS

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

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

PROGRAM TRANSFERS

UNDERGRADUATE

Efforts are made to direct students to the program of study best suited to their individual goals and abilities. However, students may request a program transfer. Program transfers may substantially impact financial aid eligibility and additional charges for a program transfer may be assessed. All coursework from the previous program that applies toward the new program will be used in calculating satisfactory academic progress.

Students transferring to a new program must complete a new Enrollment Agreement and will be charged the current tuition rate for the newly selected program.

GRADUATE

Students who have been officially admitted to a graduate program at the University and want to transfer to a different graduate program at the University must meet the program’s admissions requirements and complete a new Enrollment Agreement. The same procedures that govern undergraduate program transfers apply to graduate program transfers.

In addition, students are prohibited from transferring between the Master of Arts in Teaching and Learning and the Master of Education programs.

REFRESHER COURSES FOR GRADUATES

ONSITE

Undergraduate

With the exception of the Bachelor of Science in Nursing program, graduates of the University are welcome to return for refresher courses at no cost provided the classes are in the program from which they graduated and space is available in the class. This training is offered at the discretion of the school’s Associate Dean of Students. Graduates must pay for any books, fees, and supplies used during the refresher training. No credits will be awarded for refresher courses.

Graduate

Graduate students are not eligible for graduate refresher courses.

SUSPENSION AND DISMISSAL

All students are expected to conduct themselves as responsible adults, to attend classes regularly, and to maintain a satisfactory level of academic achievement. The University reserves the right to suspend or dismiss any student who:

1. Exhibits conduct that is found by the administration to be detrimental to fellow students, other individuals, the community, or the University, as addressed in the Conduct section of this Catalog,

2. Fails to maintain satisfactory academic progress,

3. Fails to meet attendance standards,

OR

4. Fails to meet financial obligations to the University.

Time on suspension will be counted as an absence from school and cannot exceed the allowable absences stated in the attendance policy.

TRANSCRIPTS AND CERTIFICATIONS

DIPLOMAS

Students should receive their diploma approximately six weeks after the end of the term in which they graduated, provided all academic and financial obligations have been satisfied. Students who would like to receive a duplicate or replacement diploma should contact the Registrar’s Office. A replacement fee may apply.
TRANSCRIPTS
Official transcripts of academic records may be obtained from the Registrar’s Office. To obtain transcripts students must submit a transcript request form along with the appropriate payment. There is no charge for unofficial transcripts. Students who graduate from the University will receive one free copy of their official transcript. Students must be in good financial standing for official transcripts to be issued.

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

TRANSFER OF CREDIT TO OTHER SCHOOLS
Students who wish to continue their education at other schools must not assume that credits earned at the University will be accepted by the receiving institution. It is the responsibility of students who plan to transfer to other schools to acquaint themselves with the requirements of the selected school. Institutions of higher learning vary in the nature and number of credits that are acceptable, and it is at the discretion of that institution to accept credits earned at Kaplan University. This is a standard transfer-of-credit procedure.

WITHDRAWAL FROM UNIVERSITY
Most students who begin classes at Kaplan University successfully complete their education. However, sometimes conditions or circumstances beyond the control of the student and the University require that the student withdraw from the University. Students who determine the need to withdraw from the University prior to completion must follow the steps below:

1. Meet with the Campus President or designated administrator (onsite) or Academic Advisor (online) to discuss the student’s decision to withdraw. The University will make every effort to assist students in continuing their educations.

2. Discuss payment options with representatives of the financial aid and business offices. The business office can answer any questions regarding financial obligations to the University, and the financial aid office can answer any questions regarding any student loan repayment responsibilities. Refer to the Refund Policy on page 28 for specific calculation information.
ACADEMIC STANDARDS

ACADEMIC GRADING SYSTEM

UNDERGRADUATE

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

AU...Audit. The student who chooses to audit a course will be assigned a grade of “AU.” This grade will not affect the student’s CGPA, and no credits are earned.

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

EC...Experiential Credit. The student who has been granted credit for work experience will be assigned a grade of “EC.” This grade will not affect the student’s CGPA.

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

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

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

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

W...Withdrawal. Students receive a “W” if they withdraw during the first 25 percent of the term with no impact on the CGPA.

WF...Withdrawal Failing. This indicates that the student withdrew more than 25 percent into the term and was failing the course at the time of withdrawal. The hours attempted are therefore added into with zero quality points earned. A “WF” affects the student’s CGPA in the same way as an actual grade of “F.”

WP...Withdrawal Passing. This indicates that the student withdrew more than 25 percent into the term and was passing the course (or in a nonfailing status) at the time of withdrawal. “WP” does not affect the student’s CGPA.

GRADUATE

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

AU...Audit. The student who chooses to audit a course will be assigned a grade of “AU.” This grade will not affect the student’s CGPA, and no credits are earned.

CC...Challenge/CLEP Credits

EC...Experiential Credit

I...Incomplete

R...Repeat

P...Pass

S...Satisfactory

U...Unsatisfactory

TC...Transfer Credit

W...Withdrawal

WF...Withdrawal Failing

WP...Withdrawal Passing

AU...Audit. The student who chooses to audit a course will be assigned a grade of “AU.” This grade will not affect the student’s CGPA, and no credits are earned.
I...Incomplete. This grade will not affect a student's CGPA until a final grade is assigned. Students receiving an incomplete in a course must complete the course requirements by a deadline determined by program policy not to exceed one grading period. If students do not complete the required coursework, assignments, and tests within the extension period, they will receive a grade of “0” for the incomplete work. The “0” will be averaged with the student's other grades to determine the final grade for the course.

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

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

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

W...Withdrawal. Students receive a “W” if they withdraw during the first 25 percent into the course with no impact on their CGPA.

WF...Withdrawal Failing. This indicates that the student withdrew more than 25 percent into the term and was failing the course at the time of withdrawal. The hours attempted are therefore added in with zero quality points earned. A “WF” affects the student's CGPA in the same way as an actual grade of “F.”

WP...Withdrawal Passing. This indicates that the student withdrew more than 25 percent into the term and was passing the course (or in a nonfailing status) at the time of withdrawal. “WP” does not affect the student's CGPA.

**ACADEMIC PROGRESS STANDARDS**

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

**UNDERGRADUATE**

**Maximum Time Frame**

All students must complete their program in a period not exceeding 1.5 times the normal length of the program as measured in credit hours attempted. For example, if a program requires successful completion of 60 credit hours, the student may not attempt more than 90 credit hours (1.5x60). To graduate, non-nursing students must successfully complete 100 percent of the required courses and obtain a minimum CGPA of 2.0 within the 1.5 maximum time frame. Nursing students must complete, with a passing grade, all requirements for the program of study within the maximum time frame permitted and attain a minimum CGPA of 2.5. Nursing students must also have no less than a “C” in any required nursing or support course, with the exceptions of courses with grades of “W,” “WP,” “WF,” “R,” or “I.”

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

**Required Evaluation Schedule**

All students will be evaluated for progress at specific periods of time. Evaluation points and requirements are outlined below. If the evaluation points fall within a grading period, evaluation shall occur at the end of the previous grading period, or within a grading period at a point that does not exceed the stated evaluation point.

<table>
<thead>
<tr>
<th>EVALUATION POINT</th>
<th>NON-NURSING MINIMUM CGPA</th>
<th>NURSING MINIMUM CGPA</th>
<th>SUCCESSFUL COMPLETION OF HOURS ATTEMPTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>25% of Program Attempted</td>
<td>2.5</td>
<td>2.5</td>
<td>55%</td>
</tr>
<tr>
<td>50% of Program Attempted</td>
<td>2.5</td>
<td>2.5</td>
<td>60%</td>
</tr>
<tr>
<td>100% of Program Attempted*</td>
<td>1.75</td>
<td>2.5</td>
<td>67%</td>
</tr>
<tr>
<td>150% of Program Attempted</td>
<td>2.0</td>
<td>2.5</td>
<td>100%</td>
</tr>
</tbody>
</table>

*See Academic Probation in this section

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

At the end of the second and subsequent academic years, non-nursing students must maintain a minimum 2.0 CGPA and nursing students a minimum CGPA of 2.5 and must have successfully completed 70 percent of the hours attempted or they will be academically dismissed.

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

**Nursing Program**

Systematic progression through the Bachelor of Science in Nursing program is dependent upon:

- In addition to meeting Kaplan University’s requirements, students must achieve a minimum grade of “C” in each Kaplan University of the major or core requirements for the program and obtain a minimum CGPA of 2.5.
- Students will be withdrawn from the program if unable to successfully complete a nursing or support course on the second attempt.

**GRADUATE**

Students in graduate programs must maintain a GPA of 3.0 or higher to graduate. The Registrar will calculate GPAs according to the point values stated in the grading scale. Grades such as “I” and “W” are not figured into the student’s GPA. Students must have completed the degree program no later than 7 years after completing the first class.
To be eligible for financial aid, continuing graduate students must maintain the academic standards and degree progress required for their program. Students whose academic standing or degree progress falls below the standard for their academic department will be ineligible to receive Title IV federal financial aid funds.

Students who receive a “C” in any course will receive an academic warning encouraging them to enroll in the noncredit, self-paced course KU 500: Foundations of Graduate Learning. There is no cost for the course for students who take the course prior to becoming academically dismissed.

Advancement to Candidacy
Students in the Master of Business Administration and Master of Science in Criminal Justice programs are advanced to candidacy status after successfully completing their first four courses with grades of “B” or better and having attained a 3.0 cumulative GPA. Prerequisite courses for programs (if any) and credits transferred to Kaplan University do not count toward the four courses required for advancement. Students who receive a grade of “F” or “WF” in any one course or grades of “C” in two or more courses prior to advancement to candidacy are not advanced to candidacy and are academically dismissed from the program. After advancement to candidacy, students must maintain a cumulative grade point average of 3.0 for courses completed at Kaplan University.

ACADEMIC PROBATION

Undergraduate

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

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

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

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

Students receiving veterans benefits will have a maximum of two grading periods to bring the CGPA equal to, or better than, 2.0. Students who fail to meet this requirement will be decertified from the veterans benefits program.

Nursing Program

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

Final Probation
If a student has two terms with a CGPA below 2.5, the student is then placed on final probation. The student then has one additional term to restore his/her CGPA to 2.5 (thereby being removed from probation) or face academic dismissal from the nursing program. Failure to do so after two terms of probation will result in dismissal from the program.

Veterans benefits candidates will need to maintain a 2.5 CGPA.

Graduate

Immediate Probation
Any student who receives a grade of “C” or below and/or whose cumulative average has fallen below 3.0 will be on immediate probation. The student will be given one term to raise their GPA to the required minimum of 3.0.

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

ACADEMIC PROGRESS APPEAL PROCEDURES

Within 10 business days of notification of termination, the student may appeal the decision by submitting a written appeal to the Review Committee. The appeal should explain the circumstances that the student believes would have a bearing on the reinstatement.

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

Based on this review, the Committee will determine if the student will be reinstated on an extended enrollment basis. The student will be notified in writing within five business days of the Committee’s final decision. If a graduate student is reinstated based on the Committee’s decision, the student must earn a 3.0 at the end of the fourth term to continue. The student cannot appeal at the end of the fourth term.

EXTENDED ENROLLMENT STUDENT ONSITE

Undergraduate

With the exception of the Bachelor of Science in Nursing program, students dismissed for failing to meet the satisfactory academic progress standards, who have special or unusual circumstances, may request continuance as an extended enrollment student. Upon approval by the Campus President or Provost, a student may take classes to meet the minimum satisfactory academic progress requirements. A student may continue in this status for up to 25 percent of the program or one academic
term, whichever is longer. Extended enrollment students are not eligible for financial aid.

Graduate
Graduate students are not eligible for extended enrollment.

HONORS AND AWARDS

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

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

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

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

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

PASS/FAIL OPTION FOR UNDERGRADUATE COURSES

ONLINE STUDENTS
Kaplan University students enrolled in undergraduate courses may elect to take up to two, 100-level courses in each of their first two terms on a pass/fail basis. Students must elect to take a course pass/fail by the Friday of the fifth week of the term. Students who must submit grades to employers, to funding agencies, to other academic programs, or who anticipate transferring to another institution should also consult the appropriate offices before electing the pass/fail option.

Instructors are expected to evaluate student performance without regard to grading status and to give students appropriate feedback regarding their performance throughout the term. A grade of “P” will be recorded on the official grade roster for those students who have elected the pass/fail option and whose performance would otherwise be rated as “A,” “A-,” “B+,” “B,” “B-,” “C+,” “C,” “C-,” “D+,” “D,” or “D-.” For students who fail the course, instructors will assign a grade of “F.” A grade of “P” will not be calculated into a student’s cumulative grade point average. A grade of “F” will be calculated into a student’s cumulative grade point average.

Deadline for filing pass/fail requests will be adhered to without exception. All students should consider carefully before exercising the pass/fail option.

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

• Plagiarism: Using another person’s words, ideas, or results without giving proper credit to that person; giving the impression that it is the student’s own work.

• Any form of cheating on examinations.

• Altering academic or clinical records.

• Falsifying information for any assignments.

• Submitting an assignment(s) that was partially or wholly completed by another student.

• Copying work or written text from a student, the Internet, or any document without giving due credit to the source of the information.

• Submitting an assignment(s) for more than one class without enhancing and refining the assignment, and without first receiving instructor permission. In cases where previous assignments are allowed to be submitted for another class, it is the responsibility of the student to enhance the assignment with additional research and to also submit the original assignment for comparison purposes.

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

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

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

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

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

1st offense: Failure of the assignment in which the action occurred.
2nd offense: Failure of the class in which the action occurred.

3rd offense: Expulsion or permanent dismissal from the University.

Procedures for processing plagiarism offenses are as follows:

**ONLINE STUDENTS**

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

**ONSITE STUDENTS**

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

**DISPUTE OF PLAGIARISM CHARGES**

All plagiarism disputes must be made by the student within 10 days of the mailing of the official letter by the University. Students may choose to file a grievance report. This is a formal process where the student, with the assistance of their Academic Advisor, contacts the appropriate channels in writing to dispute a claim. The final step includes bringing any unresolved claims to the University Review Committee. A copy of the Problem Resolution, Student Complaints, and Grievance Procedures can be found in this Catalog.

**REINSTATEMENT PROCEDURES**

**UNDERGRADUATE**

To be reinstated to regular status, extended enrollment students must seek to correct academic deficiencies by retaking courses they have failed or practicing previously learned skills.

Once a student has met the minimum satisfactory academic progress standards, he or she may apply for reinstatement as a regular student. The reinstatement cannot begin any sooner than the start day of the next grading period. Reinstated students will be on probation until the conditions of academic probation are satisfied.

**GRADUATE**

A student dismissed from the University may reapply for admission by successfully completing the noncredit, self-paced course KU 500: Foundations of Graduate Learning (Guided) and completing a readmission application that states the grounds for the applicant’s belief that they will be successful in graduate school upon reentry. Students may repeat KU 500 until they successfully pass the course. A fee for the course is required for each attempt. Students who are readmitted must repeat the last course in which they were enrolled and that resulted in their dismissal from the University. The decision to readmit a student rests with the Dean.

If insufficient grades from two courses in the same term resulted in academic dismissal, the student must repeat the course with the highest course number prefix. A readmitted student must achieve successful candidacy pursuant to the Advancement to Candidacy policy and maintain a grade point average of 3.0 in all coursework after candidacy. A student dismissed from the University a second time is ineligible for readmission.

**REPEATED COURSES**

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

Undergraduate, non-nursing students may repeat a course twice as scheduling permits. Nursing and graduate students may repeat a course once as scheduling permits. The grade received on the last repeat becomes the final grade and will replace all other grades for that course in the CGPA calculation. All final grades will appear on the student’s transcript; however, the repeats will remain on the student’s record and are indicated as “R.” Undergraduate non-nursing students who fail a required course three times will be terminated from the University. Nursing and graduate students who fail a required course twice will be terminated from the University.

Failing a course and subsequent required repeats may interrupt the student’s enrollment and may negatively impact financial aid eligibility and academic progress. Repeats may result in additional charges.

Students seeking to be readmitted into a program in which they have been dismissed for failing a required course must successfully complete the failed course at another accredited postsecondary institution. For the course to be accepted for readmission, it must meet the criteria for previous education and training.
FINANCIAL INFORMATION

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

UNDERGRADUATE
Full-time = 12 credit hours per term
Three-quarter-time = 9 credit hours per term
Half-time = 6 credit hours per term

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

The Veterans Administration may have different definitions for full-time and part-time status. Students receiving veterans benefits should talk to the veterans certifying official.

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

Loans *(available to all students, depending on eligibility)*
- Subsidized Federal Stafford Loan
- Unsubsidized Federal Stafford Loan
- Federal PLUS Loan
- CitiAssist Alternative Loan *(restricted to tuition only)*
- Sallie Mae Alternative Loan Programs *(SLM Financial)*

Federal Grants *(undergraduate only)*
- Federal Pell Grant Program
- Federal Supplemental Educational Opportunity Grant Program

State Grants *(undergraduate only)*
- Iowa Tuition Grant *(Iowa residents)*
- Iowa Grant *(Iowa residents)*
- Rhode Island State Grant *(Rhode Island residents)*
- Vermont State Grant *(Vermont residents)*

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

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

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

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

The CitiAssist Alternative Loan is only available to pay any direct tuition charges that are not covered by a student’s federal, state, or institutional funding. Students are encouraged to take advantage of federal Title IV funding before making application toward the alternative loan programs.

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

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

NOTICE TO STUDENTS
If you withdraw from the University up through the 60 percent point in any payment period and received federal financial aid in the form of grant 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.

The amount of federal financial aid that you have earned is computed by (1) determining the percentage of the payment period for which federal financial aid was awarded and completed and (2) multiplying such percentage by the total amount of federal financial aid that was, or could have been, disbursed.
on your behalf for the payment period as of the date you withdrew. After the 60 percent point in the payment period, you will have earned 100 percent of the federal financial aid funds already disbursed to you. This calculation concerning federal financial aid is separate and distinct from the institutional refund policy and may result in your owing additional funds to the University to cover tuition charges previously paid by federal financial aid prior to your withdrawal. If you plan to withdraw from the University, please contact your financial aid or business office to determine the amount of funds, if any, that must be returned on your behalf.

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,
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 actual participation (login) is used in calculating any refund amount.

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

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

*Less $100 Administrative Fee

In cases of prolonged illness, accident, death in the family, or other circumstances that make it impractical to complete the program, a refund that is reasonable and fair to both parties shall be made.

ONSITE STUDENTS
The University reserves the right to postpone or change the date or time when any class is offered if the minimum percentage of enrolled students agree to the change. Students who do not want the change may be offered a full refund for the class affected.

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

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

TUITION AND FEES
A complete list of attendance costs is included as a supplement to this Catalog.
MISSION STATEMENT

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

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 110:</td>
<td>Nonverbal Communications</td>
</tr>
<tr>
<td>CM 124:</td>
<td>Principles of Public Speaking*</td>
</tr>
<tr>
<td>CM 202:</td>
<td>Mass Communications</td>
</tr>
<tr>
<td>CM 205:</td>
<td>Introduction to Intercultural Communication</td>
</tr>
<tr>
<td>CM 206:</td>
<td>Interpersonal Communications</td>
</tr>
<tr>
<td>CM 210:</td>
<td>Spanish I*</td>
</tr>
<tr>
<td>CM 211:</td>
<td>Spanish II*</td>
</tr>
<tr>
<td>CM 240:</td>
<td>Technical Writing</td>
</tr>
<tr>
<td>CM 310:</td>
<td>Communication and Conflict</td>
</tr>
<tr>
<td>CM 410:</td>
<td>Organizational Communication</td>
</tr>
<tr>
<td>SS 120:</td>
<td>American Film and Society—1930s Through 1960s</td>
</tr>
<tr>
<td>SS 220:</td>
<td>American Film and Society—1970s to Present</td>
</tr>
<tr>
<td>CM 102:</td>
<td>College Composition I</td>
</tr>
<tr>
<td>CM 103:</td>
<td>College Composition I for Criminal Justice Majors</td>
</tr>
<tr>
<td>CM 104:</td>
<td>College Composition I for Paralegal Studies Majors</td>
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<tr>
<td>CM 105:</td>
<td>College Composition I for Business Majors</td>
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<tr>
<td>CM 106:</td>
<td>College Composition I for Technology and Design Majors</td>
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<tr>
<td>CM 107:</td>
<td>College Composition I for Arts and Sciences Majors</td>
</tr>
<tr>
<td>CM 220:</td>
<td>College Composition II</td>
</tr>
<tr>
<td>DC 101:</td>
<td>Diversity and Culture*</td>
</tr>
<tr>
<td>CJ 246:</td>
<td>Human Relations in a Diverse Society</td>
</tr>
<tr>
<td>CJ 295:</td>
<td>World Conflict</td>
</tr>
<tr>
<td>CM 110:</td>
<td>Nonverbal Communications</td>
</tr>
<tr>
<td>CM 205:</td>
<td>Introduction to Intercultural Communication</td>
</tr>
<tr>
<td>CM 210:</td>
<td>Spanish I*</td>
</tr>
<tr>
<td>CM 211:</td>
<td>Spanish II*</td>
</tr>
<tr>
<td>HU 265:</td>
<td>Western Civilization: The Modern Era</td>
</tr>
<tr>
<td>SS 110:</td>
<td>Human Geography</td>
</tr>
<tr>
<td>SS 120:</td>
<td>American Film and Society—1930s Through 1960s</td>
</tr>
<tr>
<td>SS 220:</td>
<td>American Film and Society—1970s to Present</td>
</tr>
<tr>
<td>SS 260:</td>
<td>Gender and Society</td>
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<tr>
<td>SS 270:</td>
<td>Social Problems</td>
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<tr>
<td>SS 360:</td>
<td>American Women</td>
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<tr>
<td>SS 420:</td>
<td>Culture and Technology</td>
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<tr>
<td>HU 245:</td>
<td>Ethics</td>
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<tr>
<td>HU 280:</td>
<td>Bioethics</td>
</tr>
<tr>
<td>MT 310:</td>
<td>Ethics and the Legal Environment</td>
</tr>
<tr>
<td>MT 471:</td>
<td>The Legal and Ethical Environment of Health Care</td>
</tr>
<tr>
<td>PA 253:</td>
<td>Legal Ethics</td>
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</tbody>
</table>

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<tr>
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<tr>
<td>HU 100:</td>
<td>Introduction to Literature*</td>
</tr>
<tr>
<td>HU 105:</td>
<td>History of Ideas in Civilization</td>
</tr>
<tr>
<td>HU 201:</td>
<td>Voices of Western Culture — Arts and Ideas</td>
</tr>
<tr>
<td>HU 248:</td>
<td>Literature and Democracy</td>
</tr>
<tr>
<td>HU 265:</td>
<td>Western Civilization: The Modern Era</td>
</tr>
<tr>
<td>HU 330:</td>
<td>Shakespeare: The Human Condition</td>
</tr>
<tr>
<td>HU 345:</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>HU 420:</td>
<td>American Cities</td>
</tr>
<tr>
<td>SS 325:</td>
<td>Aesthetics, Democracy, and Technology</td>
</tr>
<tr>
<td>MM 201:</td>
<td>College Algebra</td>
</tr>
<tr>
<td>MM 207:</td>
<td>Statistics</td>
</tr>
<tr>
<td>MM 305:</td>
<td>Quantitative Methods</td>
</tr>
<tr>
<td>MM 309:</td>
<td>Discrete Mathematics</td>
</tr>
<tr>
<td>CS 110:</td>
<td>Human Dynamics*</td>
</tr>
<tr>
<td>CS 111:</td>
<td>Academic Strategies for the Criminal Justice Professional</td>
</tr>
<tr>
<td>CS 112:</td>
<td>Academic Strategies for the Paralegal Professional</td>
</tr>
<tr>
<td>CS 113:</td>
<td>Academic Strategies for the Business Professional</td>
</tr>
<tr>
<td>CS 114:</td>
<td>Academic Strategies for the Technology and Design Professional</td>
</tr>
<tr>
<td>CS 115:</td>
<td>Academic Strategies</td>
</tr>
<tr>
<td>CS 210:</td>
<td>Career Development Strategies</td>
</tr>
<tr>
<td>CS 410:</td>
<td>Advanced Career Development Strategies</td>
</tr>
<tr>
<td>IT 101:</td>
<td>Introduction to Information Technology</td>
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<td>IT 133:</td>
<td>Software Applications</td>
</tr>
<tr>
<td>SC 115:</td>
<td>Principles of Nutrition</td>
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<tr>
<td>SC 155:</td>
<td>Chemistry in Context</td>
</tr>
<tr>
<td>SC 202:</td>
<td>Foundations of Science</td>
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<tr>
<td>SC 225:</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>SC 240:</td>
<td>Astronomy*</td>
</tr>
<tr>
<td>CM 110:</td>
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<td>SS 120:</td>
<td>American Film and Society—1930s Through 1960s</td>
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<tr>
<td>SS 124:</td>
<td>Psychology</td>
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<td>SS 144:</td>
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<tr>
<td>SS 204:</td>
<td>Macroeconomics</td>
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<tr>
<td>SS 220:</td>
<td>American Film and Society—1970s to Present</td>
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<tr>
<td>SS 224:</td>
<td>Microeconomics</td>
</tr>
<tr>
<td>SS 236:</td>
<td>American Government and Politics</td>
</tr>
<tr>
<td>SS 260:</td>
<td>Gender and Society</td>
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<td>SS 270:</td>
<td>Social Problems</td>
</tr>
<tr>
<td>SS 325:</td>
<td>Aesthetics, Democracy, and Technology</td>
</tr>
<tr>
<td>SS 350:</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>SS 420:</td>
<td>Culture and Technology</td>
</tr>
<tr>
<td>SS 430:</td>
<td>Sociology of Work</td>
</tr>
</tbody>
</table>

*Taught onsite only.
MISSION STATEMENT
The mission of the Kaplan University arts and sciences program is to foster an environment that nurtures and supports the integration of general education and the development of professional skills in Kaplan University degree programs.
The objective of the Associate of Science in Interdisciplinary Studies degree program is to prepare students for career advancement in a variety of fields with the knowledge, communication skills, critical thinking, and technical competencies required in the modern workplace. The Associate of Science in Interdisciplinary Studies provides a degree-completion program and accommodates both the student whose needs are satisfied by an A.S. degree and the student who may wish to pursue study beyond the associate’s degree level. The Associate of Science in Interdisciplinary Studies degree allows students to transfer in courses from a regionally or nationally accredited institution of higher education or to design a program of study for degree completion. While the open concentration area can be a combination of courses from a variety of disciplines, the degree rests solidly on a general-education foundation. Students plan their degree design in accordance with their employment or higher education objectives. Upon successful completion of the program, graduates will be awarded an associate of science degree. Graduates of this program may find career opportunities in a variety of fields based on their area of concentration.

The Associate of Science in Interdisciplinary Studies with Educational Paraprofessional emphasis is designed to prepare students with the introductory knowledge and skills for assisting with children and teachers. However, the ASIS degree with Educational Paraprofessional emphasis is not represented as meeting specific state Board of Education criteria for assisting with children and teachers in a public school setting. Students are encouraged to check with their local school district on specific college education requirements needed in the field of paraprofessional education.

The Associate of Science in Interdisciplinary Studies degree program consists of a minimum of 90 quarter credit hours.

**PROGRAM OUTCOMES**

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

**CORE REQUIREMENTS**

- CM 107: College Composition I for Arts and Sciences Majors* 5
- CM 220: College Composition II 5
- CS 115: Academic Strategies† 5
- CS 210: Career Development Strategies 2
- IT 133: Software Applications 5
- MM 201: College Algebra (or higher) 5
- Elective: Communications 5
- Elective: Diversity and Culture 5
- Elective: Ethics 5
- Elective: History 5
- Elective: Humanities/Social Science 5
- Elective: Science 5

**MAJOR REQUIREMENTS**

- IS 299: Associate’s Capstone in Interdisciplinary Studies 3
- Electives: 100/200-level Electives or Emphasis Area 30

**Total Program Requirements** 90

**EMPHASIS AREAS**

**Option I: Educational Paraprofessional‡**
- SS 114: Child Development and Learning 5
- EP 101: Introduction to Classroom Management 5
- EP 210: Math Methods 5
- EP 220: Reading and Writing Methods 5
- EP 240: Technology and Curriculum 5

**Option II: Open Concentration**
- Electives: 100-level or above 10
- Electives: 200-level or above 20

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

*Onsite and developmental students will take CM 102: College Composition I.
†Onsite students will take CS 110: Human Dynamics.
‡Emphasis area courses must be taken in the sequence listed.
MISSION STATEMENT
The mission of the Kaplan University business programs is to educate students who will become ethical decision makers capable of leading organizations with integrity and vision. We accomplish this through an innovative core curriculum that fosters critical-thinking skills, effective communication techniques, analytical problem-solving abilities, and an appreciation of a wide variety of people and cultures. We combine these with the skills necessary to manage people and resources, to analyze markets and products, to understand systems and processes, and to think strategically.
The objective of the Master of Business Administration program is to help students satisfy their intellectual curiosity, build knowledge, and prepare to successfully undertake leadership positions in competitive business environments. The program will challenge students to critically examine the theories and practices comprising the body of knowledge related to the conduct of business in dynamic environments and increase the breadth and depth of their skills and abilities. Upon successful completion of the program, graduates will be awarded a Master of Business Administration degree.

Students whose academic backgrounds do not include economics, accounting, or finance should attain that knowledge prior to advancing to candidacy in the Master of Business Administration program. Kaplan University offers two foundation courses specifically designed to expose them to these essential skills (KU 510: Foundations of Mathematics and Economics and KU 511: Foundations of Accounting and Finance).

The Master of Business Administration degree program consists of a minimum of 52 quarter credit hours. In addition, students may add a specialization to their degree plan, for which they are required to take a minimum of four courses from a group of six specializations. Specializations are not required for completion of the general program. Specializations include finance; marketing; human resources management; information technology; entrepreneurship; and management, communication, and quality.

**PROGRAM OUTCOMES**

1. Assess financial, quantitative, and qualitative information to arrive at reasoned decisions for solving business problems.
2. Critically assess and evaluate the theoretical bases, current knowledge, best practices, and trends related to the conduct of business.
3. Critically assess the role of ethics and law in the conduct of business.

**CURRICULUM**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB 500: Becoming an Effective Leader</td>
<td>4</td>
</tr>
<tr>
<td>GB 501: Leadership, Culture, and Change</td>
<td>4</td>
</tr>
<tr>
<td>GB 502: Managerial Economics</td>
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</tr>
<tr>
<td>GB 503: Managerial Accounting</td>
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</tr>
<tr>
<td>GB 504: Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>GB 505: Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td>GB 506: Information Systems Management</td>
<td>4</td>
</tr>
<tr>
<td>GB 507: Business Ethics</td>
<td>4</td>
</tr>
<tr>
<td>GB 508: The Legal Environment of Business</td>
<td>4</td>
</tr>
<tr>
<td>GB 509: Analytical Decision Making</td>
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<tr>
<td>GB 510: Project Management</td>
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</tr>
<tr>
<td>GB 511: Strategic Human Resources Management</td>
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</tr>
<tr>
<td>GB 599: Business Strategy</td>
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</tr>
<tr>
<td><strong>Total Program Requirements</strong></td>
<td><strong>52</strong></td>
</tr>
</tbody>
</table>

**SPECIALIZATIONS**

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

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

**Human Resources Management**
- GB 541: Employment Law 4
- GB 542: Training and Development 4
- GB 543: Managing Change 4
- GB 544: Quality Management 4

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

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

**Management, Communication, and Quality**
- GB 571: Power and Negotiation 4
- GB 572: International Management 4
- GB 554: Operations Management 4
- GB 544: Quality Management 4
The Bachelor of Science in Business degree program prepares students for a variety of positions in the field of business. The degree offers a breadth of knowledge that provides a foundation appropriate for work in the field. This degree accommodates both the student whose immediate educational goals are satisfied by the bachelor’s degree and the student who is planning to pursue study in business fields beyond the baccalaureate level. Upon successful completion of the program, graduates will be awarded a bachelor of science degree.

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

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

### PROGRAM OUTCOMES

**Core Outcomes**

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

**Discipline-Specific Outcomes**

1. Economics: Explain the impact that basic macro- and micro-economic policies have on strategic business decisions.
2. Accounting: Identify accounting problems and develop relevant solutions by applying generally accepted accounting principles and methods.
3. Marketing: Define core marketing principles and apply them to the development of a business strategy.
4. Organizational Behavior: Analyze the role that team dynamics and employee conflict play in defining and resolving business issues.
5. Information Systems: Analyze the role of information systems in business planning, organizing, and decision making.
6. Finance: Interpret and evaluate financial and cost-accounting data to control business activities.
7. Operations: Apply best practices in making operational decisions using available information and resources.
8. Strategy: Use appropriate analytical tools to formulate and assess strategies for business organizations.

### CURRICULUM

**Courses**

**Credits**

**CORE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CM 105: College Composition I for Business Majors*</td>
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<tr>
<td>CM 220: College Composition II</td>
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<tr>
<td>CS 113: Academic Strategies for the Business Professional†</td>
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<tr>
<td>CS 410: Advanced Career Development Strategies</td>
<td>2</td>
</tr>
<tr>
<td>IT 133: Software Applications</td>
<td>5</td>
</tr>
<tr>
<td>MM 201: College Algebra (or higher)</td>
<td>5</td>
</tr>
<tr>
<td>MM 207: Statistics</td>
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<tr>
<td>MM 305: Quantitative Methods</td>
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<tr>
<td>MT 310: Ethics and the Legal Environment</td>
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<tr>
<td>SS 204: Macroeconomics</td>
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<tr>
<td>SS 224: Microeconomics</td>
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<tr>
<td>Elective: Communications</td>
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<tr>
<td>Elective: Diversity and Culture</td>
<td>5</td>
</tr>
<tr>
<td>Elective: History 300/400-level</td>
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</tbody>
</table>

**OPEN ELECTIVE REQUIREMENTS**

| Electives: 100-level or above | 10 |
| Electives: 300-level or above† | 6 |

**MAJOR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Option I: Accounting</th>
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<tbody>
<tr>
<td>AC 239: Managerial Accounting§</td>
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<td>AC 300: Intermediate Accounting §</td>
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<td>AC 301: Intermediate Accounting II</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Option II: Finance</th>
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<tbody>
<tr>
<td>AC 300: Intermediate Accounting §</td>
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<tr>
<td>MT 480: Corporate Finance</td>
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<tr>
<td>MT 481: Financial Markets</td>
</tr>
<tr>
<td>MT 482: Financial Statement Analysis</td>
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<tr>
<td>MT 483: Investment Management</td>
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</table>

<table>
<thead>
<tr>
<th>Option III: Management of Information Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 163: Database Management§</td>
</tr>
<tr>
<td>IT 273: LAN Concepts§</td>
</tr>
</tbody>
</table>
Select four of the following courses:

IT 331: Technology Infrastructure 6
IT 350: Structured Query Language 6
IT 430: Project Management 6
IT 450: Programming Language Concepts 6
IT 456: Database Administration# 6
IT 460: Systems Analysis and Design 6

Option IV: Business Security and Assurance
AC 239: Managerial Accounting† 5
IT 273: LAN Concepts† 5
IT 430: Project Management# 6
SA 400: Business Process Analysis 6
SA 410: Risk Analysis and Strategy 6
SA 411: Risk Management 6

Select one of the following three emphasis area courses:
SA 421: Ethics and Compliance — Sarbanes/Oxley and SEC Regulations 6
SA 422: Ethics and Compliance — HIPAA and Health Industry Regulations 6
SA 423: Ethics and Compliance — Federal Acts and Regulations 6

*Onsite and developmental students will take CM 102: College Composition I.
†Onsite students will take CS 110: Human Dynamics.
#Students choosing the business security and assurance emphasis area are suggested to take HU 345 as one of their 300-level or higher open electives.
§Students choosing the business security and assurance emphasis area will not take MT 320, but will take a 300-level or higher open elective in its place.
*Taken as an open elective requirement.
#Taken in place of MT 300.
Kaplan University offers the Advanced Start Bachelor of Science in Business degree option for students who have earned an A.A.S., A.S., A.A., B.A., or B.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. The flexibility inherent in the two-step process is unparalleled: upon completion of an associate’s degree, students have the option of joining the workforce while continuing toward a bachelor’s degree. The combination of career courses and general education in the first 2 years of study allows students to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

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

Kaplan University offers several options for personalizing your degree through focusing your electives and the subject of your capstone course on a particular emphasis area. The following emphasis areas are available in this degree: accounting, finance, management of information systems, and business security and assurance.

### CURRICULUM

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>ASSOCIATE’S/BACHELOR’S DEGREE REQUIREMENTS</strong></td>
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<td><strong>PREREQUISITE REQUIREMENTS</strong></td>
<td></td>
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<tr>
<td>CM 220: College Composition II</td>
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</tr>
<tr>
<td>MM 201: College Algebra (or higher)</td>
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<tr>
<td>100/200: Accounting Course</td>
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<tr>
<td>100/200: Computer Course</td>
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</tr>
<tr>
<td>100/200: Management Course</td>
<td></td>
</tr>
<tr>
<td>IT 133: Software Applications*</td>
<td></td>
</tr>
<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>CS 410: Advanced Career Development Strategies</td>
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</tr>
<tr>
<td>MM 305: Quantitative Methods</td>
<td>6</td>
</tr>
<tr>
<td>MT 310: Ethics and the Legal Environment</td>
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<td>Elective: History 300/400-level</td>
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<td><strong>OPEN ELECTIVE REQUIREMENTS</strong></td>
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<td>Electives: 300-level or above</td>
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<td><strong>MAJOR REQUIREMENTS</strong></td>
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<tr>
<td>MT 300: Management of Information Systems</td>
<td>6</td>
</tr>
<tr>
<td>MT 320: Research and Presentation</td>
<td>6</td>
</tr>
<tr>
<td>MT 340: Conflict Resolution and Team Dynamics</td>
<td>6</td>
</tr>
<tr>
<td>MT 425: Managerial Finance and Accounting</td>
<td>6</td>
</tr>
<tr>
<td>MT 435: Operations Management</td>
<td>6</td>
</tr>
<tr>
<td>MT 460: Management Policy and Strategy</td>
<td>6</td>
</tr>
<tr>
<td>MT 499: Bachelor’s Capstone in Business and Management</td>
<td>4</td>
</tr>
<tr>
<td>Electives: 300/400-level Management Electives or Emphasis Area</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total Program Requirements</strong></td>
<td>180</td>
</tr>
</tbody>
</table>

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

Some emphasis areas have different prerequisite requirements:

**ACCOUNTING EMPHASIS PREREQUISITES**
| CM 220: College Composition II | |
| MM 201: College Algebra | |
| AC 114: Accounting I | |
| AC 116: Accounting II | |
| AC 239: Managerial Accounting | |
| 100/200: Computer Course | |
| 100/200: Management Course | |

**FINANCE EMPHASIS PREREQUISITES**
| CM 220: College Composition II | |
| MM 201: College Algebra | |
| AC 114: Accounting I | |
| AC 116: Accounting II | |
| 100/200: Computer Course | |
| 100/200: Management Course | |

**MANAGEMENT OF INFORMATION SYSTEMS EMPHASIS PREREQUISITES**
| CM 220: College Composition II | |
| MM 201: College Algebra | |
| IT 101: Introduction to Information Technology | |
| IT 163: Database Management | |
| IT 273: LAN Concepts | |
| 100/200: Accounting Course | |
| 100/200: Management Course | |

**BUSINESS SECURITY AND ASSURANCE EMPHASIS PREREQUISITES**
| CM 220: College Composition II | |
| MM 201: College Algebra | |
| AC 114: Accounting I | |
| AC 116: Accounting II | |
| IT 273: LAN Concepts | |
| 100/200: Computer Course | |
| 100/200: Management Course | |
**Bachelor of Science in Management**

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

Kaplan University offers several options for personalizing a degree in management by focusing your electives and the subject of the capstone course on a particular emphasis area. The emphasis areas available in the Bachelor of Science in Management are e-business, health care management, sales and marketing, and human resource management.

Upon successful completion of the program, graduates will be awarded a bachelor of science degree with a major in management. Graduates of this program may find career opportunities in the areas of management, marketing, and operations.

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

### PROGRAM OUTCOMES

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

**Discipline-Specific Outcomes**
1. Accounting: Identify accounting principles and apply them to the development of a business strategy.
2. Marketing: Define core marketing principles and apply them to the development of a business strategy.
3. Organizational Behavior: Analyze the impact of leadership, employee behavior, organizational culture, and group dynamics in defining and resolving business issues.
4. Information Systems: Analyze the role of information systems in business planning, organizing, and decision making.
5. Finance: Interpret and evaluate financial and cost-accounting data to control business activities.
6. Operations: Apply best practices in making operational decisions using available information and resources.
7. Strategy: Use appropriate analytical tools to formulate and assess strategies for business organizations.

### CURRICULUM

**Courses**

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CM 105: College Composition I for Business Majors</td>
<td>5</td>
</tr>
<tr>
<td>CS 110: Human Dynamics</td>
<td>5</td>
</tr>
<tr>
<td>CS 410: Advanced Career Development Strategies</td>
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<tr>
<td>IT 117: Introduction to Web Design</td>
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</tr>
<tr>
<td>IT 255: E-Commerce Development</td>
<td>5</td>
</tr>
<tr>
<td>IT 430: Project Management</td>
<td>6</td>
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<tr>
<td>IT 476: Web Marketing and E-Commerce</td>
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<tr>
<td>MT 101: Introduction to Management</td>
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<tr>
<td>MT 203: Human Resource Management</td>
<td>5</td>
</tr>
<tr>
<td>MT 211: Business Law</td>
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<tr>
<td>MT 217: Finance</td>
<td>5</td>
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<tr>
<td>MT 220: College Composition II</td>
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<tr>
<td>MT 219: Marketing</td>
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<td>MT 300: Management of Information Systems</td>
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<td>MT 302: Organizational Behavior</td>
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<tr>
<td>MT 320: Research and Presentation</td>
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<tr>
<td>MT 340: Conflict Resolution and Team Dynamics</td>
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<td>MT 435: Operations Management</td>
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<td>MT 460: Management Policy and Strategy</td>
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</tr>
<tr>
<td>MT 499: Bachelor's Capstone in Management</td>
<td>4</td>
</tr>
</tbody>
</table>

**Major Requirements**

| Electives: 300/400-level Management Electives or Emphasis Area | 24 |

| Total Program Requirements | 180 |

**Emphasis Areas**

**Option I: E-Business**
- IT 117: Introduction to Web Design | 5 |
- IT 255: E-Commerce Development | 5 |
- Select four of the following courses:
  - MT 351: Economics of Information | 6 |
  - MT 355: Marketing Research | 6 |
  - MT 359: Advertising in the 21st Century | 6 |
  - MT 451: Business and Technological Change | 6 |
  - IT 430: Project Management | 6 |
  - IT 476: Web Marketing and E-Commerce | 6 |

**Option II: Health Care Management**
- MT 301: Operations Management in Health Care | 6 |
- MT 371: Patients and Providers | 6 |
- MT 471: The Legal and Ethical Environment of Health Care | 6 |
- MT 475: Outcomes Assessment and Quality Management | 6 |
- IT 430: Project Management | 6 |
- IT 435: Salesforce Management | 6 |
- MT 450: Consumer Behavior | 6 |

**Option III: Sales and Marketing**
- MT 355: Marketing Research | 6 |
- MT 359: Advertising in the 21st Century | 6 |
- MT 450: Marketing Management | 6 |
- MT 455: Salesforce Management | 6 |
- MT 459: Consumer Behavior | 6 |

**Option IV: Human Resource Management**
- HR 400: Personnel Administration | 6 |
- HR 410: Employee Training and Development | 6 |
- HR 435: Employee Compensation and Benefits | 6 |
- HR 480: Employment Law and Labor Relations | 6 |
- HR 485: Strategy and Change Management | 6 |

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

*Onsite students will take CS 110: Human Dynamics.*

†Taken as an open elective requirement.

‡Taken in place of MT 310.

§Taken as an open elective requirement.

∥Taken in place of MT 310.
Kaplan University offers the Advanced Start Bachelor of Science in Management degree option for students who have earned an A.A.S., A.S., A.A, B.A., or B.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. The flexibility inherent in the two-step process is unparalleled: upon completion of an associate’s degree, students have the option of joining the workforce while continuing toward a bachelor’s degree. The combination of career courses and general education in the first 2 years of study allows students to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

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

Kaplan University offers several options for personalizing your degree through focusing your electives and the subject of your capstone course on a particular emphasis area. The following emphasis areas are available in this degree: sales and marketing, human resource management, health care management, and e-business.

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### CURRICULUM

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td><strong>ASSOCIATE’S/BACHELOR’S DEGREE REQUIREMENTS</strong></td>
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<tr>
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<td><strong>PREREQUISITE REQUIREMENTS</strong></td>
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<tr>
<td>CM 220: College Composition II</td>
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<td>MM 201: College Algebra (or higher)</td>
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<tr>
<td>100/200: Accounting Course</td>
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<td><strong>CORE REQUIREMENTS</strong></td>
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<tr>
<td>CS 410: Advanced Career Development Strategies</td>
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<tr>
<td>MT 310: Ethics and the Legal Environment</td>
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<tr>
<td>Elective: Communications 300/400-level</td>
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<tr>
<td>Elective: History 300/400-level</td>
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<td><strong>OPEN ELECTIVE REQUIREMENTS</strong></td>
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<tr>
<td>Electives: 300/400-level</td>
<td>6</td>
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<tr>
<td><strong>MAJOR REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>MT 300: Management of Information Systems</td>
<td>6</td>
</tr>
<tr>
<td>MT 302: Organizational Behavior</td>
<td>6</td>
</tr>
<tr>
<td>MT 320: Research and Presentation</td>
<td>6</td>
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<tr>
<td>MT 340: Conflict Resolution and Team Dynamics</td>
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<tr>
<td>MT 435: Operations Management</td>
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<tr>
<td>MT 460: Management Policy and Strategy</td>
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<tr>
<td>MT 499: Bachelor's Capstone in Business and Management</td>
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<td>Electives: 300/400-level Management Elective or Emphasis Area Courses</td>
<td>24</td>
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<td><strong>Total Program Requirements</strong></td>
<td>180</td>
</tr>
</tbody>
</table>

Some emphasis areas have different prerequisite requirements:

**E-BUSINESS EMPHASIS PREREQUISITES**
- CM 220: College Composition II
- MM 201: College Algebra
- IT 117/IT 255: Introduction to Web Design, or E-Commerce Development
- 100/200: Accounting Course
- 100/200: Management Course

**SALES AND MARKETING EMPHASIS PREREQUISITES**
- CM 220: College Composition II
- MM 201: College Algebra
- MT 219: Marketing
- 100/200: Accounting Course
- 100/200: Computer Course

**HUMAN RESOURCE MANAGEMENT EMPHASIS PREREQUISITE**
- HR 400: Personnel Administration*

* Taken as an open elective requirement.
ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION/ACCOUNTING

The objective of the Associate of Applied Science in Business Administration/Accounting degree program is to prepare students with the knowledge, technical skills, and work habits required for an entry-level position in accounting. This program features a comprehensive study in accounting. Courses include the application of accounting principles, payroll processing, financial statement preparation, managerial accounting usage, federal taxation, and accounting software. Computer usage will be emphasized throughout the program through the use of accounting, document processing, and spreadsheet software, and the exploration and use of the Internet. Students are encouraged upon graduation to take a national accreditation exam in accountancy given by the Accreditation Council for Accountability & Taxation (ACAT). ACAT is an independent accrediting organization that offers the designation Accredited Business Accountant to individuals passing the exam. The ACAT exam also has been selected by the Iowa Examining Board as the Accounting Practitioner (AP) licensing exam. Students passing the AP exam may be licensed by the State of Iowa as an Accounting Practitioner. The University cannot guarantee the student will pass those exams. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

Duties for graduates of this program may include computing, classifying, and recording numerical data to keep financial records complete; maintaining financial information such as disbursements, expenses, and/or tax payments; and examining financial records and preparing income tax returns.

The Associate of Applied Science in Business Administration/Accounting degree program consists of a minimum of 90 quarter credit hours.

PROGRAM OUTCOMES

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

Discipline-Specific Outcomes
1. Regulations: Discuss the impact of state and federal laws and regulations on business.
2. Management: Define the various tasks and responsibilities of managers in their planning, organizing, controlling, and leading functions.
3. Control: Apply basic financial and accounting data to the control of business activities.
4. Finance: Define the four basic financial statements and discuss the information.
5. Accounting Solutions: Develop solutions to various accounting business demands.
The objective of the Associate of Applied Science in Business Administration/Management degree program is to prepare students with the knowledge, technical skills, and work habits required for an entry-level position in a variety of fields, including banking, retailing, sales, and personnel, or graduates may manage their own business. The curriculum combines accounting and microcomputer skills, with a solid foundation in managerial and interpersonal skills. Students gain teamwork and leadership skills as well as an ability to motivate people and communicate effectively. Decision-making and problem-solving skills will also be emphasized. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

Duties for graduates of this program may include maintaining employee records in compliance with state and federal laws; recruiting, training, and supervising staff; maintaining a safe and productive work environment; and scheduling work assignments for staff.

The Associate of Applied Science in Business Administration/Management degree program consists of a minimum of 90 quarter credit hours.

**PROGRAM OUTCOMES**

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

**Discipline-Specific Outcomes**
1. Regulations: Discuss the impact of state and federal laws and regulations on business.
2. Control: Apply basic financial and accounting data to the control of business activities.
3. Marketing: Define core marketing principles and discuss the use of marketing as a business strategy.
4. Operations: Apply managerial functions to operational tasks and responsibilities.

**CURRICULUM**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>CM 105: College Composition I for Business Majors*</td>
<td>5</td>
</tr>
<tr>
<td>CM 220: College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS 113: Academic Strategies for the Business Professional†</td>
<td>5</td>
</tr>
<tr>
<td>CS 210: Career Development Strategies</td>
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</tr>
<tr>
<td>IT 133: Software Applications</td>
<td>5</td>
</tr>
<tr>
<td>MM 201: College Algebra (or higher)</td>
<td>5</td>
</tr>
<tr>
<td>MM 207: Statistics</td>
<td>5</td>
</tr>
<tr>
<td>Elective: Communications</td>
<td>5</td>
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<tr>
<td>Elective: Diversity and Culture</td>
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<tr>
<td>Elective: Economics</td>
<td>5</td>
</tr>
<tr>
<td><strong>MAJOR REQUIREMENTS</strong></td>
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</tr>
<tr>
<td>AC 114: Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>AC 116: Accounting II</td>
<td>5</td>
</tr>
<tr>
<td>IT 153: Spreadsheet Applications OR</td>
<td></td>
</tr>
<tr>
<td>IT 163: Database Management</td>
<td>5</td>
</tr>
<tr>
<td>MT 101: Introduction to Management</td>
<td>5</td>
</tr>
<tr>
<td>MT 203: Human Resource Management</td>
<td>5</td>
</tr>
<tr>
<td>MT 211: Business Law</td>
<td>5</td>
</tr>
<tr>
<td>MT 217: Finance</td>
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</tr>
<tr>
<td>MT 219: Marketing</td>
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<tr>
<td>MT 299: Associate’s Capstone in Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Program Requirements 90

*Onsite and developmental students will take CM 102: College Composition I.
†Onsite students will take CS 110: Human Dynamics.
BUSINESS CERTIFICATE PROGRAMS

ACCOUNTING AND FINANCE CERTIFICATE
The Accounting and Finance Certificate prepares students for employment and career advancement with the myriad of organizations that require accurate financial record keeping, effective cash management, and investment strategy. Increasingly, businesses are utilizing specialized accounting software to manage financial activities through computer spreadsheets and databases. Students learn the skills necessary to compute, classify, record, and verify numerical data. Companies rely on knowledgeable accounting personnel to develop and maintain financial records, record debits and credits, compare current and past balance sheets, summarize details of separate ledgers, review invoices and statements, and prepare financial reports. Accounting personnel reconcile computer reports with operating reports to direct investment activities and implement cash management strategies. Because proper functioning of accounting and finance is key to business success, students are well prepared for career enhancement upon completing the program. To be admitted to the program, students must possess an associate’s degree. Credits earned in fulfillment of this certificate are transferable to Kaplan University degree programs.

PROGRAM OUTCOMES
1. Demonstrate the ability to effectively communicate in a diverse society using visual and written methods.
2. Demonstrate the ability to problem solve logically and ethically when working in business sector settings.
3. Demonstrate the ability to successfully apply the certificate-specific competencies expected of an entry-level accountant.

HEALTH CARE MANAGEMENT CERTIFICATE
The Health Care Management Certificate prepares students for positions in a wide variety of organizations in the health care industry. Health services managers must be prepared to deal with evolving integrated health care delivery systems, restructuring of work, technological innovations, and an increased focus on preventive care. While working to improve efficiency in health care facilities and the quality of the health care provided, administrators face the challenge of managing within a legal and ethical framework. Students may seek positions in hospitals, nursing homes, health maintenance organizations, physician group practices, diagnostic surgery and rehabilitation clinics, long-term care facilities, the insurance industry, and government agencies. To be admitted to the program, students must possess an associate’s degree. Credits earned in fulfillment of this certificate are transferable to Kaplan University degree programs.

PROGRAM OUTCOMES
1. Demonstrate the ability to effectively communicate in a diverse society using visual and written methods.
2. Demonstrate the ability to problem solve logically and ethically when working in business sector settings.
3. Demonstrate the ability to successfully apply the certificate-specific competencies expected of an entry-level health care facility manager.

CURRICULUM

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 114: Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>IT 153: Spreadsheet Applications</td>
<td>5</td>
</tr>
<tr>
<td>MM 207: Statistics</td>
<td>5</td>
</tr>
<tr>
<td>AC 116: Accounting II</td>
<td>5</td>
</tr>
<tr>
<td>MT 211: Business Law</td>
<td>5</td>
</tr>
<tr>
<td>MT 217: Finance</td>
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</tr>
<tr>
<td>MT 425: Managerial Finance and Accounting</td>
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<tr>
<td>Total Program Requirements</td>
<td>36</td>
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</tbody>
</table>

PREREQUISITE REQUIREMENTS
MT 101: Introduction to Management

CERTIFICATE REQUIREMENTS
MT 302: Organizational Behavior              6
MT 371: Patients and Providers               6
MT 471: The Legal and Ethical Environment of Health Care 6
MT 460: Management Policy and Strategy       6
MT 301: Operations Management in Health Care 6
MT 475: Outcomes Assessment and Quality Management 6

Total Program Requirements 36

CURRICULUM

<table>
<thead>
<tr>
<th>Courses</th>
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<tr>
<td>PREREQUISITE REQUIREMENTS</td>
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<tr>
<td>MT 101: Introduction to Management</td>
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<td>CERTIFICATE REQUIREMENTS</td>
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<td>MT 302: Organizational Behavior</td>
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<tr>
<td>MT 371: Patients and Providers</td>
<td>6</td>
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<tr>
<td>MT 471: The Legal and Ethical Environment of Health Care 6</td>
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</tr>
<tr>
<td>MT 460: Management Policy and Strategy</td>
<td>6</td>
</tr>
<tr>
<td>MT 301: Operations Management in Health Care</td>
<td>6</td>
</tr>
<tr>
<td>MT 475: Outcomes Assessment and Quality Management 6</td>
<td></td>
</tr>
<tr>
<td>Total Program Requirements</td>
<td>36</td>
</tr>
</tbody>
</table>
ACCOUNTING ASSISTANT DIPLOMA

The objective of the Accounting Assistant Diploma program is to prepare students with the knowledge, technical skills, and work habits required for a variety of entry-level accounting, bookkeeping, and clerical positions. The Accounting Assistant Diploma program provides students with a systematic approach to analyzing and monitoring financial information through the accounting system of a business. The accounting program offers courses in the application of accounting principles, study of accounting theory, payroll processing, and the use of accounting software. Computer usage will be emphasized throughout the program through the use of accounting, document processing, and spreadsheet software, and the exploration and use of the Internet. Upon successful completion of the program, graduates will be awarded a diploma.

Duties for graduates of this program may include computing, classifying, and recording numerical data to keep financial records complete; maintaining financial information such as disbursements, expenses, and/or tax payments; and examining financial records and preparing income tax returns.

The Accounting Assistant Diploma program consists of a minimum of 67 quarter credit hours. The program is only available onsite.

PROGRAM OUTCOMES
1. Demonstrate the ability to communicate effectively in a diverse society using visual and written methods.
2. Demonstrate the ability to utilize quantitative information to arrive at reasoned decisions in solving everyday problems.
3. Demonstrate the ability to problem solve logically and ethically within the discipline.
4. Demonstrate the ability to successfully apply accounting principles and practices in business settings.

CURRICULUM

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>GENERAL EDUCATION COURSES</strong></td>
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<tr>
<td>CM 102: College Composition I</td>
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</tr>
<tr>
<td>CM 220: College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CM 206: Interpersonal Communications</td>
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<tr>
<td>CS 110: Human Dynamics</td>
<td>5</td>
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<tr>
<td>DC 101: Diversity and Culture</td>
<td>5</td>
</tr>
<tr>
<td>IT 133: Software Applications</td>
<td>5</td>
</tr>
<tr>
<td><strong>CORE COURSES</strong></td>
<td></td>
</tr>
<tr>
<td>AC 114: Accounting I</td>
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<td>AC 116: Accounting II</td>
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<tr>
<td>AC 122: Payroll Accounting</td>
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<tr>
<td>AC 152: Computerized Accounting</td>
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<td>Elective: Accounting 100/200-level</td>
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<td>IT 153: Spreadsheet Applications</td>
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<tr>
<td>CS 210: Career Development Strategies</td>
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<td>Externship</td>
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<td><strong>Total Program Requirements</strong></td>
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</table>
BUSINESS DIPLOMA PROGRAMS

BUSINESS MANAGEMENT DIPLOMA
The objective of the Business Management Diploma program is to prepare students with the knowledge, technical skills, and work habits required for an entry-level position in the field of business management. Career possibilities span the entire spectrum of business in fields such as banking and finance, personnel management, marketing, and sales. The field of business you choose can be your first step to a solid future of increasing responsibility, prestige, and income. Upon successful completion of the program, graduates will be awarded a diploma.

Duties for graduates of this program may include maintaining employee records in compliance with state and federal laws; recruiting, training, and supervising staff; maintaining a safe and productive work environment; and scheduling work assignments for staff.

The Business Management Diploma program consists of a minimum of 67 quarter credit hours. The program is only available onsite.

PROGRAM OUTCOMES
1. Demonstrate the ability to communicate effectively in a diverse society using visual and written methods.
2. Demonstrate the ability to utilize quantitative information to arrive at reasoned decisions in solving everyday problems.
3. Demonstrate the ability to problem solve logically and ethically within the discipline.
4. Demonstrate the ability to successfully apply program-specific competencies in entry-level business settings.

CURRICULUM

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL EDUCATION COURSES</strong></td>
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<tr>
<td>CM 102: College Composition I</td>
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<td>CM 220: College Composition II</td>
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<td>CM 206: Interpersonal Communications</td>
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<tr>
<td>CS 110: Human Dynamics</td>
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<td>DC 101: Diversity and Culture</td>
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<td>IT 133: Software Applications</td>
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<td><strong>CORE COURSES</strong></td>
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<tr>
<td>AC 114: Accounting I</td>
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</tr>
<tr>
<td>MT 101: Introduction to Management</td>
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</tr>
<tr>
<td>MT 203: Human Resource Management</td>
<td>5</td>
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<tr>
<td>MT 211: Business Law</td>
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<td>MT 219: Marketing</td>
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<td>IT 153: Spreadsheet Applications</td>
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<td>CS 210: Career Development Strategies</td>
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</tr>
<tr>
<td>Externship</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Program Requirements 67
MISSION STATEMENT
The mission of the Kaplan University criminal justice programs is to provide students with the opportunity to develop a strong foundation and breadth of understanding in the areas of law enforcement, courts, corrections, and security. It prepares students with relevant aptitudes to pursue further studies or obtain employment where such knowledge is advantageous through the integration of concepts, effective communication, and creative and critical thinking.
The Kaplan University Master of Science in Criminal Justice program is intended to help students satisfy their intellectual curiosity, build knowledge, and prepare to successfully undertake leadership and other professional positions in today’s complex criminal justice environment. The program provides students an opportunity to pursue either a professional practice-based, nonthesis-track course of study or a more traditional, research-based thesis-track course of study. Moreover, students have the option of selecting a specialization in addition to the core curriculum requirements. The specializations include law, global issues in criminal justice, leadership/executive management, and policing. All courses designated as specialization courses may be applied toward elective credit if a student elects not to pursue a specialization.

The Master of Science in Criminal Justice program also assesses students’ acquisition of competencies at the conclusion of the program via their coursework and either the submission of a thesis research project for thesis-track students or successful completion of a comprehensive examination covering the core curriculum for nonthesis-track students. In so doing, the program enables graduates to become better prepared to meet the dynamic challenges of the field today and in the future.

The Master of Science in Criminal Justice degree program consists of a minimum of 55 quarter credit hours. Upon successful completion of the program, graduates will be awarded a master of science degree.

**PROGRAM OUTCOMES**

1. Research Methods: Critically evaluate current qualitative and quantitative research on current knowledge and developing trends in the criminal justice profession.

2. Organizational Behavior and Management: Apply organizational behavior and management theories to day-to-day operations within the profession of criminal justice.

3. Criminological Theory: Apply criminological theory to the investigation of micro- and macrolevel problems facing criminal justice systems throughout the world.

4. Law: Select appropriate policies and practices to meet legal principles and standards applicable to the professional practice of criminal justice.

5. Professionalism: Engage in scholarly academic discourse with colleagues and practitioners in the field of criminal justice.

6. Ethics: Select accepted ethical practices within both the academic and practitioner arenas of the criminal justice field.

**CURRICULUM**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td><strong>THESIS TRACK</strong></td>
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<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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<tr>
<td>CJ 500: Critical Legal Issues in Criminal Justice</td>
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</tr>
<tr>
<td>CJ 501: Criminological Theory</td>
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<tr>
<td>CJ 502: Research Methodology</td>
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<td>CJ 503: Organizational Behavior</td>
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<td>CJ 504: Data Analysis</td>
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<td>CJ 600: Research and Thesis I</td>
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<td>CJ 601: Research and Thesis II</td>
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<td>Specialization or general electives</td>
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<td>Total Program Requirements</td>
<td>55</td>
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</tbody>
</table>

| **NONTHESIS TRACK**                          |         |
| **CORE REQUIREMENTS**                        |         |
| CJ 500: Critical Legal Issues in Criminal Justice | 5       |
| CJ 501: Criminological Theory                | 5       |
| CJ 502: Research Methodology                 | 5       |
| CJ 503: Organizational Behavior              | 5       |
| CJ 505: Critical Issues in Criminal Justice  | 5       |
| CJ 602: Comprehensive Examination            | 0       |
| **ELECTIVES**                                |         |
| Specialization or general electives          | 30      |
| Total Program Requirements                   | 55      |

**SPECIALIZATIONS**

**Law**

Select four of the following courses:

- CJ 506: Advanced Topics in Criminal Law 5
- CJ 507: Criminal Procedure and the U.S. Supreme Court 5
- CJ 508: Evidentiary Issues in Criminal Cases 5
- CJ 509: Comparative Criminal Justice Systems 5
- CJ 510: Specialized Criminal Statutes and Complex Investigations 5
- CJ 511: Employment and Policy Law 5

**Global Issues in Criminal Justice**

- CJ 509: Comparative Criminal Justice Systems 5
- CJ 512: Transnational Crime 5
- CJ 513: Critical Issues in Terrorism 5
- CJ 514: Seminar—Contemporary International Justice Issues 5

**Leadership/Executive Management**

- CJ 511: Employment and Policy Law 5
- CJ 515: Theoretical Applications of Justice Management 5
- CJ 516: Fiscal Issues in Criminal Justice 5
- CJ 517: Human Resource Development 5

**Policing**

- CJ 511: Employment and Policy Law 5
- CJ 516: Fiscal Issues in Criminal Justice 5
- CJ 518: Critical Issues in Policing 5
- CJ 519: Ethics and Diversity in Policing 5

**ELECTIVES**

- CJ 521: Critical Issues in Corrections 5
- CJ 522: Comparative Correctional Systems 5
- CJ 590: Independent Study in Criminal Justice 1-5
The Bachelor of Science in Criminal Justice degree program offers a level of academic study that provides the student with a solid foundation in criminal justice and a broad liberal arts knowledge base. The baccalaureate program is designed to combine the professional skills of various specialized areas of criminal justice with research and analytical skills. The bachelor program also offers the opportunity to personalize a degree with emphasis areas in law enforcement, corrections, private security, forensic psychology, and fraud examination and investigation. Students enroll in this program to seek employment opportunities in various criminal justice environments, such as law enforcement, jails, or prisons, and in probation, parole, or juvenile justice facilities. A criminal justice background may provide career opportunities in corporate security, public safety, or loss prevention and private protective services or investigations. The Bachelor of Science in Criminal Justice is ideal for students who seek an academically challenging and solid program. Upon successful completion of the program, graduates will be awarded a bachelor of science degree.

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

**PROGRAM OUTCOMES**

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

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

**CURRICULUM**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
<td></td>
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<tr>
<td>CI 105: History of Criminal Justice</td>
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<td>for Criminal Justice Majors†</td>
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<tr>
<td>CI 343: Comparative Justice Systems OR</td>
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<td>CI 350: Organized Crime</td>
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<td>CI 333: Family and Domestic Violence</td>
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<td>CI 433: Probation and Parole</td>
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<td>CI 350: Organized Crime</td>
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<td>CI 443: Security Management and Administration</td>
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(continued from previous page)

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

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

*Onsite and developmental students will take CM 102: College Composition I.
†Onsite students will take CS 110: Human Dynamics.
Kaplan University offers the Advanced Start Bachelor of Science in Criminal Justice degree option for students who have earned an A.A.S., A.S., A.A, B.A., or B.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. The flexibility inherent in the two-step process is unparalleled: upon completion of an associate’s degree, students have the option of joining the workforce while continuing toward a bachelor’s degree. The combination of career courses and general education in the first 2 years of study allows students to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

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

Kaplan University offers several options for personalizing your degree through focusing your electives and the subject of your capstone course on a particular emphasis area. The following emphasis areas are available in this degree: law enforcement, corrections, private security, forensic psychology, and fraud examination and investigation.

### CURRICULUM

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<td>CJ 102: Criminology</td>
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<td>CJ 230: Criminal Law for Criminal Justice</td>
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<td>CM 220: College Composition II</td>
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<td>Mathematics Course: 200-level or above</td>
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<td>CS 410: Advanced Career Development Strategies</td>
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<td>Elective: Humanities 300/400-level</td>
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<td>Electives: 300-level or above</td>
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<td>CJ 300: Research Methods in Criminal Justice</td>
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<td>CJ 340: Applied Criminal Justice Ethics</td>
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<td>CJ 345: Supervisory Practices in Criminal Justice OR</td>
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<td>CJ 444: Managing Criminal Justice Organizations</td>
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<td>CJ 343: Comparative Justice Systems OR</td>
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<td>CJ 350: Organized Crime</td>
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<td>CJ 499: Bachelor’s Capstone in Criminal Justice</td>
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<td>Electives: 300/400-level Criminal Justice Electives or Emphasis Area</td>
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<td>Total Program Requirements</td>
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</tbody>
</table>

*Students pursuing a Criminal Justice emphasis area in forensic psychology, law enforcement, corrections, or private security must complete 15 100/200-level Criminal Justice credits as prerequisites. Please see the Bachelor of Science in Criminal Justice degree plan for emphasis area requirements.
ASSOCIATE OF APPLIED SCIENCE IN CRIMINAL JUSTICE

The Associate of Applied Science in Criminal Justice degree program offers a level of academic study that provides the student with a foundation in criminal justice and a liberal arts knowledge base. The criminal justice courses offer the technical skills of various specialized employment areas such as law enforcement, corrections, and private security. Students enroll in this program to seek employment opportunities in various criminal justice environments such as: police, sheriff’s departments, or other law enforcement offices; jails or prisons, as detention or correctional officers; and other levels of security. A criminal justice background may provide career opportunities in corporate security, public safety, or private detection or investigation. The Associate of Applied Science in Criminal Justice degree program is ideal for students who seek an academically solid program. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

The Associate of Applied Science in Criminal Justice degree program consists of a minimum of 90 quarter credit hours.

CURRICULUM

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<tr>
<td>CM 103: College Composition I for Criminal Justice Majors*</td>
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<td>CM 220: College Composition II</td>
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<td>CS 111: Academic Strategies for the Criminal Justice Professional†</td>
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<td>CS 210: Career Development Strategies</td>
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<td>IT 133: Software Applications</td>
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<td>MM 201: College Algebra (or higher)</td>
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<tr>
<td>Elective: Communications</td>
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</tr>
<tr>
<td>Elective: Diversity and Culture</td>
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</tr>
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<td>Elective: Ethics</td>
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<td>Elective: Social Science</td>
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<td><strong>OPEN ELECTIVE REQUIREMENTS</strong></td>
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<td>Elective: 100-level or above</td>
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<tr>
<td><strong>MAJOR REQUIREMENTS</strong></td>
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<tr>
<td>CJ 101: Introduction to the Criminal Justice System</td>
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<tr>
<td>CJ 102: Criminology</td>
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<td>CJ 230: Criminal Law for Criminal Justice</td>
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EMPHASIS AREAS

**Option I: Law Enforcement**
- CJ 210: Criminal Investigation | 5
- CJ 211: Police Operations | 5
- CJ 223: Criminal Evidence | 5

**Option II: Corrections**
- CJ 130: Introduction to Corrections | 5
- CJ 150: Juvenile Delinquency | 5
- CJ 242: Critical Issues in Corrections | 5

**Option III: Private Security**
- CJ 180: Private Security | 5
- CJ 223: Criminal Evidence | 5
- CJ 264: White-Collar Crime | 5

*Onsite and developmental students will take CM 102: College Composition I.
†Onsite students will take CS 110: Human Dynamics.

PROGRAM OUTCOMES

Core Outcomes
1. Composition: Demonstrate college-level writing, research, documentation, and critical-thinking skills.
2. Communication: Communicate effectively, reflect critically, and problem solve logically, and apply these skills to achieve personal and professional goals.
3. History: Reflect critically on the impact of historical and contemporary events on society.
4. Mathematics: Use quantitative information to systematically arrive at reasoned decisions and solve everyday problems.
5. Professional Development: Evaluate and apply skills that enhance academic, professional, and personal success.
6. Social Science: Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.

Discipline-Specific Outcomes
2. Law: Demonstrate the ability to apply principles of criminal law to criminal justice practice and understand the civil liabilities of criminal justice agencies and practitioners.
3. Program-Specific Competencies: Demonstrate the ability to apply program-specific competencies to entry-level criminal justice practice.
CRIMINAL JUSTICE CERTIFICATE PROGRAMS

CRIME SCENE TECHNICIAN CERTIFICATE

The Crime Scene Technician Certificate is designed for students and professionals in the field who want to increase their knowledge of the complexities of locating, collecting, and analyzing crime scene evidence that will be used in a court of law. The student will be able to identify the boundaries of a crime scene and understand the principles of searching the crime scene for specific types of evidence, such as fingerprints, forensic identifiable material, and other items of evidentiary value. Seven courses comprise the Crime Scene Technician Certificate. Credits earned in fulfillment of this certificate are transferable to Kaplan University degree programs.

PROGRAM OUTCOMES
1. Demonstrate the procedures employed in the documentation, collection, and preservation of physical evidence.
2. Demonstrate the ability to ethically apply appropriate investigative methods.
3. Demonstrate the ability to synthesize investigative theory and methodology with scientific theory and methodology in the resolution of criminal cases.
4. Demonstrate the ability to manage a crime scene.
5. Demonstrate an understanding of various analytical procedures used by forensic scientists in the application of science to law.

CURRICULUM

<table>
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<tr>
<th>Courses</th>
<th>Credits</th>
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<td>CJ 210: Criminal Investigation</td>
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<td>CJ 223: Criminal Evidence</td>
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<td>CJ 320: CSI: Photography and Fingerprinting</td>
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<td>CJ 370: Courtroom Presentation of Scientific Evidence</td>
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<td>CJ 380: Criminalistics</td>
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<td>CJ 390: Fieldwork in Criminal Justice OR</td>
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<td>CJ 394: Independent Study in Crime Scene Investigation</td>
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TERRORISM AND NATIONAL SECURITY MANAGEMENT CERTIFICATE

The Terrorism and National Security Management Certificate offers seven courses designed for students and professionals in law enforcement who want to increase their knowledge regarding worldwide terrorism. Specific subject areas include terrorist violence aimed at achieving radical change in society, governmental reaction to specific demands, and the threat of the weakening of established governments. The program identifies various terrorist groups who are willing to endanger life and property by the use of explosives, weapons, and other violent means. Credits earned in fulfillment of this certificate are transferable to Kaplan University degree programs.

PROGRAM OUTCOMES
1. Demonstrate an understanding of the global nature of terrorism, the historical and social contexts that lead to violence in various regions of the world, and the historical evolution of terrorism in the pursuit of social change.
2. Demonstrate the ability to form ethical policy and procedural responses to the terrorist threat.
3. Demonstrate an understanding of terrorism as a transnational criminal enterprise.
4. Demonstrate the procedures employed in the documentation, collection, and preservation of physical evidence.
5. Demonstrate the ability to ethically apply appropriate investigative methods.
6. Demonstrate the ability to synthesize investigative theory and methodology with scientific theory and methodology in the resolution of criminal cases.

CURRICULUM

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<th>Courses</th>
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<td>CJ 102: Criminology</td>
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<td>CJ 264: White-Collar Crime</td>
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<td>CJ 290: Terrorism Today</td>
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<td>CJ 293: Investigating Terrorism</td>
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<td>CJ 295: World Conflict</td>
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<td>CJ 350: Organized Crime</td>
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MISSION STATEMENT

The Kaplan University education programs are dedicated to providing rigorous instruction in an intellectually stimulating environment for the preparation of competent, caring, and responsive professional educators. Provided with a solid foundation of educational knowledge, graduates of the education programs are well versed in knowledge of diverse learners, academic content and pedagogy, assessment, and professional responsibilities and relationships.
The Master of Arts in Teaching and Learning program is intended for practicing K–12 teachers with a valid U.S. teaching license, per the requirements of the issuing state, but a license is not a prerequisite for admission. The Master of Arts in Teaching and Learning offers a professional development opportunity for teachers and other educators seeking to enhance their classroom performance. Degree candidates will read, analyze, and critique both historical and current educational research studies to prepare them to assume the role of instructional leaders dedicated to improving student performance.

The degree program is designed to help candidates become proficient in five program competencies (outcomes), which are based upon national and professional standards for practicing teachers. Each course requires candidates to acquire knowledge and experience in one or more of the program competencies. Additionally, the program is built upon the Reflective Decision-Maker Model to strengthen thoughtful self-analysis of teaching practice.

To demonstrate their knowledge of the program’s four knowledge goals (diverse learners, academic content and pedagogy, assessment, and professional responsibilities and relationships), candidates will provide evidence of meeting five program outcomes, and will choose to focus their studies in one of five emphasis areas: Teaching Literacy and Language, Teaching Mathematics: Grades K–5, and Teaching Mathematics: Grades 6–8. Upon successful completion of the program courses and the Electronic Presentation Portfolio, graduates will be awarded a Master of Arts degree.

Students cannot transfer coursework in for ED 500, ED 552, and ED 572. Courses are taken in sequence, and students are not allowed to take more than three courses per term. Students choose an emphasis area degree plan during enrollment or with an Academic Advisor.

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

### PROGRAM OUTCOMES

1. Graduates are committed to students and their learning.
2. Graduates know the subjects they teach and how to teach those subjects to students.
3. Graduates are responsible for managing and monitoring student learning.
4. Graduates think systematically about their practice and learn from experience.
5. Graduates are members of learning communities.

### CURRICULUM

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<td>ED 502: Transforming Teaching Practice</td>
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<td>ED 512: Classroom Research Practice</td>
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<td>ED 522: Classroom Management</td>
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<td>ED 532: Curriculum Design</td>
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<td>ED 552: Educational Leadership</td>
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<td>ED 562: Student Assessment</td>
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<td>ED 572: Action Research (Capstone Course)</td>
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### EMPHASIS AREAS

Choose 12 credits from one of the following emphasis areas:

**Option I: Teaching Literacy and Language**

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<td>ED 514: Literacy Education in the Intermediate Grades</td>
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<td>ED 524: Literacy Education in Adolescence</td>
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<tr>
<td>ED 534: Teaching ESL in the Content Areas</td>
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<tr>
<td>ED 544: Language and Culture of Bilingual Students</td>
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<td>LT 502: Teaching Reading Across the Curriculum (Grades K–5)</td>
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<td>LT 503: Teaching Writing Across the Curriculum (Grades K–5)</td>
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<tr>
<td>LT 511: Teaching Writing Across the Curriculum (Grades 6–12)</td>
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<tr>
<td>LT 512: Reading in the Content Areas (Grades 6–12)</td>
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<tr>
<td>LT 513: Methods of Teaching English Language Arts (Grades 6–12)</td>
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**Option II: Teaching With Technology**

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<td>ED 554: Using Technology in Instructional Settings</td>
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<td>ED 564: Web Design in the Classroom Setting</td>
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<td>ED 574: Technology in Special Education</td>
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<td>ED 573: Using Technology: Fundamentals of Integration</td>
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<td>ED 583: Using Technology: Practical Applications</td>
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<td>ED 593: Using Technology: Applications in the Content Areas</td>
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**Option III: Teaching Students With Special Needs**

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<td>ED 584: Teaching Exceptional Students in Inclusive Settings</td>
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<td>ED 594: Teaching Students With Learning Disabilities</td>
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**Option IV: Teaching Mathematics: Grades K-5**

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<td>MH 501: Developing Mathematical Proficiency: Numbers and Operations (Grades K–5)</td>
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<tr>
<td>MH 502: Developing Mathematical Proficiency: Geometry and Measurement (Grades K–5)</td>
<td>4</td>
</tr>
<tr>
<td>MH 503: Developing Mathematical Proficiency: Algebra (Grades K–5)</td>
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<tr>
<td>MH 504: Developing Mathematical Proficiency: Data Analysis and Probability (Grades K–5)</td>
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**Option V: Teaching Mathematics: Grades 6-8**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MH 511: Developing Mathematical Proficiency: Numbers and Operations (Grades 6–8)</td>
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</tr>
<tr>
<td>MH 512: Developing Mathematical Proficiency: Geometry and Measurement (Grades 6–8)</td>
<td>4</td>
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<tr>
<td>MH 513: Developing Mathematical Proficiency: Algebra (Grades 6–8)</td>
<td>4</td>
</tr>
<tr>
<td>MH 514: Developing Mathematical Proficiency: Data Analysis and Probability (Grades 6–8)</td>
<td>4</td>
</tr>
</tbody>
</table>
The Master of Education program is expected to be piloted in specific regions in 2006. The curriculum prepares degree candidates to become qualified, certified secondary teachers.

The Master of Education degree program is designed to help candidates become proficient in nine program competencies, which are based upon national and state professional standards for beginning teachers. Each course requires candidates to gain knowledge and experience in relation to one or more of the program competencies. Every course is designed to support the Reflective Decision-Maker Model to ensure that candidates develop the habit of thoughtful analysis of their own teaching practice to promote the learning and achievement of their secondary students.

Upon successful completion of the program courses, successful student teaching, and completion of the Electronic Presentation Portfolio, graduates will be awarded a Master of Education degree.

The Master of Education degree program consists of a minimum of 56 quarter credit hours.

### PROGRAM OUTCOMES

1. Graduates will explain how students learn and develop and support student academic growth through developmentally appropriate learning experiences.

2. Graduates will plan and provide equitable learning opportunities for all students and create instructional opportunities to meet the needs of diverse students.

3. Graduates will plan instruction based upon knowledge of subject matter, students, curriculum goals, research-based strategies, and the school/community context.

4. Graduates will select and implement appropriate formal and informal assessment strategies to evaluate and ensure students’ continuous academic, social, and physical development, including the facilitation of transition for students with exceptional learning needs.

5. Graduates will integrate understandings of individual and group motivation and behavior to establish and manage a positive learning environment that supports inquiry and active engagement in learning.

6. Graduates will select and implement effective communicational techniques and instructional technology to enrich student learning and academic performance.

7. Graduates will pursue and integrate new personal professional knowledge, contribute to the knowledge base of the profession, and display ethical and professional behavior.

8. Graduates will develop a habit of reflection through which they continually evaluate the effects of their choices and actions on students, parents/caregivers, and other professionals in the learning community.

9. Graduates will foster positive relationships with colleagues, school administrators, other professionals, parents/caregivers, and community agencies to support student learning.

Before entering the third term of study for the Master of Education program, all degree candidates must provide proof of Praxis I examination scores. Minimum acceptable Praxis I scores are established by the Dean and are available upon request.
MISSION STATEMENT

The mission of Kaplan University’s information technology and systems programs is to set the standard for how technology is taught in an online university setting by providing a professional education with an applied orientation using state-of-the-art tools and processes. We fulfill this mission by applying current theories, leading-edge methodologies, and modern techniques in all certificate and degree programs, which serves the needs of our students, local communities, and global workplaces.
The objective of the Bachelor of Science in Information Technology degree program is to prepare students for career advancement in information technology with the knowledge, communication skills, critical thinking, creative skills, and technical competencies required in the modern workplace. At the completion of this degree students will be able to apply system and technical solutions and analysis to hardware and software problems.

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

### Program Outcomes

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

**Discipline-Specific Outcomes**
2. Technologies: Describe and differentiate between various information technologies.
3. Application: Apply communication skills, IT knowledge, and existing research to effectively address real-world problems in various contexts.
4. Client Satisfaction: Analyze and select technical approaches to satisfy and support client needs.
5. System Specifications: Use analytical tools to plan, create, design, and communicate IT system specifications.
6. Solutions: Assess information to diagnose, evaluate, compose, and make recommendations for IT solutions.

### Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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<tr>
<td>CM 106: College Composition I for Technology and Design Majors*</td>
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<td>CM 220: College Composition II</td>
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<tr>
<td>CS 114: Academic Strategies for the Technology and Design Professional†</td>
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<tr>
<td>IT 101: Introduction to Information Technology</td>
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<tr>
<td>MM 201: College Algebra (or higher)</td>
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</tr>
<tr>
<td>MM 207: Statistics</td>
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</tr>
<tr>
<td>MM 309: Discrete Mathematics</td>
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<tr>
<td>Elective: Economics</td>
<td>5</td>
</tr>
<tr>
<td>Elective: Diversity and Culture</td>
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</tr>
<tr>
<td>Elective: Ethics 100/200-level</td>
<td>5</td>
</tr>
<tr>
<td>Elective: Communications 300/400-level</td>
<td>6</td>
</tr>
<tr>
<td>Elective: History/Humanities 300/400-level</td>
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<tr>
<td>CS 410: Advanced Career Development Strategies</td>
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</table>

**OPEN ELECTIVE REQUIREMENTS**

| Elective: 100/200-level | 5 |
| Electives: 300/400-level | 12 |

**MAJOR REQUIREMENTS**

| IT 102: Introduction to Information Technology II | 5 |
| IT 117: Introduction to Web Design | 5 |
| IT 163: Database Management | 5 |
| IT 182: Introduction to Programming | 5 |
| IT 190: Computer Hardware and Operating Systems | 5 |
| IT 273: LAN Concepts | 5 |
| IT 331: Technology Infrastructure | 6 |
| IT 430: Project Management | 6 |
| IT 460: Systems Analysis and Design | 6 |
| IT 499: Bachelor’s Capstone in Information Technology | 4 |

| Electives: Information Technology 300-level | 12 |
| Electives: Emphasis Area Courses 200-level | 10 |
| Electives: Emphasis Area Courses 300/400-level | 24 |

**Total Program Requirements** 180

(continued on next page)
### EMPHASIS AREAS

**Option I: Programming**
- IT 254: Programming II 5
- IT 293: Advanced Visual Basic 5
- IT 350: Structured Query Language 6
- IT 461: Advanced Visual Basic II 6
- IT 464: Object-Oriented Programming 6
- IT 466: Advanced Object-Oriented Programming 6

**Option II: Network Administration**
- IT 278: Network Administration 5
- IT 283: Networking Cases 5
- IT 380: Network Operating Systems 6
- IT 386: Wide Area Networking 6
- IT 482: Network Design 6
- IT 484: Networking Security 6

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

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

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

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*Onsite and developmental students will take CM 102: College Composition I.
†Onsite students will take CS 110: Human Dynamics.*
Kaplan University offers the Advanced Start Bachelor of Science in Information Technology degree option for students who have earned an A.A.S., A.S., A.A., B.A., or B.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. The flexibility inherent in the two-step process is unparalleled: upon completion of an associate’s degree, students have the option of joining the workforce while continuing toward a bachelor’s degree. The combination of career courses and general education in the first 2 years of study allows students to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

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

Kaplan University offers several options for personalizing your degree through focusing your electives and the subject of your capstone course on a particular emphasis area. The following emphasis areas are available in this degree: programming, network administration, Web development, database, and multimedia and animation.

### CURRICULUM

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<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<td>IT 101: Introduction to Information Technology</td>
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<td>IT 117: Introduction to Web Design</td>
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<td>IT 163: Database Management</td>
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<tr>
<td>IT 182: Introduction to Programming</td>
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<tr>
<td>IT 273: LAN Concepts</td>
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<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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<tr>
<td>CS 410: Advanced Career Development Strategies</td>
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<tr>
<td>MM 309: Discrete Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Elective: Communications 300/400-level</td>
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</tr>
<tr>
<td>Elective: History/Humanities 300/400-level</td>
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</tr>
<tr>
<td><strong>OPEN ELECTIVE REQUIREMENTS</strong></td>
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<tr>
<td>Electives: 300/400-level</td>
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<tr>
<td><strong>MAJOR REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>IT 331: Technology Infrastructure</td>
<td>6</td>
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<tr>
<td>IT 430: Project Management</td>
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<tr>
<td>IT 460: Systems Analysis and Design</td>
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<tr>
<td>IT 499: Bachelor’s Capstone in Information Technology</td>
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<tr>
<td>Electives: Information Technology 300-level</td>
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<td>Electives: Emphasis Area Courses 300/400-level</td>
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<tr>
<td><strong>Total Program Requirements</strong></td>
<td>180</td>
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</tbody>
</table>

Some emphasis areas have different prerequisite requirements:

**PROGRAMMING EMPHASIS PREREQUISITES**
- CM 220: College Composition II
- MM 201: College Algebra
- IT 101: Introduction to Information Technology
- IT 117: Introduction to Web Design
- IT 163: Database Management
- IT 182: Introduction to Programming
- IT 273: LAN Concepts
- IT 293: Advanced Visual Basic

**NETWORK ADMINISTRATION EMPHASIS PREREQUISITES**
- CM 220: College Composition II
- MM 201: College Algebra
- IT 101: Introduction to Information Technology
- IT 117: Introduction to Web Design
- IT 163: Database Management
- IT 182: Introduction to Programming
- IT 278: Network Administration
- IT 273: LAN Concepts
- IT 283: Networking Cases

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WEB DEVELOPMENT EMPHASIS PREREQUISITES
CM 220: College Composition II
MM 201: College Algebra
IT 101: Introduction to Information Technology
IT 117: Introduction to Web Design
IT 163: Database Management
IT 182: Introduction to Programming
IT 245: Website Development
IT 247: Website Tools
IT 273: LAN Concepts

MULTIMEDIA AND ANIMATION EMPHASIS PREREQUISITES
CM 220: College Composition II
MM 201: College Algebra
IT 101: Introduction to Information Technology
IT 117: Introduction to Web Design
IT 163: Database Management
IT 182: Introduction to Programming
IT 245: Website Development
IT 247: Website Tools
IT 273: LAN Concepts
The Associate of Applied Science in Computer Information Systems degree program prepares students with the general education, applied knowledge, technical skills, and communication skills required for a wide range of entry-level positions in the information technology field, including network administration, software programming, and Web development. Students gain the foundational skills necessary to install and maintain computer networks, troubleshoot hardware and software problems, manage databases, and develop Web pages. The emphasis area allows the student to choose to concentrate in programming, network administration, Web development, wireless networking, or Java. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

The Associate of Applied Science in Computer Information Systems degree requires a minimum of 90 quarter credit hours.

Program Outcomes

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

Discipline-Specific Outcomes
1. Identify information technology terminology, concepts, practices, and trends.
2. Describe and differentiate between various information technologies.
3. Apply communication skills, technical knowledge, and existing research to effectively address real-world problems in various contexts.
4. Analyze and select technical approaches to satisfy and support client needs.
5. Use analytical tools to plan, create, design, and communicate information technology system specifications.
6. Assess information to diagnose, evaluate, compose, and make recommendations for information technology solutions.

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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</tr>
<tr>
<td>CM 106: College Composition I for Technology and Design Majors*</td>
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<td>CM 220: College Composition II</td>
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<tr>
<td>CS 114: Academic Strategies for the Technology and Design Professional†</td>
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<td>CS 210: Career Development Strategies</td>
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<td>IT 101: Introduction to Information Technology</td>
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<td>MM 201: College Algebra (or higher)</td>
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<td>Elective: Economics</td>
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<td>Elective: Humanities 100/200-level</td>
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<td><strong>MAJOR REQUIREMENTS</strong></td>
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<tr>
<td>IT 102: Introduction to Information Technology II</td>
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<td>IT 117: Introduction to Web Design</td>
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<td>IT 163: Database Management</td>
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<td>IT 182: Introduction to Programming</td>
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<tr>
<td>IT 190: Computer Hardware and Operating Systems</td>
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<td>IT 273: LAN Concepts</td>
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<td>IT 299: Associate's Capstone in Computer Information Systems</td>
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<td><strong>Total Program Requirements</strong></td>
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</tbody>
</table>

*Onsite and developmental students will take CM 102: College Composition I.
†Onsite students will take CS 110: Human Dynamics.
INFORMATION TECHNOLOGY CERTIFICATE PROGRAMS

INFORMATION TECHNOLOGY PATHWAY CERTIFICATE

The Information Technology Pathway Certificate prepares students for entry-level employment and career advancement in the IT field. The certificate provides foundational knowledge of key information technology areas, including computer hardware, the Internet, databases, computer programming, and networking. Credits earned in fulfillment of this certificate are transferable to Kaplan University degree programs.

INTERNET AND WEBSITE DEVELOPMENT CERTIFICATE

The Internet and Website Development Certificate prepares students for entry-level employment and career advancement in website development. The coursework introduces students to the computer field and progresses to basic Web page creation in HTML. Students learn website development using multimedia, graphics, image, and animation tools to encourage user productivity and interaction. Students also study e-commerce solutions and networking fundamentals. Graduates are prepared for the CompTIA i-Net+ certification exam and parts of the World Organization of Webmasters’ Certified Professional Webmaster certification. Although the program is designed to prepare students to take various certification or licensing exams, the University cannot guarantee the student will pass those exams. Credits earned in fulfillment of this certificate are transferable to Kaplan University degree programs.

INTRODUCTION TO COMPUTER PROGRAMMING LANGUAGE CERTIFICATE

The Introduction to Computer Programming Language Certificate prepares students for entry-level employment and career advancement in computer programming. The coursework introduces three programming languages: Visual Basic (for Windows® programs), HTML (the Internet presentation language), and C++ (an object-oriented programming language). The certificate provides the foundational knowledge to pursue further study in advanced programming. Credits earned in fulfillment of this certificate are transferable to Kaplan University degree programs.

CURRICULUM

<table>
<thead>
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<td>IT 101: Introduction to Information Technology</td>
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<td>IT 117: Introduction to Web Design</td>
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<td>IT 182: Introduction to Programming</td>
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<td>IT 190: Computer Hardware and Operating Systems</td>
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<td>IT 273: LAN Concepts</td>
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<td>IT 331: Technology Infrastructure</td>
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Total Program Requirements: 36

CURRICULUM

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<td>IT 117: Introduction to Web Design</td>
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<td>IT 163: Database Management</td>
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<tr>
<td>IT 182: Introduction to Programming</td>
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<tr>
<td>IT 245: Website Development</td>
<td>5</td>
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<tr>
<td>IT 247: Website Tools</td>
<td>5</td>
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<td>IT 255: E-Commerce Development</td>
<td>5</td>
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<td>IT 278: Network Administration</td>
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Total Program Requirements: 45

CURRICULUM

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<td>IT 163: Database Management</td>
<td>5</td>
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<td>IT 182: Introduction to Programming</td>
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<td>IT 254: Programming II</td>
<td>5</td>
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<td>IT 273: LAN Concepts</td>
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<td>IT 293: Advanced Visual Basic</td>
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<td>Elective: IT Elective</td>
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</table>

Total Program Requirements: 40
INFORMATION TECHNOLOGY DIPLOMA PROGRAM

COMPUTER SYSTEMS TECHNICIAN DIPLOMA

The objective of the Computer Systems Technician Diploma program is to prepare students with the knowledge, technical skills, and work habits required for an entry-level position as a computer technician or service technician. Graduates may find other career opportunities in information systems installation, maintenance, and repair. Students will also be prepared to take the A+ Certification Examination. Although the program is designed to prepare students to take various certification or licensing exams, the University cannot guarantee the student will pass those exams. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams. Upon successful completion of the program, graduates will be awarded a diploma.

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

The Computer Systems Technician Diploma program consists of a minimum of 47 quarter credit hours. The program is only available onsite.

CURRICULUM

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<td>CM 102: College Composition I</td>
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<td>CS 110: Human Dynamics</td>
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<td>MM 201: College Algebra (or higher)</td>
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<td>SS 224: Microeconomics</td>
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<td>IT 101: Introduction to Information Technology</td>
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<td>IT 190: Computer Hardware and Operating Systems</td>
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<td>IT 273: LAN Concepts</td>
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<tr>
<td>Total Program Requirements</td>
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NURSING MISSION STATEMENT
The Kaplan University nursing program prepares registered nurses from diverse settings to excel in leadership positions in an ever-changing global health care climate, and provides the foundation for the pursuit of graduate study in nursing.

ALLIED HEALTH MISSION STATEMENT
The mission of the Department of Allied Health is to educate students who will become ethical decision makers capable of entering the allied medical and health care field. We accomplish this through a core curriculum of courses that foster effective communication skills, analytical problem-solving abilities, and an appreciation of the diversity of human beings. We combine these skills with specific industry skills that enable our graduates to function effectively in a dynamic field of service.
The Bachelor of Science in Nursing degree is considered a standard requirement for registered nurses seeking broader professional responsibilities and career opportunities. Kaplan University’s degree program centers around health promotion, risk reduction, disease prevention, information and health care technologies, ethics, human diversity, management theory, and health care systems and policies. A defining feature of the curriculum is its increased focus on leadership. The program features a capstone course, a requisite clinical course, and a professional development plan that includes career planning.

The Bachelor of Science in Nursing program enables registered nurses to complete the education needed to enhance clinical skills, better meet the increasingly complex demands of patient care, and qualify for employment in numerous nursing and management specialties. Additionally, the program is an excellent foundation from which to pursue graduate nursing studies. Associate’s degrees and credits considered to be remedial, occupational, or specialized may not be accepted for transfer. In addition to possessing an associate's degree or diploma in nursing, students applying for admission must also complete all prerequisites for the bachelor's degree courses. Thus, students may need to complete more than the minimum of 48 quarter credit hours.

The program is not one hundred percent online. A mentored lab will need to be completed during NU 304: Health/Wellness Assessment. Students must also participate in a preceptored clinical, which is the capstone course (NU 499). The lab and clinical are required and will need to be completed in the state of licensure. Upon successful completion of the program, graduates will receive a bachelor of science degree.

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

**PROGRAM OUTCOMES**

1. General Education: Integrate theoretical and empirical knowledge from the humanities, behavioral and biophysical sciences, and nursing as a basis for formulating nursing practice decisions.
2. Professional Roles: Synthesize core knowledge, core competencies, and professional values in the delivery of nursing care to individuals and groups within the three professional nursing roles (provider of care, manager of care, and member of the profession).
3. Leadership: Incorporate nursing leadership skills within the three nursing roles.
4. Research: Evaluate research for application and utilization in nursing practice.
6. Values: Incorporate ethical, political, legal, and economic values into professional practice.
8. Participation in the Profession: Participate in the improvement of the nursing profession, the health care delivery system, and the formulation of health policy.

**CURRICULUM**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSOCIATE’S DEGREE REQUIREMENTS</td>
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</tr>
<tr>
<td>CM 102/ Composition/Communication</td>
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</tr>
<tr>
<td>CM ELE</td>
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<tr>
<td>MA 104: Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>MA 107: Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>MA 126: Pharmacology</td>
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</tr>
<tr>
<td>SC 115: Principles of Nutrition</td>
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</tr>
<tr>
<td>Elective: Science (Microbiology)</td>
<td>5</td>
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<tr>
<td>Elective: Social Science (Human Growth and Development)</td>
<td>5</td>
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<tr>
<td>Elective: History/Humanities (100/200)</td>
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<tr>
<td>Elective: Mathematics (100/200)</td>
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<td>Electives: Prior Nursing Credit</td>
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<tr>
<td>Electives: 300/400-level electives must be completed from two of the following areas: Communications, History, Humanities, Mathematics, Science, or Social Science</td>
<td>12</td>
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<tr>
<td>CORE REQUIREMENTS</td>
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<tr>
<td>IT 133: Software Applications</td>
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<tr>
<td>MM 207: Statistics</td>
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</tr>
<tr>
<td>HU 280: Bioethics</td>
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</tr>
<tr>
<td>CM 220: College Composition II</td>
<td>5</td>
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<tr>
<td>SS 124: Psychology OR SS 144: Sociology</td>
<td>5</td>
</tr>
<tr>
<td>Elective: Diversity and Culture (100/200)</td>
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<tr>
<td>Electives: 300/400-level electives must be completed from two of the following areas: Communications, History, Humanities, Mathematics, Science, or Social Science</td>
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<td>MAJOR REQUIREMENTS</td>
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<tr>
<td>NU 300: Professional Leadership Transitions</td>
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<tr>
<td>NU 304: Health/Wellness Assessment (Lab Course)</td>
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<tr>
<td>NU 310: Nursing Research</td>
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</tr>
<tr>
<td>NU 350: Issues and Informatics</td>
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<tr>
<td>NU 410: Emerging Concepts in Aging and Alternative Therapies</td>
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<tr>
<td>NU 420: Leadership and Management in the Current Health Care Environment</td>
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<tr>
<td>NU 450: Leadership Concepts in Population-Focused Nursing</td>
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<td>NU 499: Bachelor's Clinical (Capstone in Nursing)</td>
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<td>Total Program Requirements</td>
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</table>
The objective of the Associate of Applied Science in Medical Assistant degree program is to prepare students with the knowledge, technical skills, and work habits required for an entry-level position in the medical field. This program concentrates on helping students acquire knowledge and develop skills in performing laboratory, clinical, and medical office procedures. The associate degree program provides the student with a broader education that helps the student develop advanced technical and communication skills. A minimum 160-hour, supervised, nonpaid externship in a physician’s office or clinic will complete the student’s course of study. The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Committee on Accreditation for Medical Assistant Education of the American Association of Medical Assistants. Students must complete all coursework and maintain grades of 73 percent (C) or better in every course to graduate. Although the program is designed to prepare students to take various certification exams, the University cannot guarantee the student will pass those exams. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams. Upon successful completion of the program, graduates will be awarded an associate of applied science degree. Graduates are eligible to take the examination to become a Certified Medical Assistant (CMA). Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

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

The Associate of Applied Science in Medical Assistant degree program consists of a minimum of 92 quarter credit hours. This program is only available onsite.

ASSOCIATE OF APPLIED SCIENCE IN MEDICAL ASSISTANT

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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<tr>
<td>CM 102: College Composition I</td>
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<tr>
<td>CM 220: College Composition II</td>
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</tr>
<tr>
<td>CS 110: Human Dynamics</td>
<td>5</td>
</tr>
<tr>
<td>CS 210: Career Development Strategies</td>
<td>2</td>
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<tr>
<td>IT 133: Software Applications</td>
<td>5</td>
</tr>
<tr>
<td>MM 201: College Algebra (or higher)</td>
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<tr>
<td>SS 124: Psychology</td>
<td>5</td>
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<tr>
<td>MA 104: Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>MA 208: Medical Law and Bioethics</td>
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<tr>
<td>Elective: Communications</td>
<td>5</td>
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<tr>
<td><strong>MAJOR REQUIREMENTS</strong></td>
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<tr>
<td>MA 107: Anatomy and Physiology II</td>
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<tr>
<td>MA 126: Pharmacology</td>
<td>5</td>
</tr>
<tr>
<td>MA 142: Medical Office Management</td>
<td>5</td>
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<tr>
<td>MA 146: Medical Terminology</td>
<td>5</td>
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<tr>
<td>MA 156: Diseases of the Human Body</td>
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<tr>
<td>MA 165: Clinical Competencies I</td>
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</tr>
<tr>
<td>MA 178: Medical Coding and Insurance</td>
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</tr>
<tr>
<td>MA 205: Medical Externship and Evaluation (MA)</td>
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<td>MA 265: Clinical Competencies II</td>
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</tr>
<tr>
<td><strong>Total Program Requirements</strong></td>
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</tbody>
</table>

Program Outcomes

1. Demonstrate the ability to communicate effectively in a diverse society using visual and written methods.
2. Demonstrate the ability to reflect critically on the impact that historical and contemporary culture has on society.
3. Demonstrate the ability to utilize quantitative information to arrive at reasoned decisions in solving everyday problems.
4. Demonstrate the ability to apply scientific principles and methods of inquiry to arrive at reasoned decisions in solving everyday problems.
5. Demonstrate the ability to problem solve logically and ethically within the discipline.
6. Demonstrate the ability to make ethical decisions based on an understanding of the impact of historical, political, social, and economic events and factors.
7. Demonstrate the ability to successfully apply program-specific competencies in entry-level medical office support activities.
ASSOCIATE OF APPLIED SCIENCE
IN MEDICAL TRANSCRIPTION

The objective of the Associate of Applied Science in Medical Transcription degree program is to prepare students with the knowledge, technical skills, and work habits required for an entry-level position as a medical transcriptionist. Students will develop the ability to transcribe medical dictation with accuracy, clarity, and timeliness, applying the principles of professional and ethical conduct. Students will also acquire proficiency in grammar, punctuation, medical terminology, and medical transcription. The degree gives the medical transcriptionist a broad education and may allow the graduate to advance faster in the workplace. The program includes a supervised minimum 90-hour externship that gives students valuable on-the-job work experience that is beneficial on their resume. Students must complete all coursework and maintain grades of 73 percent (C) or better in every course to graduate. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

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

The Associate of Applied Science in Medical Transcriptionist degree program consists of a minimum of 90 quarter credit hours. The program is only available onsite.

PROGRAM OUTCOMES

1. Demonstrate the ability to communicate effectively in a diverse society using visual and written methods.
2. Demonstrate the ability to reflect critically on the impact that historical and contemporary culture has on society.
3. Demonstrate the ability to utilize quantitative information to arrive at reasoned decisions in solving everyday problems.
4. Demonstrate the ability to apply scientific principles and methods of inquiry to arrive at reasoned decisions in solving everyday problems.
5. Demonstrate the ability to problem solve logically and ethically within the discipline.
6. Demonstrate the ability to make ethical decisions based on an understanding of the impact of historical, political, social, and economic events and factors.
7. Demonstrate the ability to successfully apply the program-specific competencies of an entry-level medical transcriptionist.

CURRICULUM

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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<tr>
<td>CM 102: College Composition I</td>
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<tr>
<td>CM 220: College Composition II</td>
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</tr>
<tr>
<td>CS 110: Human Dynamics</td>
<td>5</td>
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<tr>
<td>CS 210: Career Development Strategies</td>
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<tr>
<td>IT 133: Software Applications</td>
<td>5</td>
</tr>
<tr>
<td>MM 201: College Algebra (or higher)</td>
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</tr>
<tr>
<td>SS 124: Psychology</td>
<td>5</td>
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<tr>
<td>MA 104: Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>MA 208: Medical Law and Bioethics</td>
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</tr>
<tr>
<td>Elective: Communications</td>
<td>5</td>
</tr>
<tr>
<td><strong>MAJOR REQUIREMENTS</strong></td>
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<tr>
<td>MA 107: Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>MA 146: Medical Terminology</td>
<td>5</td>
</tr>
<tr>
<td>MA 156: Diseases of the Human Body</td>
<td>5</td>
</tr>
<tr>
<td>MA 178: Medical Coding and Insurance</td>
<td>5</td>
</tr>
<tr>
<td>MR 109: Advanced Keyboarding</td>
<td>5</td>
</tr>
<tr>
<td>MR 182: Medical Records Transcription I</td>
<td>5</td>
</tr>
<tr>
<td>MR 192: Medical Records Transcription II</td>
<td>5</td>
</tr>
<tr>
<td>MR 203: Medical Externship and Evaluation (MT)</td>
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</tr>
<tr>
<td>MR 220: Medical Records Transcription III</td>
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<td><strong>Total Program Requirements</strong></td>
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</table>
Health Care Certificate Program

Health Care Management Certificate

The Health Care Management Certificate prepares students for positions in a wide variety of organizations in the health care industry. Health services managers must be prepared to deal with evolving integrated health care delivery systems, restructuring of work, technological innovations, and an increased focus on preventive care. While working to improve efficiency in health care facilities and the quality of the health care provided, administrators face the challenge of managing within a legal and ethical framework. Students may seek positions in hospitals, nursing homes, health maintenance organizations, physician group practices, diagnostic surgery and rehabilitation clinics, long-term care facilities, the insurance industry, and government agencies. To be admitted to the program, students must possess either an associate’s degree or higher or 2 years of verifiable work experience in the area of health care management. Credits earned in fulfillment of this certificate are transferable to Kaplan University degree programs.

Note: This certificate is offered as part of Kaplan University’s business programs.

Program Outcomes

1. Demonstrate the ability to effectively communicate in a diverse society using visual and written methods.
2. Demonstrate the ability to problem solve logically and ethically when working in business sector settings.
3. Demonstrate the ability to successfully apply the certificate-specific competencies expected of an entry-level health care facility manager.

Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MT 101: Introduction to Management</td>
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</tr>
<tr>
<td><strong>PREREQUISITE REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>MT 302: Organizational Behavior</td>
<td>6</td>
</tr>
<tr>
<td>MT 371: Patients and Providers</td>
<td>6</td>
</tr>
<tr>
<td>MT 471: The Legal and Ethical Environment of Health Care</td>
<td>6</td>
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<tr>
<td>MT 460: Management Policy and Strategy</td>
<td>6</td>
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<tr>
<td>MT 301: Operations Management in Health Care</td>
<td>6</td>
</tr>
<tr>
<td>MT 475: Outcomes Assessment and Quality Management</td>
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<tr>
<td><strong>Total Program Requirements</strong></td>
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</tr>
</tbody>
</table>

Note: This certificate is offered as part of Kaplan University’s business programs.
MEDICAL ASSISTANT DIPLOMA

The objective of the Medical Assistant Diploma program is to prepare students with the knowledge, technical skills, and work habits required for an entry-level position as a medical assistant. This program concentrates on helping students to develop their skills in performing laboratory, clinical, and medical office procedures. A 240-hour, supervised, nonpaid externship in a physician’s office or clinic will complete the student’s course of study. This program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Committee on Accreditation for Medical Assistant Education of the American Association of Medical Assistants. Students must complete all coursework and maintain grades of 73 percent (C) or better in every course to graduate. Graduates are eligible to take the CAAHEP Examination to become a Certified Medical Assistant (CMA). Although the program is designed to prepare students to take various certification exams, the University cannot guarantee the student will pass those exams. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams. Upon successful completion of the program, graduates will be awarded a diploma.

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

The Medical Assistant Diploma program consists of a minimum of 67 quarter credit hours. The program is only available onsite.

PROGRAM OUTCOMES

1. Demonstrate the ability to communicate effectively in a diverse society using visual and written methods.
2. Demonstrate the ability to utilize quantitative information to arrive at reasoned decisions in solving everyday problems.
3. Demonstrate the ability to apply scientific principles and methods of inquiry to arrive at reasoned decisions in solving everyday problems.
4. Demonstrate the ability to problem solve logically and ethically within the discipline.
5. Demonstrate the ability to make ethical decisions based on an understanding of the impact of historical, political, social, and economic events and factors.
6. Demonstrate the ability to successfully apply the program-specific competencies of an entry-level medical transcriptionist.

CURRICULUM

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>GENERAL EDUCATION COURSES</td>
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<tr>
<td>CM 102: College Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CS 110: Human Dynamics</td>
<td>5</td>
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<tr>
<td>IT 133: Software Applications</td>
<td>5</td>
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<tr>
<td>MA 104: Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>MA 208: Medical Law and Ethics</td>
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</tr>
<tr>
<td>CORE COURSES</td>
<td></td>
</tr>
<tr>
<td>CS 210: Career Development Strategies 2</td>
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</tr>
<tr>
<td>MA 107: Anatomy and Physiology II</td>
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<tr>
<td>MA 142: Medical Office Management</td>
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<tr>
<td>MA 146: Medical Terminology</td>
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<tr>
<td>MA 156: Diseases of the Human Body</td>
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<tr>
<td>MA 178: Medical Coding and Insurance</td>
<td>5</td>
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<tr>
<td>MA 165: Clinical Competencies I</td>
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<td>MA 265: Clinical Competencies II</td>
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<td>MA 205: Medical Externship and Evaluation (MA)</td>
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<tr>
<td>Total Program Requirements</td>
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</table>
The objective of the Bachelor of Science in Management degree program is to prepare students for career advancement in management with the knowledge, communication skills, critical thinking, and technical competencies required in the modern workplace. This degree accommodates both the student whose immediate educational goals are satisfied by the completion of a bachelor’s degree and the student who is planning to pursue study in the management field beyond the baccalaureate level.

The health care management emphasis prepares students for positions in the planning and supervising of health care delivery. Upon successful completion of the program, graduates will be awarded a bachelor of science degree with a major in management. Graduates of this program may find career opportunities in the areas of management, marketing, and operations.

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

Note: This degree is offered as part of Kaplan University’s business programs.

**PROGRAM OUTCOMES**

**Core Outcomes**

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

**Discipline-Specific Outcomes**

1. Accounting: Identify accounting problems and develop relevant solutions by applying generally accepted accounting principles and methods.
2. Marketing: Define core marketing principles and apply them to the development of a business strategy.
3. Organizational Behavior/Leadership: Analyze the impact of leadership, employee behavior, organizational culture, and group dynamics in defining and resolving business issues.
4. Information Systems: Analyze the role of information systems in business planning, organizing, and decision making.
5. Finance: Interpret and evaluate financial and cost-accounting data to control business activities.
6. Operations: Apply best practices in making operational decisions using available information and resources.
7. Strategy: Use appropriate analytical tools to formulate and assess strategies for business organizations.

**CURRICULUM**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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<tr>
<td>CM 105: College Composition I for Business Majors*</td>
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<td>CM 220: College Composition II</td>
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<td>CS 113: Academic Strategies for the Business Professional†</td>
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<tr>
<td>CS 410: Advanced Career Development Strategies</td>
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<td>IT 133: Software Applications</td>
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</tr>
<tr>
<td>MM 201: College Algebra (or higher)</td>
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<td>MM 207: Statistics</td>
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<td>MT 310: Ethics and the Legal Environment</td>
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<td>Elective: Social Science</td>
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<td>Elective: Diversity and Culture</td>
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<td>AC 114: Accounting I</td>
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<td>MT 101: Introduction to Management</td>
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<td>MT 203: Human Resource Management</td>
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<td>MT 211: Business Law</td>
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<td>MT 217: Finance</td>
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<td>MT 219: Marketing</td>
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<td>MT 300: Management of Information Systems</td>
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<tr>
<td>MT 302: Organizational Behavior</td>
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<tr>
<td>MT 320: Research and Presentation</td>
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<tr>
<td>MT 340: Conflict Resolution and Team Dynamics</td>
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<td>MT 435: Operations Management</td>
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<td>MT 460: Management Policy and Strategy</td>
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<td>MT 499: Bachelor’s Capstone in Business and Management</td>
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<td>Electives: 300/400-level Management Electives or Emphasis Area Courses</td>
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**EMPHASIS AREA: HEALTH CARE MANAGEMENT**

Select four of the following courses:

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<thead>
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<th>Courses</th>
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<tr>
<td>MT 301: Operations Management in Health Care</td>
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<td>MT 371: Patients and Providers</td>
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<td>MT 471: The Legal and Ethical Environment of Health Care</td>
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<td>MT 475: Outcomes Assessment and Quality Management</td>
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<tr>
<td>IT 430: Project Management</td>
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</tbody>
</table>

*Onsite and developmental students will take CM 102: College Composition I.
†Onsite students will take CS 110: Human Dynamics.
‡Taken in place of MT 310.
MISSION STATEMENT

The mission of the Kaplan University paralegal studies programs is to enable Kaplan University students, through the integration of objectives from the core curriculum, to communicate effectively in the legal environment; to synthesize important concepts from a variety of areas of legal specialization while demonstrating ethical decision-making skills; to develop thorough and effective legal research methods to solve problems; to demonstrate legal writing techniques; and to apply these techniques to enhance their professional lives.
The Bachelor of Science in Paralegal Studies degree program was designed to prepare individuals for a career as a paralegal as well as for advancement for those already working in the field. The program provides the student with a broad knowledge base and a solid foundation in law and paralegal skills. The baccalaureate program is designed to combine the technical skills of various specialized areas of law with research and analytical skills. In addition to the areas covered in the associate-level program, the bachelor’s level covers the fields of real estate law, evidence, tort law, and advanced legal writing, as well as the addition of paralegal electives and general education requirements at the 300/400 level. The bachelor program also offers students the opportunity to select an emphasis area within their program elective requirements, such as personal injury, office management, and alternative dispute resolution. The bachelor’s degree program is ideal for students who seek an academically challenging program.

According to the U.S. Department of Labor, Bureau of Labor Statistics, more and more employers of paralegals now prefer the bachelor’s degree as the entry-level degree to the field. Students enroll in this program to seek employment in a legal environment (private law firm, corporate law department, or local, state, or federal agency), to use their skills in a nonlegal job, or to seek job advancement. Duties may include assisting with the preparation for litigation, supervision of documents, assisting attorneys in conducting courtroom proceedings, and researching legal issues. Upon successful completion of this program, graduates will be awarded a bachelor of science degree.

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

**PROGRAM OUTCOMES**

**Core Outcomes**

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

**Discipline-Specific Outcomes**

1. **Law:** Define the basic elements and principles of law.
2. **Research:** Find relevant primary and secondary legal sources in electronic and print media, and apply them to specific fact scenarios.
3. **Investigative Techniques:** Gather information from diverse sources through investigative techniques.
4. **Documentation:** Produce legal documents that synthesize and analyze theoretical and practical concepts from specialized areas of law.
5. **Practice:** Analyze and problem solve logically and ethically within the paralegal practice.
6. **Strategy:** Apply information management strategies to the litigation process.

**OPEN ELECTIVE REQUIREMENTS**

Electives: 100/200-level 10
Electives: 300/400-level 18

**MAJOR REQUIREMENTS**

PA 101: Paralegalism Today 5
PA 110: Civil Litigation I 5
PA 112: Civil Litigation II 5
PA 130: Contracts 5
PA 201: Legal Research 5
PA 300: Real Estate Law 6
PA 310: Tort Law 6
PA 323: Evidence 6
PA 401: Advanced Legal Writing 6
PA 499: Bachelor’s Capstone in Paralegal Studies 4
Electives: 200-level Paralegal Electives 10
Electives: 300/400-level Paralegal Electives or Emphasis Area Courses 24

**Total Program Requirements** 180

**EMPHASIS AREAS**

**Option I: Office Management**

MT 302: Organizational Behavior 6
MT 340: Conflict Resolution and Team Dynamics 6
PA 305: Law Office Management 6
PA 402: Employment Law 6

**Option II: Alternative Dispute Resolution**

CM 310: Communication and Conflict 6
PA 412: Alternative Dispute Resolution 6
PA 415: Family Law and Divorce Mediation 6
PA 416: Employment Mediation 6

**Option III: Personal Injury**

PA 326: Product Liability 6
PA 330: Medical Records Summary and Review 6
PA 342: Insurance Law 6
PA 450: Medical Malpractice Litigation 6

*Onsite and developmental students will take CM 102: College Composition I.
†Onsite students will take CS 110: Human Dynamics.
Kaplan University offers the Advanced Start Bachelor of Science in Paralegal Studies degree option for students who have earned an A.A.S., A.S., A.A., B.A., or B.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. The flexibility inherent in the two-step process is unparalleled: upon completion of an associate’s degree, students have the option of joining the workforce while continuing toward a bachelor’s degree. The combination of career courses and general education in the first 2 years of study allows students to join the workforce with the skills necessary to succeed, while pursuing their lifelong learning aims.

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

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

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

Kaplan University offers several options for personalizing your degree through focusing your electives and the subject of your capstone course on a particular emphasis area. The following emphasis areas are available in this degree: personal injury, office management, and alternative dispute resolution.

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**Curriculum**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<td>A.A.S./A.S./A.A./B.A./B.S. Degree</td>
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<td><strong>PREREQUISITE REQUIREMENTS</strong></td>
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<tr>
<td>CM 220: College Composition II</td>
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<tr>
<td>PA 101: Paralegalism Today (Introduction to Paralegal Studies)</td>
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<tr>
<td>PA 110: Civil Litigation I</td>
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</tr>
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<td>PA 112: Civil Litigation II</td>
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<td>PA 130: Contracts</td>
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<td>PA 201: Legal Research</td>
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<td>PA 253: Legal Ethics</td>
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<td>200-level: Mathematics</td>
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<td><strong>CORE REQUIREMENTS</strong></td>
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<td>CS 410: Advanced Career Development Strategies</td>
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<td>PA 300: Real Estate Law</td>
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<td>PA 322: Evidence</td>
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<tr>
<td>PA 401: Advanced Legal Writing</td>
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<td>PA 499: Bachelor's Capstone in Paralegal Studies</td>
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</table>
ASSOCIATE OF APPLIED SCIENCE IN PARALEGAL STUDIES

The Associate of Applied Science in Paralegal Studies degree program offers a level of training that provides the student with a solid foundation in paralegal studies and a liberal arts knowledge base. Comprehensive study in areas such as legal research, civil litigation, contracts, and criminal law prepares the student for diverse career opportunities. Students enroll in this program to pursue occupational advancement or to seek employment in legal environments, including private law firms, corporations, and government agencies. Some of the paralegal’s diverse duties may include preparation of litigation, supervision for documents, assisting attorneys in conducting courtroom proceedings, and researching legal issues. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

The Associate of Applied Science in Paralegal Studies degree program consists of a minimum of 90 quarter credit hours.

PROGRAM OUTCOMES

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

Discipline-Specific Outcomes
1. Law: Define the basic elements and principles of law.
2. Research: Find relevant primary and secondary legal sources in electronic and print media, and apply them to specific fact scenarios.
3. Investigative Techniques: Gather information from diverse sources through investigative techniques.
4. Documentation: Produce legal documents that synthesize and analyze theoretical and practical concepts from specialized areas of law.
5. Practice: Analyze and problem solve logically and ethically within the paralegal practice.
6. Strategy: Apply information management strategies to the litigation process.

CURRICULUM

<table>
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<th>Courses</th>
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<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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<tr>
<td>CM 102: College Composition I</td>
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<td>for Paralegal Studies Majors*</td>
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</tr>
<tr>
<td>CM 220: College Composition II</td>
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<tr>
<td>CS 112: Academic Strategies for</td>
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<tr>
<td>the Paralegal Professional†</td>
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<tr>
<td>CS 210: Career Development</td>
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<td>Strategies</td>
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<td>IT 133: Software Applications</td>
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<td>higher)</td>
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<td><strong>MAJOR REQUIREMENTS</strong></td>
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<td>PA 101: Paralegalism Today</td>
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<td>PA 110: Civil Litigation I</td>
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<td>PA 112: Civil Litigation II</td>
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<td>PA 130: Contracts</td>
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<td>PA 201: Legal Research</td>
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<td>PA 299: Associate’s Capstone in</td>
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<td><strong>Total Program Requirements</strong></td>
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</tbody>
</table>

*Onsite and developmental students will take CM 102: College Composition I.
†Onsite students will take CS 110: Human Dynamics.
PATHWAY TO PARALEGAL CERTIFICATE
The Pathway to Paralegal Certificate is intended for those students who want to enter the paralegal profession. This certificate is designed to increase knowledge of the paralegal profession and give an overall understanding of the American legal system. Students will study the civil litigation process, including fact gathering and investigation, case management and strategy, pleadings, motions, trial preparations, trial procedures, and posttrial procedures. Students will learn how to conduct legal research, appraise and evaluate legal sources, and incorporate these sources into relevant legal arguments. Finally, the program will address legal ethics so that the paralegal will understand the ethical standards that govern the legal profession. Credits earned in fulfillment of this certificate are transferable to Kaplan University degree programs.

PROGRAM OUTCOMES
1. Demonstrate the ability to effectively communicate in the legal environment.
2. Demonstrate the ability to apply ethical decision making in paralegal practice.
3. Demonstrate the ability to apply critical thinking to resolve paralegal practice problems.
4. Demonstrate the ability to synthesize and analyze theoretical and practical concepts from a variety of areas of legal specialization.
5. Demonstrate the ability to retrieve relevant legal principles through online and traditional research approaches.
6. Demonstrate the ability to integrate concepts and procedures employed in various justice systems and government agencies.

CURRICULUM

<table>
<thead>
<tr>
<th>Courses</th>
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<td>PA 101: Paralegalism Today</td>
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<td>PA 110: Civil Litigation I</td>
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MISSION STATEMENT
The Travel and Tourism Department prepares students for an entry-level position in the tourism industry by providing students with challenging and broad-based coursework in a supportive environment and giving students a clear vision of their future role in the ever-changing industry. This mission is accomplished by: (1) creating and maintaining a program that balances the study of travel with supporting business and general education studies; (2) monitoring changes in industry procedures and practices to quickly add these dynamic changes to the knowledge and experience base of the student through internships, local and national advisory boards, and employed graduates.
The objective of the Associate of Applied Science in Travel Business Management degree program is to prepare students with the knowledge, technical skills, and work habits required for entry-level positions in the travel industry ranging from customer service agents, airline station managers, senior flight attendants, and car rental reservationists, to travel agents and hotel management who carry out supervisory roles. At a certified ICTA training center, students prepare and study for the CTA (Certified Travel Associate), TAP certification, DS (Destination Specialist), and the USTOA (Tour Certification). All testing is completed at the Kaplan University campus. All aspects of travel are studied including airline, rail, cruise, motor coach, corporate travel, theme park, and conventions and special events. Students are trained using a live APOLLO system, the United Airlines computer reservation system. The ability to work in teams and to understand coworkers and client needs in all modes of communication is an integral part of success in the travel industry. Although the program is designed to prepare students to take various certification or licensing exams, the University cannot guarantee the student will pass those exams. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams. Upon successful completion of the program, graduates will be awarded an associate of applied science degree.

Duties for graduates of this program may include domestic and international ticketing; marketing travel services; scheduling cruises, motor coach, rail, and car reservations; and providing customer service.

The Associate of Applied Science in Travel Business Management degree program consists of a minimum of 90 quarter credit hours. The program is only available onsite.

### CURRICULUM

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<tr>
<th>Courses</th>
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<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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<tr>
<td>CM 102: College Composition I</td>
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<tr>
<td>CM 220: College Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CS 110: Human Dynamics</td>
<td>5</td>
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<td>CS 210: Career Development Strategies</td>
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<td>IT 133: Software Applications</td>
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<td>MM 201: College Algebra (or higher)</td>
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<tr>
<td>TT 202: International Geography</td>
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<td>Elective: Communications</td>
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<td>Elective: Ethics</td>
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<td>TT 102: Domestic Geography</td>
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<td>TT 106: Methods and Principles of Reservations</td>
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<td>TT 110: Travel Sales and Marketing</td>
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<td>TT 120: Computer Reservation I</td>
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<td>TT 220: Travel Internet Research</td>
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<td>TT 280: Global Classroom</td>
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<td>TT 299: Associate’s Capstone in Travel</td>
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<tr>
<td><strong>Total Program Requirements</strong></td>
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</tbody>
</table>

### PROGRAM OUTCOMES

1. Demonstrate the ability to communicate effectively in a diverse society using visual and written modes within the travel industry realm.
2. Demonstrate the ability to critically reflect on the impact that historical and contemporary culture has on society in general and the travel industry realm in specific.
3. Demonstrate the ability to utilize quantitative information to arrive at reasoned decisions in solving everyday travel industry issues.
4. Demonstrate the ability to apply scientific principles and inquiry methods to arrive at reasoned decisions in solving everyday travel industry issues.
5. Demonstrate the ability to make ethical travel industry decisions based on an understanding of the impact of historical, political, social, and economic events and factors.
6. Demonstrate the ability to problem solve logically and ethically within the travel industry realm.
7. Demonstrate the ability to successfully apply program-specific competencies in a travel industry setting.
8. Demonstrate the competencies expected of a CTA, DS, or USTOA travel professional.
TRAVEL AND TOURISM CERTIFICATE PROGRAM

TRAVEL ASSOCIATE CERTIFICATE

The objective of the Travel Associate Certificate program is to prepare students with the knowledge, technical skills, and work habits required for an entry-level position as a certified travel associate. This 43-credit certificate program is designed for program candidates who desire to enhance their expertise in the travel industry through certification. Through the development of the knowledge, skills, and abilities necessary for effective professional practice in the travel industry, the program prepares students to become certified as a travel associate (CTA) through the Institute of Certified Travel Agents (ICTA). The Kaplan University campus is a licensed ICTA testing center. Although the program is designed to prepare students to take various certification or licensing exams, the University cannot guarantee the student will pass those exams. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams. Upon successful completion of the program, graduates will be awarded a certificate.

Duties for graduates of this program may include domestic and international geography; marketing travel services; scheduling cruise, motor coach, rail, and car reservations; and providing customer service.

The Travel Associate Certificate program consists of a minimum of 43 quarter credit hours. The program is only available onsite.

PROGRAM OUTCOMES

1. Demonstrate the ability to effectively communicate in a diverse society using visual and written methods.
2. Demonstrate the ability to problem solve logically and ethically in a travel industry setting.
3. Demonstrate the ability to successfully apply the certificate-specific competencies expected of a certified travel associate (CTA).

CURRICULUM

<table>
<thead>
<tr>
<th>Courses</th>
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<tr>
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<tr>
<td>TT 106: Methods and Principles of Reservations</td>
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<td>TT 110: Travel Sales and Marketing</td>
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<td>TT 120: Computer Reservation I</td>
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<td>TT 180: Computer Reservation II</td>
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<tr>
<td>TT 202: International Geography</td>
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<td>TT 220: Travel Internet Research</td>
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<td>TT 280: Global Classroom</td>
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<td><strong>Total Program Requirements</strong></td>
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</table>

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TRAVEL AND TOURISM DIPLOMA PROGRAM

TRAVEL PROFESSIONAL DIPLOMA

The objective of the Travel Professional Diploma program is to prepare students with the knowledge, technical skills, and work habits required for a variety of entry-level positions in the travel industry. This program provides education and training in one of the fastest-growing industries in the country. Rising industry trends demand a solid educational background to compete successfully in a highly competitive field. The travel program features training in areas such as reservations, sales, research, and customer service, giving students the opportunity to obtain national industry certifications. In addition, students explore careers and skills in travel agency operations, hospitality services, airlines, ground transportation companies, tour companies, cruise lines, theme parks, and corporate travel departments. Live reservation experience is gained through a computerized reservation system, United Airlines’ APOLLO. Students explore the world’s most popular vacation spots through industry destination specialization. Students learn to qualify for exciting opportunities to work with professional people on the go. The program features certifications through the Institute of Certified Travel Agents, including Destination Specialist, Tour Association, Certified Travel Associate, and TAP, a competency test to enter into the industry. Although the program is designed to prepare students to take various certification or licensing exams, the University cannot guarantee the student will pass those exams. In some cases, field experience may be necessary to be eligible to take or to successfully pass the exams. Upon successful completion of the program, graduates will be awarded a diploma.

Duties for graduates of this program may include domestic and international ticketing; marketing travel services; scheduling cruises, motor coach, rail, and car reservations; and providing customer service.

The Travel Professional Diploma program consists of a minimum of 60 quarter credit hours. The program is only available onsite.

PROGRAM OUTCOMES

1. Demonstrate the ability to communicate effectively in a diverse society using visual and written methods.
2. Demonstrate the ability to utilize quantitative information to arrive at reasoned decisions in solving everyday problems.
3. Demonstrate the ability to apply scientific principles and methods of inquiry to arrive at reasoned decisions in solving everyday problems.
4. Demonstrate the ability to problem solve logically and ethically within the discipline.
5. Demonstrate the ability to successfully apply program-specific competencies in a travel-industry setting and use the competencies expected of a certified travel associate (CTA).

CURRICULUM

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<th>Courses</th>
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<tbody>
<tr>
<td><strong>GENERAL EDUCATION COURSES</strong></td>
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<td>CM 102: College Composition I</td>
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<td>CM 206: Interpersonal Communications</td>
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<tr>
<td>CS 110: Human Dynamics</td>
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<td>IT 133: Software Applications</td>
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<td>TT 202: International Geography</td>
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<td><strong>CORE COURSES</strong></td>
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<td>5</td>
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<td>TT 106: Methods and Principles of Reservations</td>
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<td>TT 110: Travel Sales and Marketing</td>
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<td>TT 120: Computer Reservation I</td>
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<td>TT 220: Travel Internet Research</td>
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<td>TT 280: Global Classroom</td>
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<td>Externship</td>
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Total Program Requirements 60

The Travel and Tourism Diploma Program consists of a minimum of 60 quarter credit hours. The program is only available onsite.
Course Descriptions
KAPLAN UNIVERSITY

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:

AC  Accounting
MA/MR  Allied Health
CM  Communications
CJ  Criminal Justice
DC  Diversity and Culture
ED  Education
EP  Educational Paraprofessional
GB  Graduate Business
KU  Graduate Foundations
HR  Human Resources
HU  Humanities
IS  Interdisciplinary Studies
MT  Management
MM  Mathematics
LT  Methods of Teaching Literacy
MH  Methods of Teaching Mathematics
NU  Nursing
PA  Paralegal Studies
CS  Professional Studies
SC  Science
SA  Security and Assurance
SS  Social Science
IT  Information Systems and Technology
TT  Travel and Tourism

Course Numbering:
100-199  First-year courses
200-299  Second-year courses
300-399  Third-year courses
400-499  Fourth-year courses
500-699  Graduate-level courses

ACCOUNTING

AC 114: ACCOUNTING I
This course reviews the complete accounting cycle and then introduces the procedures relating to inventory in a merchandising operation. Financial presentation and the uses of accounting information are emphasized. The asset section of the balance sheet is examined, including cash and inventory cost-flow assumptions. The accounting information system is also explored.
5 Quarter Credit Hours
Prerequisite: None

AC 116: ACCOUNTING II
This course continues the study of accounting principles by exploring the liability and stockholders’ equity sections of corporations. It covers the statement of cash in detail, along with financial statement ratio analysis and accounting for basic partnerships.
5 Quarter Credit Hours
Prerequisite: AC 114

AC 122: PAYROLL ACCOUNTING
This course introduces federal laws affecting personnel and payroll records and covers in detail how to process a payroll. Topics covered include the calculation and recording of gross pay and overtime, federal income taxes, social security taxes, and federal and state unemployment taxes. Required federal tax and information returns and deposit rules are also covered.
5 Quarter Credit Hours
Prerequisite: AC 114

AC 152: COMPUTERIZED ACCOUNTING
This course familiarizes students with an accounting software package and its use in providing important accounting information. Students learn how to build, maintain, and operate a computerized accounting system.
5 Quarter Credit Hours
Prerequisite: AC 114

AC 239: MANAGERIAL ACCOUNTING
This course emphasizes the way in which accounting information can be used to aid management in planning and controlling business activities. Topics covered include cost-volume-profit analysis, budgeting, responsibility accounting, differential analysis, and capital investment analysis.
5 Quarter Credit Hours
Prerequisite: AC 116

AC 256: FEDERAL TAX
This course introduces students to the procedures to decipher tax information on an individual federal tax basis. Basic concepts in federal income taxation are explored, including gross income, exclusions, adjusted gross income, deductions, exemptions, and credits. Introductory tax concepts including cash and accrual methods, like-kind exchanges, and passive loss rules are covered. Additionally, students will familiarize themselves with a tax software package and will explore the tax software’s use in generating a tax return.
5 Quarter Credit Hours
Prerequisite: AC 114

AC 293 – 296: ASSOCIATE’S - LEVEL ACCOUNTING EXTERNSHIP
These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer. Onsite only
6 Quarter Credit Hours
AC 293: 3 Quarter Credit Hours
AC 294: 4 Quarter Credit Hours
AC 295: 5 Quarter Credit Hours
AC 296: 6 Quarter Credit Hours
Prerequisites: Permission from Registrar’s Office, Program Coordinator, and Externship Coordinator

AC 300: INTERMEDIATE ACCOUNTING I
This course examines the full accounting process and covers selected conceptual accounting issues, aspects of financial reporting, and structure and reporting requirements for the balance sheet, income statement, and statement of cash flows. In-depth analyses of current and long-term assets are also included.
6 Quarter Credit Hours
Prerequisite: AC 116

AC 301: INTERMEDIATE ACCOUNTING II
This course covers the accounting theory and practices associated with corporate accounting issues of pensions, leases, earnings per share, bonds, and investments. The time value of money and how it applies to business transactions is also examined. In-depth analyses of liabilities, stockholder’s equity, and accounting changes and errors analysis are also included.
6 Quarter Credit Hours
Prerequisite: AC 300

AC 410: AUDITING
This course examines the role of the auditor in a technological global business environment. Students are exposed to the scope of auditing as a profession, the rules governing the professional ethics of the CPA, and the components of the auditing process, along with the legal liabilities and responsibilities of an auditor.
6 Quarter Credit Hours
Prerequisite: AC 301

AC 420: COST ACCOUNTING
This course is an introduction to the fundamentals of cost accounting. Topics include comparisons with financial accounting, basic cost accounting terminology and principles, cost classification, and manufacturing of inventories. Students analyze cost behavior and receive an introduction to various costing systems. The study of cost accounting for managerial purposes is also examined. Specific concepts include variance analysis, cost allocation, and cost-volume-profit analysis. Inventory costing methods, budgeting, and strategies are also explored.
6 Quarter Credit Hours
Prerequisite: AC 301

AC 430: ADVANCED TAX — CORPORATE
This course overviews federal income tax requirements, procedures, and tax planning for business entities, with an emphasis on C and S corporations.
6 Quarter Credit Hours
Prerequisites: AC 256 and AC 301
AC 440: ADVANCED ACCOUNTING SYSTEMS
This course continues the study of accounting principles by examining various approaches and methodologies used in systems analysis and design, including documentation techniques, data flow, entity relationship diagrams, structured design, computer-aided software engineering, and prototyping. In conjunction with these general approaches, professional systems analysts and programmers use a number of documentation techniques to specify the key features of systems that accountants and auditors often face on a growing basis.

6 Quarter Credit Hours
Prerequisite: AC 301

AC 450: ADVANCED ACCOUNTING
This course addresses the topic of business expansion and the preparation of consolidated financial statements. The general concepts of consolidation, noncontrolling interest, and change-in-basis of accounting are examined. Primary emphasis is placed on the notion of the parent company and acquired subsidiaries. An analysis of internal expansion and how it is used as a catalyst for external expansion is also explored.

6 Quarter Credit Hours
Prerequisite: AC 301

AC 493–496: BACHELOR'S-LEVEL ACCOUNTING EXTERNSHIP
These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer.

Onsite only
AC 493: 3 Quarter Credit Hours
AC 494: 4 Quarter Credit Hours
AC 495: 5 Quarter Credit Hours
AC 496: 6 Quarter Credit Hours
Prerequisites: Permission from Registrar’s Office, Program Coordinator, and Externship Coordinator

ALLIED HEALTH

MA 104: ANATOMY AND PHYSIOLOGY I
This course is an integrated study of the human body. The course presents the chemical basis of life, a basic understanding of cells, cellular metabolism, and tissue composition and functions. The course also includes the study of the structures and functions of the following systems: integumentary, skeletal, muscular, nervous, and somatic.

Onsite only
5 Quarter Credit Hours
Prerequisite: None

MA 107: ANATOMY AND PHYSIOLOGY II
This course is a continuation of Anatomy and Physiology I. The course is designed to expand students’ knowledge of the body and the way in which the body functions. Emphasis is on the morphology and the physiology of the following systems: digestive, respiratory, circulatory, blood, lymphatic, urinary, reproductive, special senses, and endocrine.

Onsite only
5 Quarter Credit Hours
Prerequisite: MA 104

MA 111: MEDICAL LABORATORY I
This course includes an introduction to medical laboratory procedures and laboratory safety, urinalysis, and microbiology. Techniques utilized in performing a routine urinalysis, culture collection, handling, processing, and disposal of a specimen are included.

Onsite only
2 Quarter Credit Hours
Prerequisite: None

MA 121: MEDICAL LABORATORY II
Students receive extensive training in blood collection by venipuncture and capillary puncture. Hematological procedures presented include cell counts (WBC and RBC), hemoglobin analysis, hematocrits, differential smears, and sedimentation rates.

Onsite only
2 Quarter Credit Hours
Prerequisite: MA 111

MA 126: PHARMACOLOGY
The course focuses on the broad field of pharmacology. Students study the computation of drug dosages and written prescriptions. Students study the use, misuse, and administration routes of different drugs. Therapeutic drugs and their adverse effects, interactions, and contraindications are discussed.

Onsite only
5 Quarter Credit Hours
Prerequisite: None

MA 131: MEDICAL LABORATORY III
The course provides theory and skill development for techniques utilized in the medical office. It includes patient assessment, history taking, aseptic technique, vital signs, eye testing, injections, charting, EKGs, and patient preparation for examinations. Students also participate in the training necessary to perform CPR and first aid.

2 Quarter Credit Hours
Prerequisite: MA 121. This course is recommended to be taken next to last or last term of didactic classes.

MA 142: MEDICAL OFFICE MANAGEMENT
Students learn various medical office responsibilities including records management, appointment scheduling, mail handling, billing and collection procedures, telephone techniques, patient chart management, the pegboard accounting system, and oral/written communications. Medical reports and documents, physicians’ reference material, and patient relations are high-lighted, as well as understanding the importance of professionalism, confidentiality, responsibility, and effective communication with medical office personnel and with clients. This course also includes computer applications for students to use their knowledge in practical medical office situations.

Onsite only
5 Quarter Credit Hours
Prerequisite: IT 133

MA 146: MEDICAL TERMINOLOGY
The course provides a logical understanding of the language of medicine. Basic prefixes, suffixes, word roots, and rules for taking a singular term and making it plural are studied, along with word analysis, word building, spelling, and pronunciation. These principles are applied to study the following: integumentary, skeletal, muscle/joints, blood and lymphatic, nervous, respiratory, and cardiovascular systems. Each body system is reviewed with anatomy and physiology, diagnostic, lab and surgical procedures, as well as pharmacology for interest and knowledge.

Onsite only
5 Quarter Credit Hours
Prerequisite: None

MA 156: DISEASES OF THE HUMAN BODY
Studies include the most common diseases of the systems of the body, including disease etiology, symptoms, lab tests used for diagnosis, pharmacology for treatment, and prognosis of the diseases. Students also study holistic health, pain, and pain management.

Onsite only
5 Quarter Credit Hours
Prerequisite: MA 107

MA 165: CLINICAL COMPETENCIES I
This course includes an introduction to clinical skills used in a medical office setting, with a focus on medical laboratory procedures related to basic microbiology and hematology. Techniques used in performing urine collection, culture swabs, and blood collection by venipuncture and capillary puncture are emphasized. Procedures include urinalysis, culture preparation, manual blood cell count (WBC and RBC), hemoglobin analysis, hematocrit, differential smear, and sedimentation rate. Principles of medical asepsis and laboratory safety including hand-washing, standard precautions, and disposal of medical waste according to OSHA guidelines are stressed during all procedures.

Onsite only
5 Quarter Credit Hours
Prerequisite: None

MA 178: MEDICAL CODING AND INSURANCE
Using ICD, CPT, and HCPCS codes, students learn basic coding principles used in filing insurance claims. Students also become acquainted with various types of health insurance, insurance terminology, and proper procedures to fill out insurance forms.

Onsite only
5 Quarter Credit Hours
Prerequisite: None
A variety of kit methods are introduced. The students review procedures learned in MA 111 and MA 121. Recommended to be taken the last term before externship. 
Onsite only
2 Quarter Credit Hours 
Prerequisite: MA 121

MA 265: CLINICAL COMPETENCIES II
This course builds on clinical competencies used in a medical office, with a focus on patient preparation for examination, physical assessment, history taking, charting, vital signs, vision screening, EKG testing, and oral and parenteral medication administration. Students participate in the training necessary to perform CPR and first aid. Procedures related to minor office surgery are introduced, including principles of surgical asepsis and sterilization of supplies and equipment. 
Onsite only 
3 Quarter Credit Hours 
Prerequisite: MA 165

MR 108: KEYBOARDING LABORATORY
Students with a demonstrated proficiency refine keyboarding skills by focusing on technique, speed, and accuracy. Reports, correspondence, and tables are introduced using Microsoft Word. Language arts skills are reviewed, practiced, and reinforced. The importance of proofreading is stressed. 
Onsite only
2 Quarter Credit Hours 
Prerequisite: MA 146

MA 208: MEDICAL LAW AND BIOETHICS
This course emphasizes the basic principles and applications of law, ethics, and bioethics as they relate to the medical arena. It covers legal terms, consent, contracts, physician/patient relationships, professional liability, and various medical issues. Through lectures, class discussions, case studies, and library research, students acquire knowledge of the importance of their professional, legal, and ethical responsibilities. 
Onsite only
5 Quarter Credit Hours 
Prerequisite: MA 146

MR 182: MEDICAL RECORDS TRANSCRIPTION I
Using computers, transcribing machines, and tapes with actual case histories, the students learn proper format for various hospital reports dealing with dermatology, urology, gastroenterology, and orthopedic specialties. 
Onsite only 
5 Quarter Credit Hours 
Prerequisite: MA 165

CM 100: FUNDAMENTALS OF ENGLISH
This course is designed to assist students who need additional preparation for college writing courses. Students examine and practice the writing process to strengthen their ability to produce well-organized essays, coherent paragraphs, and grammatically correct sentences. This course does not fulfill the composition or communications core requirement and is not eligible for “EC” or “TC” credit. 
Onsite only 
2 Quarter Credit Hours 
Prerequisite: None

CM 102: COLLEGE COMPOSITION I
This course explores options in the organization and presentation of effective writing. Emphasis is on developing the elements of form and style in writing through the study of expository, critical, and persuasive styles. Students are also introduced to research and documentation methods. 
5 Quarter Credit Hours 
Prerequisite: CS 111, CS 112, CS 113, CS 114, or CS 115 
Fulfills composition and writing core requirement

CM 103: COLLEGE COMPOSITION I FOR CRIMINAL JUSTICE MAJORS
This course explores options in the organization and presentation of effective writing. Emphasis is on developing the elements of form and style in writing through the study of expository, critical, and persuasive styles. Students are also introduced to research and documentation methods. 
5 Quarter Credit Hours 
Prerequisite: CS 111 
Fulfills composition and writing core requirements

CM 104: COLLEGE COMPOSITION I FOR PARALEGAL STUDIES MAJORS
This course explores options in the organization and presentation of effective writing. Emphasis is on developing the elements of form and style in writing through the study of expository, critical, and persuasive styles. Students
are also introduced to research and documentation methods.
5 Quarter Credit Hours
Prerequisite: CS 112
Fulfills composition and writing core requirements

CM 105: COLLEGE COMPOSITION I FOR BUSINESS MAJORS
This course explores options in the organization and presentation of effective writing. Emphasis is on developing the elements of form and style in writing through the study of expository, critical, and persuasive styles. Students are also introduced to research and documentation methods.
5 Quarter Credit Hours
Prerequisite: CS 113
Fulfills composition and writing core requirements

CM 106: COLLEGE COMPOSITION I FOR TECHNOLOGY AND DESIGN MAJORS
This course explores options in the organization and presentation of effective writing. Emphasis is on developing the elements of form and style in writing through the study of expository, critical, and persuasive styles. Students are also introduced to research and documentation methods.
5 Quarter Credit Hours
Prerequisite: CS 114
Fulfills composition and writing core requirements

CM 107: COLLEGE COMPOSITION I FOR ARTS AND SCIENCES MAJORS
This course explores options in the organization and presentation of effective writing. Emphasis is on developing the elements of form and style in writing through the study of expository, critical, and persuasive styles. Students are also introduced to research and documentation methods.
5 Quarter Credit Hours
Prerequisite: CS 115
Fulfills composition and writing core requirements

CM 110: NONVERBAL COMMUNICATIONS
True professional and personal communication and understanding of human behavior combine both verbal and nonverbal communications. This course will acquaint students with the basic channels and interpretations of personal and professional nonverbal communications, including facial expressions, tones of voice, gestures, posture and expressive movement, eye contact, proximity, and humor. Students will examine how to effectively send and receive nonverbal signals, how nonverbal communication affects cross-cultural communication, and how nonverbal communication can occur via electronic communication.
2 Quarter Credit Hours
Prerequisite: CM 102 or the appropriate discipline-specific College Composition I course*
Partially fulfills communications, social science, or diversity and culture core requirement

CM 124: PRINCIPLES OF PUBLIC SPEAKING
This course presents elements of the oral communication process with emphasis on developing skills in preparing and delivering speeches through the study of organization, support, and audience analysis. Students gain confidence as they develop skills in research, persuasion, discussion, and interaction. This course is not delivered online.
Onsite only
5 Quarter Credit Hours
Prerequisite: None
Fulfills communications core requirement

CM 202: MASS COMMUNICATIONS
This course examines the roles of creators, consumers, and advertisers in a variety of mass media industries, including print, radio, film, television, and the World Wide Web. Discussions focus on the effects of technological advancements, government and industry regulation, advertiser and consumer feedback, and economic factors on mass media in the professional world, as well as legal and ethical issues in mass communication and industry.
5 Quarter Credit Hours
Prerequisite: CM 102 or the appropriate discipline-specific College Composition I course*
Fulfills communications core requirement

CM 210: SPANISH I
This course includes the study of the basic vocabulary, verb forms, and grammatical structures of the Spanish language, emphasizing listening comprehension and conversational speech. This course is not delivered online.
Onsite only
5 Quarter Credit Hours
Prerequisite: None
Fulfills diversity and culture core requirement

CM 211: SPANISH II
This course focuses on the nature of communication and conflict in interpersonal and organizational contexts. Students learn theories of conflict and conflict resolution with an emphasis on ways to manage conflict in order to create more productive and satisfying interpersonal and organizational relationships. If managed effectively, conflict can become the

*CM 103-107 are discipline-specific Composition I courses.
This course is an introductory survey of criminal justice history. The search for social and economic origins of criminal behavior continues to be a significant component of criminal justice studies. The course includes Marxist concepts, law enforcement systems of Continental Europe, and a contrast of the systems of Britain and the United States. Students journey from medieval crime and punishment, through the Colonial Period, influential European periods, and into the twentieth century. The course examines the nature of crime, law, administration, and punishment and how these have been defined over the years.

5 Quarter Credit Hours
Prerequisite: None
Fulfills history core requirement

CRIMINAL JUSTICE

CJ 101: INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM
This course provides an overview of the criminal justice system in the United States. Students gain an understanding of the philosophy and development of the criminal justice system, the current state of the criminal justice agencies and institutions, and the issues and challenges facing them.

5 Quarter Credit Hours
Prerequisite: None

CJ 102: CRIMINOLOGY
This course presents a framework for studying the nature and causes of crime and antisocial behavior. It focuses on explanations provided through criminal topologies and criminological theories, using a variety of multidisciplinary perspectives. Topics range from crime causation to the extent of crime, victimization, social and psychological theories, and various types of criminality including violent, property, and public order offenses.

5 Quarter Credit Hours
Prerequisite: None

CJ 105: HISTORY OF CRIMINAL JUSTICE
This course is an introductory survey of criminal justice history. The U.S. Constitution, the Bill of Rights, and constitutional amendments as they relate to criminal law and the collection of criminal evidence. It will introduce students to criminal evidence through landmark Supreme Court cases and provide background in search and seizure and due process as they relate to criminal justice practice.

5 Quarter Credit Hours
Prerequisite: CJ 101

CJ 125: INTRODUCTION TO FRAUD EXAMINATION
The goal of this course is to provide students with the fundamental skills needed to practice in the field of fraud investigation and examination. It will provide the necessary foundation for understanding advanced, complex cases and to begin preparation for certification as a fraud examiner. Students will study actual cases of fraud and topics ranging from larceny thefts and reimbursement schemes to corruption and witness interviewing.

5 Quarter Credit Hours
Prerequisite: None
Fulfills history core requirement

CJ 130: INTRODUCTION TO CORRECTIONS
This course provides an overview of the administrative and operational aspects of the U.S. correctional system, both institutional and community-based. Students learn about its historical development, offender characteristics, noncustodial alternatives, correctional institutions, inmate rights, special clients such as female, elderly, and juvenile offenders, and correctional staffing. The course also examines contemporary issues such as overcrowding, direct supervision jails, privatization, and accreditation, as well as future trends in the field.

5 Quarter Credit Hours
Prerequisite: None

CJ 140: INTRODUCTION TO CONSTITUTIONAL LAW
This course is designed to acquaint the student with the U.S. Constitution, the Bill of Rights, and constitutional amendments as they relate to criminal law and the collection of criminal evidence. It will introduce students to criminal evidence through landmark Supreme Court cases and provide background in search and seizure and due process as they relate to criminal justice practice.

5 Quarter Credit Hours
Prerequisite: CJ 101

CJ 150: JUVENILE DELINQUENCY
This course has two main objectives: First, students learn to see the world from different perspectives and gain the concepts necessary to refine these perspectives. Second, students explore juvenile delinquency's multiple causes, manifestations, and developmental pathways. Students examine the individual and community systems in detail, as well as the different facets of the juvenile justice system, such as the structure of the developmental stage and social milieu affect delinquency prevention and intervention strategies.

5 Quarter Credit Hours
Prerequisite: None

CJ 180: PRIVATE SECURITY
This course introduces students to the private security profession in the United States. Topics covered include current trends and the role of private security compared to that of police officers. Students explore specialized security fields and career opportunities in various industries. The course also explains computer security, the organizational role for security, risk analysis, litigation, and technological advancements.

5 Quarter Credit Hours
Prerequisite: None

CJ 210: CRIME PREVENTION
This course analyzes both the community-oriented policing philosophy and its practical application through strategic-oriented, neighborhood-oriented, and problem-oriented policing methods. Students also review the various roles in the systemic approach, police department organization and management styles, implementation methods, evaluation methods, and past and future practices in community-oriented policing.

5 Quarter Credit Hours
Prerequisite: CJ 101

CJ 211: POLICE OPERATIONS
This course examines the roles, responsibilities, issues, and trends related to contemporary law enforcement organizations. It also provides an in-depth look at community policing, policing in selected foreign countries, stress recognition and management, civil liability, public expectations, and police careers.

5 Quarter Credit Hours
Prerequisite: CJ 101

CJ 212: CRIME PREVENTION
This course provides an overview of the diverse field of crime prevention with a heavy emphasis on primary prevention and a minor focus on secondary and tertiary prevention. Students will explore such elements of crime prevention as physical environmental design, the role of the community and the mass media, deterrence, community policing, school programs, drug abuse issues, and rehabilitation.

5 Quarter Credit Hours
Prerequisite: CJ 101

CJ 213: COMMUNITY POLICING
This course analyzes both the community-oriented policing philosophy and its practical application through strategic-oriented, neighborhood-oriented, and problem-oriented policing methods. Students also review the various roles in the systemic approach, police department organization and management styles, implementation methods, evaluation methods, and past and future practices in community-oriented policing.

5 Quarter Credit Hours
Prerequisite: CJ 211

CJ 223: CRIMINAL EVIDENCE
This course examines procedural requirements for judicial processing of criminal offenders. The course provides students with a thorough understanding of the U.S. justice system from the time of prearrest investigation through the sentencing phase. Students gain an understanding of different types of evidence, including hearsay, opinion, and circumstantial. Moreover, students study constitutional concepts such as due process, the exclusionary rule, search and seizure, confession and admissions, discovery, and civil liability. Students also learn to brief court cases.

5 Quarter Credit Hours
Prerequisite: CJ 101
CJ 225: FRAUD INVESTIGATION
This course is designed to provide students with the skills to successfully investigate the most common fraud scams committed against individuals and businesses. It builds upon the basics of fraud investigation by focusing on specific fraudulent offenses and how to effectively identify and resolve these crimes. Students will learn how to recognize fraud, prevent fraudulent activity, and ultimately investigate acts of theft.
5 Quarter Credit Hours
Prerequisites: CJ 101 and CJ 125

CJ 227: CRIMINAL PROCEDURE
This course examines the constitutional protection and due process afforded every person arrested in the United States. It provides students with a thorough understanding of the U.S. justice system from the time of arrest through the sentencing of the criminal offender. In addition, this course examines such matters as victims' rights and the effects of gangs on the crime problem.
5 Quarter Credit Hours
Prerequisite: CJ 101

CJ 228: RISK MANAGEMENT
The essence of the field of security is to protect the assets of the employer or client and to prevent and control losses. This course is designed to give students an advantage upon entering the security field by providing a solid foundation in the techniques of risk analysis and risk management. It will help students understand the decision-making process regarding loss prevention, which will allow them to communicate and work with superiors as the process moves from basic security surveys to selection of loss prevention techniques.
5 Quarter Credit Hours
Prerequisites: CJ 101 and CJ 180

CJ 230: CRIMINAL LAW FOR CRIMINAL JUSTICE
In this course, students learn how to identify the elements of a crime and to categorize crimes by type, including homicide, crimes against the person, and crimes against property or habitation. Students learn about criminal capacity, different defenses, and who may be considered parties to a crime.
5 Quarter Credit Hours
Prerequisite: CJ 101

CJ 233: INTRODUCTION TO FORENSIC PSYCHOLOGY
This course introduces the student to the field of forensic psychology, and encourages the student to examine the legal system through the use of psychological concepts, methods, and research results. Topics covered include the theories of crime, the role of psychology in the legal system, the police and the criminal justice system, and the use of forensic assessments in both criminal and civil cases. Using case law and landmark Supreme Court decisions, the student will explore the foundations of forensic psychology and its impact on the criminal justice system.
5 Quarter Credit Hours
Prerequisites: CJ 101 and SS 124

CJ 242: CRITICAL ISSUES IN CORRECTIONS
This course provides students with a set of thoughtful and critical readings on contemporary correctional issues in the United States. Topics include prisons, jails, and other correctional facilities; management and policies governing these facilities; alternatives to incarceration; community and societal perceptions; sentencing; inmate-related themes, such as health issues, elderly inmates, and female offenders; and programs in prison.
5 Quarter Credit Hours
Prerequisite: CJ 130

CJ 246: HUMAN RELATIONS IN A DIVERSE SOCIETY
This course assists students in understanding the pervasive influence of culture, race, and ethnicity in the workplace and communities. It focuses on the cross-cultural contact that police officers and civilian employees have with citizens, victims, suspects, and coworkers from diverse backgrounds. The major themes include the need for awareness, for understanding of cultural differences, and for respect toward those of different backgrounds.
5 Quarter Credit Hours
Prerequisite: None

CJ 264: WHITE-COLLAR CRIME
This course examines the economic, cultural, and social consequences of white-collar crime. It presents various types of white-collar crimes, and looks at its victims in terms of occupa-
CJ 302: CRIMINOLOGY II
This course expands on previous study of the nature and causes of crime and antisocial behavior. Lessons will focus on furthering the ability to apply, explain, and combine theoretical concepts through assessment, application, and comparative exercises. Topics range from crime causation and the extent of crime, to victimization, social and psychological theories, the role criminology plays in criminal justice policy, and various types of criminal offenses. 6 Quarter Credit Hours Prerequisite: CJ 102

CJ 305: LEGAL FOUNDATIONS OF CRIMINAL EVIDENCE
This course explores the trial process, the definitions and types of evidence, and proof. Students will learn about trial proceedings and the roles of the prosecutor and defense counsel. They will gain a thorough understanding of the different types of evidence, including real or physical evidence, testimonial evidence, documentary evidence, and demonstrative evidence. They will also study constitutional concepts such as the Exclusionary Rule, search and seizure, and discovery. 6 Quarter Credit Hours Prerequisite: CJ 101, CJ 140 (recommended), and CJ 223 (recommended)

CJ 320: CSI: PHOTOGRAPHY AND FINGERPRINTING
This course examines the technical aspects of fingerprinting and photography in the field of criminal justice. It explores the history and science of fingerprinting, fingerprint classification and filings, and the numerous problems encountered in fingerprinting. In addition, this course examines the fundamentals of photography and its application to law enforcement. It examines the history of police photography, the use of cameras, film processing, and the use of photography at crime scenes and in the analysis of evidence. 6 Quarter Credit Hours Prerequisites: CJ 210 and CJ 223

CJ 325: PSYCHOLOGY FOR LAW ENFORCEMENT
The goal of this course is provide the student with practical knowledge and information pertaining to the field of psychology within law enforcement. It will cover fundamental issues regarding crisis/ hostage negotiations and the various psychological services provided to police officers by the organizations they work for. This course will aim to counter any myths about using these services by illustrating the benefits they can provide officers and their families. 6 Quarter Credit Hours Prerequisites: CJ 101 and SS 124

CJ 333: FAMILY AND DOMESTIC VIOLENCE
This course discusses the relationship between criminal justice and social service systems that deal with family and domestic violence, including but not limited to how the criminal justice, research, and social service communities work to provide a multiagency approach to this devastating issue. 6 Quarter Credit Hours Prerequisite: CJ 101

CJ 340: APPLIED CRIMINAL JUSTICE ETHICS
This course teaches students the fundamentals of morality and ethics in the context of applied criminal justice. Topics covered include the role of ethics as it pertains to the recruitment, hiring, and promotion of personnel; the mission of the criminal justice system; the importance of maintaining public trust; the responsible use of discretionary authority; the devastating consequences of official misconduct and recommendations for its control; the importance of organizational leadership; the role of training; and the future of the criminal justice system. 6 Quarter Credit Hours Prerequisite: CJ 101

CJ 341: ETHICS OF FRAUD INVESTIGATION
This course introduces the ethical theories applicable to fraud investigation and expands on previous study into the nature and causes of crime and unethical behavior. Units will increase students’ ability to apply, explain, and combine theoretical concepts through assessment, application, and comparative exercises. Topics include the philosophy of ethics, theories on unethical/criminal behavior, and the application of these philosophies and theories to fraud investigation. 6 Quarter Credit Hours Prerequisites: CJ 101 and CJ 125

CJ 343: COMPARATIVE JUSTICE SYSTEMS
This course compares and contrasts justice systems around the world. Topics covered include crime on the world scene, legal traditions, substantive law and procedural law, and an international perspective on policing, the courts, corrections, and juvenile justice. The study of other cultures and countries is an important feature of a comprehensive educational experience. In this course, students discuss the positive and negative attributes of the various justice systems of England, France, Sweden, Japan, and Russia. 6 Quarter Credit Hours Prerequisite: CJ 101

CJ 345: SUPERVISORY PRACTICES IN CRIMINAL JUSTICE
This course combines state-of-the-art behavioral theory with numerous cases that allow students to identify and resolve personnel and organizational problems. It prepares students for effective police management and supervision. 6 Quarter Credit Hours Prerequisite: CJ 101 or MT 310

CJ 350: ORGANIZED CRIME
The course investigates the international phenomenon of organized crime from historical origins through future trends in organized criminal enterprise. Special emphasis is given to domestic organized crime involving different racial and ethnic groups. Law enforcement’s efforts to describe, understand, and combat organized crime are discussed. 6 Quarter Credit Hours Prerequisite: CJ 101

CJ 370: COURTROOM PRESENTATION OF SCIENTIFIC EVIDENCE
This course provides students with a general understanding of the contributions that experts can make in dispute resolution both inside and outside the courtroom. It explains when expert testimony is necessary and when a person is qualified to testify as an expert. Students learn the relevancy of evidence and how to provide the expert testimony necessary to substantiate the results of the examined evidence. 6 Quarter Credit Hours Prerequisites: CJ 210 and CJ 223

CJ 380: CRIMINALISTICS
This course enhances students’ understanding of forensic science and its application to criminal investigations. It examines the relevant scientific instruments, chain of custody issues for evidence, and scientific analysis of trace evidence and controlled substances. It also provides an overview of the historical development of the scientific investigation of crime and forensic science (criminalistics), including the laboratory instruments and technology used to detect, identify, analyze, and compare physical evidence. Students explore current research and the capabilities and limitations of the modern crime lab, as well as specialized forensic science services. 6 Quarter Credit Hours Prerequisites: CJ 210 and CJ 222

CJ 390: FIELDWORK IN CRIMINAL JUSTICE
This course is intended to provide students with the opportunity to apply theory to practice. This mutually acceptable internship agreement between Kaplan University criminal justice students and a criminal justice agency of their choice at either the local, state, or federal level offers students the opportunity to gain hands-on experience in a specific area of the criminal justice field while receiving academic credit for participation. This experience is also designed to assist students in integrating and synthesizing their academic experiences into professional practice. This course is restricted to students enrolled in the Crime Scene Technician Certificate. Students must submit the required documents at the beginning of the term prior to the term of enrollment. 3 Quarter Credit Hours Prerequisite: Last term or permission of the internship coordinator

CJ 394: INDEPENDENT STUDY IN CRIME SCENE INVESTIGATION
This course is designed to afford students, who either do not elect to complete CJ 390: Fieldwork in Criminal Justice or cannot find an appropriate agency, the opportunity to identify a specific crime scene investigation topic of interest and relevance. Under the direct supervision of a faculty member, students conduct a systematic literature review of the identified topic and demonstrate
mastery of this topic through a variety of andragogical techniques. This course is restricted to students enrolled in the Crime Scene Technician Certificate.

3 Quarter Credit Hours
Prerequisite: Permission of internship coordinator or chair

CJ 411: DRUGS AND ALCOHOL IN THE CRIMINAL JUSTICE SYSTEM
This course examines all phases of drug abuse, with the goal of providing students with the information and insight necessary to evaluate the policy options available in response to this significant social problem. Distinctions between the pharmacology, psychology, and the sociology of drug abuse are quite artificial; while the interaction of these three dimensions can explain drug use, the value of each by itself is limited. Students learn about the historical, legal, biological, psychological, and sociological dimensions of drug abuse in order to understand treatment, prevention, and policy alternatives.

6 Quarter Credit Hours
Prerequisite: CJ 101

CJ 420: JUVENILE JUSTICE
This course provides an overview of the juvenile justice system in the United States. It focuses on the design and application of the juvenile justice system. Upon completion of the course, students will have a full understanding of the interrelationships among philosophy, notions of causation, and procedural requirements provided to youthful offenders and abused children. Students will also be able to discuss and identify diversion and prevention programs, the effects of incarceration, and possible alternatives to incarceration. Last, the future of juvenile courts and the juvenile justice system will be addressed.

6 Quarter Credit Hours
Prerequisite: CJ 101

CJ 433: PROBATION AND PAROLE
This course provides an introduction to probation, the most common response to criminal offenders, and parole. As the problem of prison overcrowding continues, probation and parole will expand, and so will the controversy surrounding their use. Students gain an understanding not only of probation and parole history, administration, policy, and procedures, but also areas of controversy. The course also provides insight into the difficult but interesting work performed by probation and parole officers.

6 Quarter Credit Hours
Prerequisite: CJ 130

CJ 440: CRISIS INTERVENTION
The goal of this course is to provide the student with practical knowledge and information to effectively mediate in a crisis situation. This course will review empirically validated approaches to crisis intervention. It will describe the evolution of crisis intervention as a field, theoretical bases, and the role of law enforcement in crisis situations. In addition, assessment and diagnosis of psychological issues commonly found in crisis situations will be covered.

6 Quarter Credit Hours
Prerequisite: SS 440

CJ 441: FINANCIAL INVESTIGATION AND FORENSIC ACCOUNTING
This course is designed to give students the ability to analyze the financial records and actions of business personnel to determine fraud. Students learn how to conduct a basic fraud examination and identify situations in which certified public accountants should become involved in the fraud investigation.

6 Quarter Credit Hours
Prerequisites: CJ 101 and CJ 125 (recommended)

CJ 442: LEGAL ELEMENTS OF FRAUD
The goal of this course is to provide upper-division students with a highly developed familiarity with the legal elements of fraud in a criminal law context. It connects previous study of substantive and procedural criminal law to legal concepts through analysis and assessment exercises. Topics include an in-depth analysis of what constitutes fraud, case studies, and legal rights and privacy issues.

6 Quarter Credit Hours
Prerequisites: CJ 101, CJ 125, and CJ 225 (recommended)

CJ 443: SECURITY MANAGEMENT AND ADMINISTRATION
This course will guide students toward an understanding of the role of management within a security organization and explain techniques and offer practical methods that will help them achieve effective security department management. During the course students will examine the following issues and topics: basic management and organizational theory; individual roles of security management personnel; policy and procedure; current computer applications that can help all aspects of the security function; the importance of security statistics; and how to sell security to the organization. One of the course’s major themes is the importance of security within the organization and within the community.

6 Quarter Credit Hours
Prerequisite: CJ 180

CJ 444: MANAGING CRIMINAL JUSTICE ORGANIZATIONS
This course deals with concepts and theory in the field of organizational behavior. The course focuses on the historical perspectives of organizational theorists, theories of motivations and leadership, and future trends and developments in modern organizations.

6 Quarter Credit Hours
Prerequisites: CJ 300, CJ 340, and CJ 343 or CJ 350

CJ 481-486: INDEPENDENT STUDY IN CRIMINAL JUSTICE
This course is designed to afford students, who either do not elect to complete the student internship or cannot find an existing criminal justice elective course to suit their academic needs, with the opportunity to identify a specific criminal justice topic of interest and relevance. Under the direct supervision of a faculty member, students will conduct an exhaustive literature review of the identified topic and demonstrate mastery of this topic through a variety of andragogical techniques.

6 Quarter Credit Hours
Prerequisites: CJ 180

CJ 499: BACHELOR’S CAPSTONE IN CRIMINAL JUSTICE
This course is designed as the culminating experience of the baccalaureate program in criminal justice. This course comprises a series of assignments that integrate concepts from the criminal justice curriculum. The assignments are designed to test application skills in working through fact-based scenarios as well as critical thinking skills through analysis of issues affecting contemporary practice.

4 Quarter Credit Hours
Prerequisite: Last term or permission of the Dean

CJ 500: CRITICAL LEGAL ISSUES IN CRIMINAL JUSTICE
This course involves the study of recent legislation and case law, both state and federal, that impact criminal justice professionals and the administration of criminal justice in the context of professional practice. The topics will depend upon current legal developments but will include such areas as law enforcement, criminal procedure, civil and criminal liability, civil rights, employment law,
CJ 501: CRIMINOLOGICAL THEORY
This course consists of an in-depth analysis of various explanations of criminal behavior. Readings include the original works of prominent authors from a broad range of disciplines related to crime, social deviance, and causation. Ethical and legal foundations in defining social deviance and crime are also considered. Specific focus is placed on applications of theory that address causes and correlations of criminal behavior in a variety of cultures throughout the world. This course is well suited for criminal justice practitioners, as students apply criminological theory to contemporary issues.
5 Quarter Credit Hours
Prerequisite: None

CJ 502: RESEARCH METHODOLOGY
This course is designed to provide students with an understanding of the research process and the ethical context within which research should be conducted. Further, it provides students with the basic skills needed to conduct and evaluate applied research on topics of professional relevance in the criminal justice field. To accomplish these objectives, the course focuses on the nature of scientific inquiry; the connections between theory and research; research project design; causation; sampling procedures and logic; research techniques; the reliability, validity, and measurement of data; and descriptive analysis of data.
5 Quarter Credit Hours
Prerequisite: None

CJ 503: ORGANIZATIONAL BEHAVIOR
This course presents an in-depth analysis of the various dynamics facing criminal justice organizations in the context of professional practice, including but not limited to the theoretical concepts underlying organizational behavior, management and leadership of human resources, and design and structural processes. The scope includes fiscal accountability; personnel deployment; implementation of change; motivation and retention of personnel; the hiring, assignment, and promotion of personnel; organizational communication; professional development; and fundamental legal issues as they pertain to agency operations.
5 Quarter Credit Hours
Prerequisite: None

CJ 504: DATA ANALYSIS
This course focuses on the data analysis techniques used in scientific research. Heavy emphasis is placed on descriptive statistics, cross-tabulations, regression and correlation analysis, inferential statistics and parameter estimation, and hypothesis testing. Techniques used for analyzing qualitative data are included as well. The tenets covered in this course allow the criminal justice professional to conduct and interpret research results pertaining to a variety of issues facing the profession.
5 Quarter Credit Hours
Prerequisite: None

CJ 505: CRITICAL ISSUES IN CRIMINAL JUSTICE
This course will address critical issues affecting the major tenets of the criminal justice profession, including, but not limited to, homeland security, training and education, ethics and morality in professional practice, and community-based law enforcement and corrections programs. Other current trends and any other critical issue facing the fields of policing, private security, and corrections are addressed as needed.
5 Quarter Credit Hours
Prerequisite: None

CJ 506: ADVANCED TOPICS IN CRIMINAL LAW
This course addresses complex issues related to substantive criminal law, focusing on the sources of modern criminal law, the purposes and types of laws, the interpretation of criminal laws, the categories of crime and penalties, the similar characteristics of criminal violations, the elements of complex crimes, and the types of criminal defenses. This course is best suited for those students working in the area of law enforcement/policing.
5 Quarter Credit Hours
Prerequisite: CJ 500

CJ 507: CRIMINAL PROCEDURE AND THE U.S. SUPREME COURT
This course examines the implementation of the Federal Rules of Criminal Procedure and similar state rules as construed by the U.S. Supreme Court. It covers recent Supreme Court decisions regarding search and seizure, the privilege against self-incrimination, immunity, confessions, the right to counsel, and the right to a speedy, public jury trial in criminal cases. This course is best suited for those students engaged in the administration of criminal justice issues.
5 Quarter Credit Hours
Prerequisite: None

CJ 508: EVIDENTIARY ISSUES IN CRIMINAL CASES
This course involves the study of the Federal Rules of Evidence and similar state rules, as well as the requirements of the U.S. Constitution concerning the admission into evidence at trial of testimonial and physical evidence. Students examine such topics as the foundational requirements for the admission of real and demonstrative exhibits, the authentication of writings and business records, witness credibility, hearsay, privileges, expert testimony, victims' rights, and chain of custody. This course is particularly well suited for those criminal justice professionals whose jobs require them to testify in court on a regular basis.
5 Quarter Credit Hours
Prerequisite: None

CJ 509: COMPARATIVE CRIMINAL JUSTICE SYSTEMS
This course covers comparative foreign criminal justice systems, including the investigation and prosecution of international terrorists, the International Criminal Court, U.S. criminal cases affecting international relations, mutual assistance treaties, and issues concerning the formation of criminal justice systems in developing democracies. This course is especially beneficial for understanding global legal issues facing the criminal justice system.
5 Quarter Credit Hours
Prerequisite: CJ 506 or permission of the Dean

CJ 510: SPECIALIZED CRIMINAL STATUTES AND COMPLEX INVESTIGATIONS
This course involves the study of legislation and case law that affect the daily practice of criminal justice professionals in the context of investigative techniques and the prosecution of cases. Students examine such areas as white-collar crime; the Racketeer Influenced and Corrupt Organizations (RICO) Act; money laundering; health care fraud; wire, mail, and bank fraud; identity and access device fraud; securities fraud; insurance fraud; corporate criminal liability; tax enforcement; and public corruption. In addition, the USA PATRIOT Act, Title III wiretaps, and grand jury procedures are also discussed.
5 Quarter Credit Hours
Prerequisites: CJ 506 or permission of the Dean

CJ 511: EMPLOYMENT AND POLICY LAW
This course involves the study of specialized topics in substantive and procedural criminal law with a special emphasis on employment law, and how these legal issues impact ethics and leadership in criminal justice organizations. This course is well suited for command-level personnel in response to a variety of potential agency and personal liability issues.
5 Quarter Credit Hours
Prerequisite: CJ 506 or permission of the Dean

CJ 512: TRANSNATIONAL CRIME
This course focuses on the historical development and current status of various forms of transnational crime from the perspective of the international criminal justice community. Particular emphasis is given to issues of organized crime, narcotics trafficking, money laundering, human trafficking, and the current strategies for the containment of such activities.
5 Quarter Credit Hours
Prerequisite: None

CJ 513: CRITICAL ISSUES IN TERRORISM
This course is designed to provide students with a critical analysis and understanding of issues related to terrorism. This includes historical analyses of the causes and effects of social, political, economic, and religious conflict as they pertain to terrorist groups from source countries; protective intelligence
gathering and associated legal issues; threat assessment; emergency first-responder plans and policies; counterterrorism tactics and strategies; cyberterrorism and the role of technology; and concerns for the future.  
5 Quarter Credit Hours  
Prerequisite: None

CJ 514: SEMINAR—CONTEMPORARY INTERNATIONAL JUSTICE ISSUES
This seminar course is designed to address the most current and serious international justice issues. Topics include, but are not limited to, criminal exploitation of human beings, technology-based crimes, organized and white-collar crime, or any other relevant and current international justice issue identified as such by governmental agencies, as well as researchers and practitioners in the field.  
5 Quarter Credit Hours  
Prerequisite: None

CJ 515: THEORETICAL APPLICATIONS OF JUSTICE MANAGEMENT
This course provides students with a knowledge base for the practical application of social and psychological principles to the day-to-day administration of criminal justice agencies. It presents an overview of the scope and historical development of organizational psychology, including the virtual workplace and employee. Topics include psychological testing as it relates to employment selection; performance appraisal; training and development; leadership and motivation; job satisfaction and involvement; organizational structure; safety, violence, and health; and stress and occupational health psychology. Future issues in the field are also discussed.  
5 Quarter Credit Hours  
Prerequisite: CJ 503 or permission of the Dean

CJ 516: FISCAL ISSUES IN CRIMINAL JUSTICE
This course is designed to address a variety of fiscal issues encountered by criminal justice professionals during the course of their daily responsibilities. Special emphasis is given to the preparation and management of budgets and the preparation of grant applications, as well as the management and evaluation of grants.  
5 Quarter Credit Hours  
Prerequisite: None

CJ 517: HUMAN RESOURCE DEVELOPMENT
This course is designed to address innovative practices in human resource leadership and development. Specifically, the course addresses issues such as change management, business process reengineering, effective team building strategies, performance management, the role of consultants, integrated human resources information systems, and future roles of human resources professionals in a rapidly changing global and technological society.  
5 Quarter Credit Hours  
Prerequisite: None

CJ 518: CRITICAL ISSUES IN POLICING
This course focuses on the myriad of critical issues facing law enforcement organizations, including, but not limited to, education and training; hiring and promotional practices; ethics, diversity, and professionalism; meeting the needs of the international law enforcement community; promoting and managing organizational change; and various community-related issues.  
5 Quarter Credit Hours  
Prerequisite: None

CJ 519: ETHICS AND DIVERSITY IN POLICING
Discrimination in the workplace, prejudicial treatment of individuals by public officials, official misconduct, and a lack of individual and collective professional practice are all enduring issues that must be addressed by our criminal justice system. Accordingly, this course is designed to address these and other related issues at length, as well as offer strategies for improved individual and professional practice.  
5 Quarter Credit Hours  
Prerequisite: None

CJ 520: ISSUES IN PRIVATE SECURITY
This course provides students with the fundamental knowledge necessary to competently address various critical issues in private security. Students explore such topics as physical security concerns, threat assessment, privatization trends, relationships with the law enforcement community, first-responder preparedness, crisis planning, legal issues germane to the private security sector, and pertinent managerial issues.  
5 Quarter Credit Hours  
Prerequisite: None

CJ 521: CRITICAL ISSUES IN CORRECTIONS
This course provides a critical analysis of contemporary issues facing the U.S. correctional system. Students address issues such as the philosophies and theories that guide practice, community-based policies and practices, prison reform, special populations, recidivism, and legal mandates affecting the administration and operations of correctional facilities.  
5 Quarter Credit Hours  
Prerequisite: None

CJ 522: COMPARATIVE CORRECTIONAL SYSTEMS
The course addresses a variety of correctional issues from an international perspective, including, but not limited to, a comparative analysis of the philosophies and theories guiding practice, supervision, and treatment of prison populations with an emphasis on human rights, postconfinement intervention strategies, and legal standards governing practice.  
5 Quarter Credit Hours  
Prerequisite: CJ 521 or permission of the Dean

CJ 590–594: INDEPENDENT STUDY IN CRIMINAL JUSTICE
This course is designed to engage students in a directed applied research project of relevance to the criminal justice graduate curriculum. Students decide on a suitable topic under the direction and supervision of a terminally degreeed, full-time criminal justice professor.  
1–5 Quarter Credit Hours  
Prerequisite: Permission of the Dean

CJ 600: RESEARCH AND THESIS I
This course requires students to develop a formal proposal for research in criminal justice and submit it in writing to their chosen thesis committee, made up of a chairperson and two additional members, all of whom must be terminally degreeed criminal justice faculty members from Kaplan University. It is acceptable to have one committee member from the faculty of another school at Kaplan University or from an outside, regionally accredited institution of higher learning with the approval of the Dean. This course is best suited for students wishing to add to the body of professional knowledge in the field of criminal justice.  
5 Quarter Credit Hours  
Prerequisites: All thesis-track core courses

CJ 601: RESEARCH AND THESIS II
During this phase of the research process, students submit the final draft of their research project to their committee members for review and orally present their results during a scheduled thesis defense hearing. The research report shall be prepared according to Kaplan University guidelines and the final, approved product shall be submitted to appropriate personnel for binding and acquisition. This course is best suited for students wishing to add to the body of professional knowledge in the field of criminal justice.  
5 Quarter Credit Hours  
Prerequisites: All thesis-track core courses and CJ 600

CJ 602: COMPREHENSIVE EXAMINATION
Nonthesis-track students must successfully complete a written examination covering the core curriculum courses. Students are given one question covering each of the core courses, for a total of five questions, and have two weeks to complete the examination. Successful completion of the examination is required before students can enroll in subsequent courses.  
5 Quarter Credit Hours  
Prerequisites: Successful completion of all nonthesis-track core curriculum courses

DIVERSITY AND CULTURE

DC 101: DIVERSITY AND CULTURE
This course will explore definitions of key terms such as culture, diversity, multiculturalism, ethnocentrism, race, gender, class,
heritage, racism, bigotry, religious persecution, prejudice, and discourse. Projects will include reading assignments and written assignments and projects that will encourage students to: explore the cultures of others, find the differences and similarities with these cultures and their own, study the influence of gender on culture and vice versa, study the influence of culture on legislation and morality, explore language and food and how they influence culture, and try to answer the questions, “can there ever be a global psychology,” and “why can’t we all just get along?”

Onsite only
5 Quarter Credit Hours
Prerequisite: None

EDUCATION

ED 500: INTRODUCTION TO THE M.A. PROGRAM

This course introduces candidates to the Kaplan University education program mission statement; the Reflective Decision-Maker Model; the program competencies, knowledge, performance, and dispositions indicators required of successful teachers; and the Electronic Presentation Portfolio, an archive of coursework samples that is required for successful completion of the Master of Arts degree.
1 Quarter Credit Hour
Prerequisite: None

ED 501: INTRODUCTION TO THE M.ED. PROGRAM

This course introduces candidates to the Kaplan University education program mission statement, the Reflective Decision-Maker Model, and the program competencies and their associated knowledge, disposition, and performance indicators. The course also gives candidates an orientation to the Electronic Presentation Portfolio, an archive of work accomplished throughout the program, which is required for successful completion of the Master of Education degree.
1 Quarter Credit Hour
Prerequisite: None

ED 502: TRANSFORMING TEACHING PRACTICE

This course explores the knowledge, skills, and dispositions associated with the highest standards of teaching practice, and guides candidates in the transformation of their classroom performance through research and reflection on best practices, assessment strategies, and teacher skills that lead to improved student achievement.
5 Quarter Credit Hours
Prerequisite: None

ED 503: EDUCATIONAL PSYCHOLOGY

This course examines prominent research-based theories of learning and examines the impact of these theories on students, on teaching, and on assessment. Additionally, the course provides teacher candidates the opportunity to critically evaluate opposing sides of current issues in educational psychology and articulate and defend personal positions on these issues.
4 Quarter Credit Hours
Prerequisite: None

ED 504: LITERACY EDUCATION IN THE PRIMARY GRADES

This course provides an in-depth analysis of the critical early stages of literacy learning of children in kindergarten through grade 3. It explores young learners’ language development, including the influence of both the home and school on literacy learning. The course emphasizes developmentally appropriate research-based teaching practices.
4 Quarter Credit Hours
Prerequisite: None

ED 505: METHODS OF TEACHING READING

This course will focus on the processes of planning, implementing, and evaluating K–6 literacy practices. While the course emphasizes reading, it will also deal with writing, speaking, and listening, as all the communication arts are inextricably interrelated.
4 Quarter Credit Hours
Prerequisite: None

ED 506: TEACHING STUDENTS WITH BEHAVIOR DISORDERS

This course provides an overview of emotional and behavioral disorders that have an impact on academic achievement in educational settings. Emphasis is placed on the federal, state, and local requirements for diagnosis and interventions in public and private educational environments, as well as alternative educational placements.
4 Quarter Credit Hours
Prerequisite: None

ED 511: INTRODUCTION TO TEACHING METHODS

This course explores major middle and secondary school issues, providing prospective teachers with the opportunity to reflect upon and develop their own practical vision of building a classroom environment that effectively promotes student learning. Focus is placed on a variety of instructional strategies, principles, and best practices for helping students learn in secondary school settings.
4 Quarter Credit Hours
Prerequisite: None

ED 512: CLASSROOM RESEARCH PRACTICE

This course provides an introduction to educational research and research methods. It also trains practicing teachers in the design and use of action research methods to conduct professional inquiry in classroom settings.
5 Quarter Credit Hours
Prerequisite: None

ED 513: CHILD AND ADOLESCENT DEVELOPMENT

This course focuses on the developing child from conception through adolescence from the perspective of the hereditary and environmental influences that affect growth and development. Topics include the study of the physical, intellectual, and sociocultural variables that can affect the child’s behavior, with an emphasis on how this information can be useful to teachers and parents.
4 Quarter Credit Hours
Prerequisite: None

ED 514: LITERACY EDUCATION IN THE INTERMEDIATE GRADES

This course focuses on the continuing literacy development of elementary school learners in grades 4–6. It analyzes the necessary skills and practices for helping children move beyond word recognition into comprehension, interpretation, and critical thinking. The course emphasizes developmentally appropriate research-based teaching practices and methods for assisting struggling readers, including English language learners and children identified as having reading disabilities.
4 Quarter Credit Hours
Prerequisite: None

ED 515: METHODS OF READING DIAGNOSIS AND ASSESSMENT

This course will focus on the development of assessment practices that inform teaching and learning, promote self-reflection and interdependence among elementary school students, and meet the needs of the teacher, students, parents/caregivers, school and school district, and community at large. Attention will be paid to local, state, and national learning standards.
4 Quarter Credit Hours
Prerequisite: None

ED 521: READING IN THE CONTENT AREAS

This course, grounded in the theoretical bases of balanced literacy and constructivist learning, focuses on building prospective teachers’ competence in the processes of planning, implementing, and evaluating content area literacy learning for secondary students.
4 Quarter Credit Hours
Prerequisite: None

ED 522: CLASSROOM MANAGEMENT

Teachers will study classroom management philosophies and strategies as these apply to students with difficult and challenging behaviors. Topics include foundations of classroom management, creating positive interpersonal relationships in the classroom, motivation and learning methods, managing disruptive behaviors, and problem solving to resolve behavioral issues.
5 Quarter Credit Hours
Prerequisite: None

ED 523: RESEARCH ON EFFECTIVE TEACHING

This course acquaints degree candidates with the broad body of research on effective teaching, with an emphasis on the practical applications of the research findings to candidates’ own classroom instruction.
4 Quarter Credit Hours
Prerequisite: None
ED 524: LITERACY EDUCATION IN ADOLESCENCE
This course focuses on the continuing development of literacy skills in adolescents, including vocabulary development, and the strengthening of comprehension, interpretation, and critical thinking throughout the middle school and high school curriculum. The course emphasizes developmentally appropriate research-based teaching practices, as well as methods for assisting struggling readers, including English language learners and children identified as having reading disabilities.
4 Quarter Credit Hours
Prerequisite: None

ED 525: METHODS OF ELEMENTARY STUDENT ASSESSMENT
This course examines best practices of assessing student learning, with particular emphasis on the relationship between assessment procedures, instruction, and student achievement. Topics include the use of both formal and informal assessments, norm-referenced and criterion-referenced assessments, formative and summative assessments, and methods of using assessment data to improve instruction and student achievement.
4 Quarter Credit Hours
Prerequisite: None

ED 531: METHODS OF SECONDARY STUDENT ASSESSMENT
This course examines best practices of assessing secondary student learning, with particular emphasis on the relationship between assessment procedures, instruction, and student achievement. Topics include the use of both formal and informal assessments, norm-referenced and criterion-referenced assessments, formative and summative assessments, and methods of using assessment data to improve instruction and student achievement.
4 Quarter Credit Hours
Prerequisite: None

ED 532: CURRICULUM DESIGN
This course examines current theories of curriculum design in K–12 education, with an emphasis on both the application and evaluation of best practices in the context of local and national standards-based education.
5 Quarter Credit Hours
Prerequisite: None

ED 533: PERSPECTIVES ON DIVERSITY
This course explores the various issues of student diversity, and challenges degree candidates to examine and define their own educational experiences with regard to culture and ethnicity, socioeconomic class, race, gender, religion, language, learning style, and exceptionality. Particular emphasis will be placed on the practical implications of diversity issues in classroom practice.
4 Quarter Credit Hours
Prerequisite: None

ED 534: TEACHING ESL IN THE CONTENT AREAS
This course focuses on developing an understanding of the needs of English language learners in the content classroom. In addition to providing a profile of the English language learner and the developmental stages of second language acquisition, the course examines oral language development and emergent literacy with the goal of establishing a knowledge base relevant to the key focus of this course: reading, writing, and assessment in the content areas.
4 Quarter Credit Hours
Prerequisite: None

ED 535: METHODS OF TEACHING ELEMENTARY MATHEMATICS
This course examines balanced instructional approaches, materials, and activities compatible with the vision and intent of the National Council of Teachers of Mathematics Standards and Principles, 2000. Course topics include organizing for mathematics instruction, lesson planning, and the importance of a “unit problem” in every mathematics lesson.
4 Quarter Credit Hours
Prerequisite: None

ED 541: METHODS OF TEACHING SECONDARY ENGLISH LANGUAGE ARTS
This course focuses on methods of teaching the English language arts, including oral language, reading, writing, and literature. Topics include best instructional practices in the design of lesson plans and instructional units, legislated and professional content standards, and research-based assessment strategies in the field.
4 Quarter Credit Hours
Prerequisite: None

ED 543: EDUCATION AND PSYCHOLOGY OF EXCEPTIONAL CHILDREN
This course acquaints candidates with a range of learning, emotional, and physical disabilities, the history of attitudes toward those disabilities, and the federal mandates governing disabilities. Social issues related to student disability will also be explored. Additionally, the course focuses on preparing prospective teachers to plan and deliver appropriate instruction for all students in diverse and inclusive classroom settings.
4 Quarter Credit Hours
Prerequisite: None

ED 544: LANGUAGE AND CULTURE OF BILINGUAL STUDENTS
This course focuses on the process of acculturation of culturally and linguistically different students and their families and its implications for American schools. Course topics include psychological factors related to immigration, learning styles, second language acquisition, minority student underachievement, and best practices in the multicultural classroom.
4 Quarter Credit Hours
Prerequisite: None

ED 545: METHODS OF TEACHING SECONDARY SCIENCE
This course explores the fundamentals of science knowledge, surveys experiential science activities that advance critical thinking skills, and examines a variety of assessment tools for evaluating science learning progress in the elementary grades. In addition, the course focuses on integrating science with other content areas and adapting the K–6 science curriculum to diverse learners.
4 Quarter Credit Hours
Prerequisite: None

ED 551: METHODS OF TEACHING SECONDARY MATHEMATICS
This course provides an examination of mathematics education from a historical and theoretical perspective and a survey of best practices in the teaching of mathematics. Topics include curriculum, lesson planning, and assessment techniques that accommodate diverse learners, as well as an analysis of the inclusion of technology in the teaching of mathematics.
4 Quarter Credit Hours
Prerequisite: None

ED 552: EDUCATIONAL LEADERSHIP
This course examines educational leadership strategies and skills, including best practices for collaborative decision making, improving students’ educational performance, and constructing systems for institutional change. Additionally, the course explores techniques of observation and self-appraisal that contribute to professional development and career growth.
5 Quarter Credit Hours
Prerequisite: None

ED 553: HISTORY AND PHILOSOPHY OF EDUCATION
This course examines the two essential questions relevant to the history and philosophy of education: What is education? What is the purpose of schooling? The course considers these two questions in light of historically influential philosophies, including idealism, realism, pragmatism, existentialism, postmodernism, progressivism, and critical theory. The course will also explore the influence of these ideas on the enterprise of public education in the United States through the last two centuries.
4 Quarter Credit Hours
Prerequisite: None

ED 554: USING TECHNOLOGY IN INSTRUCTIONAL SETTINGS
This course provides a broad overview, both theoretical and practical, of the many ways in which technology can be integrated into K–12 classrooms. Special attention will be paid to the ways in which technology supports instruction and helps students meet learning standards.
4 Quarter Credit Hours
Prerequisite: None
ED 555: METHODS OF TEACHING ELEMENTARY LANGUAGE ARTS AND SOCIAL STUDIES
This course examines the field of children’s literature and the scope and sequence of elementary social studies content. Prospective teachers learn to design and implement appropriate instruction in literature, writing, and the social studies, including studies of culture, government, economics, and geography. 4 Quarter Credit Hours Prerequisite: None

ED 561: METHODS OF TEACHING SECONDARY SCIENCE
This course surveys a broad range of concepts related to teaching various scientific disciplines (e.g., biology, chemistry, physics) in grades 7–12 to diverse learners. The standards-based curriculum orientation and interdisciplinary approach emphasize the connections among the various bodies of knowledge in natural science, and demonstrate the relationships between objects and phenomena in the real world. 4 Quarter Credit Hours Prerequisite: None

ED 562: STUDENT ASSESSMENT
This course examines various assessment tools and their relationship to student achievement. Multiple measures for use in assessing student growth, including data gathering to document class practice and building greater teacher self-awareness, will be explored as strategies for effecting change in student learning. 5 Quarter Credit Hours Prerequisite: None

ED 564: WEB DESIGN IN THE CLASSROOM SETTING
This course explores strategies for using the Internet to improve instruction and as a tool for sharing information with students, parents, and community stakeholders. The primary focus of the course is on educational principles rather than software mechanics. No single type of design software will be required. 4 Quarter Credit Hours Prerequisite: None

ED 565: METHODS OF TEACHING HEALTH AND PHYSICAL EDUCATION
This course surveys current research and information on health and fitness. Candidates will learn best practices in designing, implementing, and managing learning activities that build student health and fitness, including interdisciplinary activities. Based on the National Physical Education Standards, this course includes topics such as movement competence, physical fitness, personal health and wellness skills, applying skill mechanics, developing lifetime activity skills, and demonstrating positive social skills. 4 Quarter Credit Hours Prerequisite: None

ED 571: METHODS OF TEACHING SECONDARY SOCIAL STUDIES
This course examines the content knowledge, skills, and resource needs of diverse learners to equip prospective teachers for development as reflective, creative practitioners who craft their own “best practices” through the analysis and synthesis of established theories and approaches to teaching the social studies. The core disciplines of the social studies are history, geography, psychology, sociology, anthropology, economics, and political science. The course explores these through current educational research, national standards, state initiatives, and the necessary inclusion of community concerns. 4 Quarter Credit Hours Prerequisite: None

ED 572: ACTION RESEARCH (CAPSTONE COURSE)
This final course in the degree candidate’s program examines both informal and systematic ways to ask and answer questions about teacher effectiveness and/or student achievement within the classroom. Quantitative and qualitative studies, both valuable analytic and evaluative techniques, will be explored as tools that promote more refined educational methodologies and improved student performance. A substantial final research project will serve as the candidate’s capstone project in the degree program. 5 Quarter Credit Hours Prerequisite: Last term or permission of the Dean

ED 573: USING TECHNOLOGY: FUNDAMENTALS OF INTEGRATION
This course provides an in-depth introduction to how technology can be integrated into classroom instruction. The course presents theories of technology integration in context, including: planning and implementation, learning theories, and integration models. Course topics are aligned with the National Educational Technology Standards for Teachers (ISTE/NETS*T), specifically Standard 1: Technology Operations and Concepts, and Standard 2: Planning and Designing Learning Environments and Experiences. As part of their work in this course, degree candidates will create personal blogs and maintain them throughout other Teaching With Technology emphasis area courses. 4 Quarter Credit Hours Prerequisite: None

ED 574: TECHNOLOGY IN SPECIAL EDUCATION
This course focuses on ways in which technology can be used to support the instruction of students with a variety of special needs and disabilities, in both special and regular classrooms. Additionally, the course offers a wide range of perspectives on the technical, emotional, and intellectual issues raised by the use of technology in the classroom. 4 Quarter Credit Hours Prerequisite: None

ED 575: METHODS OF TEACHING MUSIC AND VISUAL ARTS
This course examines the ways in which the arts facilitate learning and can be integrated into the core curriculum. The course provides a basic arts knowledge base and explores specific instructional strategies that foster elementary students’ knowledge and appreciation of music and art, enhance their creative expression, and utilize music and art to deepen student understanding of curriculum content. 4 Quarter Credit Hours Prerequisite: None

ED 581: METHODS OF SECONDARY CLASSROOM MANAGEMENT
This course examines classroom management philosophies and models in relation to developing adolescents in middle and secondary school classroom settings. Topics include strategies for creating positive interpersonal relationships, motivational tools and learning methods, techniques for managing disruptive behaviors, and problem-solving to resolve behavioral issues. 4 Quarter Credit Hours Prerequisite: None

ED 583: USING TECHNOLOGY: PRACTICAL APPLICATIONS
This course explores the integration of technology into teaching by examining a variety of the most effective software applications available to educators. The course includes the following major topic areas: (1) teaching with instructional software; (2) teaching with software tools, including the three basic applications—word processors, spreadsheets, and database programs; and (3) teaching with multimedia and hypermedia tools. Course topics are aligned with ISTE/NETS*T National Educational Technology Standards for Teachers, specifically Standard 3: Teaching, Learning, and the Curriculum, and Standard 5: Productivity and Professional Practice. 4 Quarter Credit Hours Prerequisite: This course should be taken in alignment with the program sequence defined in the Kaplan University Catalog, and should be preceded by ED 573: Using Technology: Fundamentals of Integration.

ED 584: TEACHING EXCEPTIONAL STUDENTS IN INCLUSIVE SETTINGS
This course explores the challenge of meeting the various learning needs of students from diverse backgrounds in an inclusive setting. Best practices are examined, including curriculum adaptations in the content areas, instructional strategies, and behavior management in the school setting. 4 Quarter Credit Hours Prerequisite: None

ED 585: METHODS OF ELEMENTARY CLASSROOM MANAGEMENT
This course surveys classroom management philosophies and models in relation to elementary students in the classroom setting. Topics include strategies for creating positive interpersonal relationships in the K–6 classroom, motivational tools and learning methods, techniques for managing disruptive behaviors,
ED 593: USING TECHNOLOGY: APPLICATIONS IN THE CONTENT AREAS
This course provides candidates an opportunity to explore new pedagogical applications of Web-based and other technological resources and tools across the content areas. The course also reviews strategies for how technology can help teachers with English language learners and students with special needs. Candidates will also have the unique opportunity to discover ways to integrate art and music technology into their classrooms. Course topics are aligned with ISTE/NETS*T National Educational Technology Standards, specifically Standard 4: Assessment and Evaluation, and Standard 6: Social, Ethical, Legal, and Human Issues.
4 Quarter Credit Hours
Prerequisite: This course should be taken in alignment with the program sequence defined in the Kaplan University Catalog. Ideally, the course will be taken as the third course in sequence with ED 573 and ED 583.

ED 594: TEACHING STUDENTS WITH LEARNING DISABILITIES
This course provides an overview of learning disabilities among K–12 students and discusses theoretical issues and teaching strategies. It focuses on building strategies for effective interventions and transition planning. Additionally, the course explores various procedures for working in a collaborative setting to meet the needs of students with learning disabilities.
4 Quarter Credit Hours
Prerequisite: This course should be taken in alignment with the program sequence defined in the Kaplan University Catalog.

ED 601: SECONDARY STUDENT TEACHING (CLINICAL INTERNSHIP)
All Master of Education degree candidates will undertake a supervised student teaching experience of at least 12 weeks in a public or private school setting. Designed as the culmination of preparation for teaching, this teaching activity is conducted under the supervision of a cooperating teacher and a Kaplan University supervisor. Candidates will be required to show evidence of all nine program competencies in the course of their clinical internship.
10 Quarter Credit Hours
Prerequisites: Successful completion of all degree program coursework with a 3.0 GPA; acceptable Praxis II scores and an application for Student Teacher Placement approved by the Center for Teacher Placement
Corequisite: ED 602

ED 602: SECONDARY STUDENT TEACHING SEMINAR
This weekly seminar provides clinical interns with the opportunity to share, analyze, and evaluate their concurrent teaching experiences. The completed Electronic Presentation Portfolio is submitted at the end of this course.
1 Quarter Credit Hour
Corequisite: ED 601

ED 603: ELEMENTARY STUDENT TEACHING (CLINICAL INTERNSHIP)
All Master of Education degree candidates will undertake a supervised student teaching experience of at least 12 weeks in a public or private school setting. Designed as the culmination of preparation for teaching, this teaching activity is conducted under the supervision of a cooperating teacher and a Kaplan University supervisor. Candidates will be required to show evidence of all nine program competencies in the course of their clinical internship.
10 Quarter Credit Hours
Prerequisites: Successful completion of all degree program coursework with a 3.0 GPA; acceptable Praxis II scores and an application for Student Teacher Placement approved by the Center for Teacher Placement
Corequisite: ED 604

ED 604: ELEMENTARY STUDENT TEACHING SEMINAR
This weekly seminar provides clinical interns with the opportunity to share, analyze, and evaluate their concurrent teaching experiences. The completed Electronic Presentation Portfolio is submitted at the end of this course.
1 Quarter Credit Hour
Corequisite: ED 603

EDUCATIONAL PARAPROFESSIONAL

EP 101: INTRODUCTION TO CLASSROOM MANAGEMENT
This course will provide students with an overview of the paraprofessional’s role in effective classroom management. Topics include an introduction to classroom culture, the importance of communication and positive interpersonal relationships in the classroom, motivation and learning methods, and working with educational specialists to manage challenging student behavior. Emphasis is placed on managing individuals and small groups and enhancing the learning environment.
5 Quarter Credit Hours
Prerequisite: SS 114 or concurrent enrollment in SS 114

EP 210: MATH METHODS
This course is designed to prepare students in the paraprofessional emphasis area to proficiently assist pupils with basic math skills. Students will be provided with opportunities to explore mathematical ideas using a problem-solving approach and a variety of manipulative materials. Emphasis is on problem solving, reasoning, and the ability to communicate mathematical thinking orally and in writing in accordance with current educational reform.
5 Quarter Credit Hours
Prerequisite: SS 114

EP 220: READING AND WRITING METHODS
This course is designed to familiarize students in the paraprofessional emphasis area with a developmental approach to balanced literacy instruction. Emphasis will be placed on key reading and writing elements including phonics, phonemic awareness, fluency, comprehension, spelling, writing, listening, speaking, and vocabulary development. Students will explore strategies that enable the paraprofessional classroom assistant to support language arts programs.
5 Quarter Credit Hours
Prerequisite: SS 114

GRADUATE BUSINESS

GB 500: BECOMING AN EFFECTIVE LEADER
This course is the cornerstone course experience for M.B.A. students. Students will analyze and evaluate major theories of management and leadership, explore, and assess their own approaches and styles as they relate to the theories, and create the first draft of a Self-Directed Learning Plan that will be developed and implemented as students matriculate through the program. This course will be taken in the first term.
4 Quarter Credit Hours
Prerequisite: None

GB 501: LEADERSHIP, CULTURE, AND CHANGE
This course provides an analysis and evaluation of the relationship among the culture in which an organization exists, the leadership of the organization, and the people who work within it. Students will examine the concept of
organizational culture, evaluate selected leadership theories, and analyze change management theories and practices.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 502: MANAGERIAL ECONOMICS
This course provides an evaluation of microeconomic tools used in managerial decision making. Topics include demand analysis and forecasting, cost analysis, production function, market structures, and public sector analysis. Students will analyze and evaluate business problems and opportunities using applied economics as they evaluate the efficacy of these theories. In this course, students will sharpen both their economic analysis and critical thinking skills.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 503: MANAGERIAL ACCOUNTING
This course provides an analysis and evaluation of effective uses of internal accounting information by operational business managers in directing the activities of manufacturing and service organizations. Students will assess the importance of accounting data in planning and controlling operations and making effective management decisions.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 504: FINANCIAL MANAGEMENT
This course provides an analysis and evaluation of the roles and functions of corporate financial managers as they relate to the effective managing of a business. Students will apply and evaluate methods and tools for planning, forecasting, managing, and improving an organization’s financial performance. Topics include asset valuation, risk and return, capital budgeting, international financial markets, risk analysis, and effective use of capital.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 505: MARKETING MANAGEMENT
This course provides an analysis and evaluation of the theories and practices for effectively managing the relationships between customers and providers of goods, services, and ideas. Students will, in three segments, analyze and evaluate theories related to an understanding of the marketplace; an understanding of the relationship between the marketplace and marketing functions such as pricing, promotion, distribution, and products; and strategy formation within the marketing function as it relates to overall business strategies.

4 Quarter Credit Hours
Prerequisite: GB 500 or permission of faculty advisor

GB 506: INFORMATION SYSTEMS MANAGEMENT
This course examines current concepts, tools, and theories related to the effective management of information in organizations. Students learn to evaluate information system needs associated with business in general, as well as with global and e-business ventures, to analyze control and security issues, and to apply process management principles to the selection, application, and implementation of hardware, software, and system issues related to the meeting of those needs.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 507: BUSINESS ETHICS
This course provides an analysis of theories of ethics, domestically and globally, and practices that stem from such theories, such as corporate codes of conduct. Students will also explore their own personal ethics related to their roles and behaviors within business organizations. The concept of corporate responsibility within a global context will also be analyzed.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 508: THE LEGAL ENVIRONMENT OF BUSINESS
This course provides an analysis and evaluation of the legal issues related to the success of entrepreneurs, managers, and organizations. Students will analyze and evaluate theories and practices related to issues concerning the legal environment of doing business in the United States and those related to global legal issues and problems.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 509: ANALYTICAL DECISION MAKING
This course provides an analysis and evaluation of the use of statistics and mathematical modeling for effective decision making in management practice. Students will analyze and evaluate cases from a wide variety of functional business areas, developing hypotheses and testing them using such tools as analysis of variance, regression, linear programming, inventory control, and simulation. Students will also analyze and evaluate software programs, websites, and other sources for their veracity as decision-making resources.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 510: PROJECT MANAGEMENT
This course provides an analysis and evaluation of the theories and practices for managing projects in effective organizations. Students will analyze and evaluate strategies, tools, software, and management approaches to effectively complete and evaluate the effectiveness of projects. Topics include setting project goals and objectives, conducting feasibility studies, measurement tools including the most current and best software tools, strategies for effective human resource allocation, and approaches to gauging the worth of the project deliverables and the effectiveness of the project management process.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 511: STRATEGIC HUMAN RESOURCES MANAGEMENT
This course provides an analysis and evaluation of the role of human resources planning and practices in an organization’s strategic planning efforts. Students will evaluate and apply the most current theories and practices of strategic human resources management to the operation and effectiveness of organizations in domestic and global business environments. Topics include managing knowledge workers, managing multicultural teams, the impact of changing legal environments, downsizing, and outsourcing.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 521: CAPITAL MARKETS AND INVESTMENTS
This course provides an analysis and evaluation of major capital markets and the underlying investments that comprise those markets. Emphasis will be placed upon both the stock and bond markets and how they interrelate. In addition, students will address the primary real and financial assets that comprise the bulk of corporate balance sheets and examine derivatives markets and their underlying securities.

4 Quarter Credit Hours
Prerequisite: GB 504

GB 522: MERGERS AND ACQUISITIONS
This course provides an analysis and evaluation of the theories and skills related to the strategic use of mergers and acquisitions to grow an enterprise. Students learn advanced mergers and acquisitions skills by applying extensive applications and execution skills to real cases.

4 Quarter Credit Hours
Prerequisite: GB 504

GB 523: INTERNATIONAL FINANCE
This course provides an analysis and evaluation of the financial management problems of a firm operating in an international environment. Students explore the impact of foreign exchange risk on the management of a firm’s funds, including hedging strategies, managing funds flow, and the positioning of assets on a global basis. Students will study the complexities of a multinational environment, with emphasis on money and capital market opportunities not typically available to a domestic firm.

4 Quarter Credit Hours
Prerequisite: GB 504

GB 531: ADVERTISING
This course provides an analysis and evaluation of strategic advertising and distribution decisions. Students will examine the linkages between national advertising and intermediary promotion and evaluate effective creation and implementation strategies for advertising campaigns.

4 Quarter Credit Hours
Prerequisite: GB 505
GB 532: MARKETING RESEARCH
This course provides an analysis and evaluation of theories and practices of marketing research as an aid to marketing decision making. Students will apply marketing research methods and techniques to actual marketing problems through the design, implementation, and evaluation of a marketing research project.
4 Quarter Credit Hours
Prerequisite: GB 505

GB 533: SALESFORCE MANAGEMENT
This course provides an analysis and evaluation of theories and practices involved in the building and managing of effective salesforces. Students will examine such aspects of sales management as forecasting, human resources, field automation, and data analysis. Topics include training, motivation, compensation, team building, performance evaluation, and interaction with promotions and marketing.
4 Quarter Credit Hours
Prerequisite: GB 505

GB 534: MARKETING PSYCHOLOGY
This course provides an analysis and evaluation of behavioral and social science concepts and theories as they relate to the marketing function of business. Students will analyze factors that affect purchase decisions in the marketplace. Special attention will be given to research related to buyer behavior research, the role of models in explaining behavior, the influence of buyer behavior on the development of marketing programs, and issues of consumer protection as they affect marketing strategy.
4 Quarter Credit Hours
Prerequisite: GB 505

GB 541: EMPLOYMENT LAW
This course provides an analysis and evaluation of theories and employment practices as they relate to labor law and effective leadership of organizations. Through case studies, students will examine issues related to such topics as wrongful termination, employment at will, compliance, current and potential legal changes in the employment environment, and collective bargaining laws.
4 Quarter Credit Hours
Prerequisite: GB 508

GB 542: TRAINING AND DEVELOPMENT
This course provides an analysis and evaluation of the role of the training and development function in supporting change management programs and other strategic initiatives. Students will evaluate training and development designs, methods, and tools, analyze the training skills required to develop a learning organization, and assess the effectiveness of training and development programs.
4 Quarter Credit Hours
Prerequisite: GB 500

GB 543: MANAGING CHANGE
This course provides an analysis and evaluation of organizational development theories and practices as they relate to managing change in organizations. Students will analyze factors that affect change, the role of leadership in influencing and managing change, and change models currently being employed in organizations.
4 Quarter Credit Hours
Prerequisite: GB 500

GB 544: QUALITY MANAGEMENT
This course provides an analysis and evaluation of theories and practices related to the role of quality in establishing and maintaining a company’s competitive market position. Students will explore the impact of quality as a philosophy, basic statistical tools, problem-solving methods, and behavioral models on improving performance of a business enterprise.
4 Quarter Credit Hours
Prerequisite: GB 500

GB 551: MANAGING INFORMATION TECHNOLOGY PROJECTS
This course provides an analysis and evaluation of the skills and knowledge necessary to lead, and become effective members of, information technology project teams. As information technology consumes an increasing proportion of worldwide corporate capital, today’s line managers and general managers are becoming more involved in information technology projects. Students examine key issues related to managing large projects, differences between technology projects and other projects, and the tasks faced by those who design and implement new software applications.
4 Quarter Credit Hours
Prerequisite: GB 500

GB 552: DATABASE ANALYSIS AND DESIGN
This course provides an analysis and evaluation of the theory and practice of computer-based data management. Business applications are increasingly centered on the construction and use of databases in the effective delivery of high-quality data throughout an organization. This course focuses on the design of database applications that will meet the needs of an organization and its managers.
4 Quarter Credit Hours
Prerequisite: GB 500

GB 553: EBUSINESS PRINCIPLES AND PRACTICES
This course provides an analysis and evaluation of the theories and practices related to the effective use of information technology (IT) to add value to business processes at each stage of the value chain. This course takes a functional and cross-functional look at how companies can use IT to enhance performance and achieve competitive advantage in supplier and customer relationships, inbound and outbound logistics, marketing and distribution, and support services such as human resources and technology services. Students examine local and global ecommerce implications and technology.
4 Quarter Credit Hours
Prerequisite: GB 500

GB 554: OPERATIONS MANAGEMENT
This course provides an analysis and evaluation of theories, principles, concepts, and techniques used for effectively managing the flow of goods or services. Students will examine supply chain management, capacity planning and scheduling, managing inventories, assuring quality, motivating employees, and locating facilities. Emphasis is given to systems and tools for analyzing design and operational problems in both the service and production sectors.
4 Quarter Credit Hours
Prerequisite: GB 500

GB 555: ENTREPRENEURSHIP
This course provides an analysis and evaluation of the theories and practices related to the start-up, development, and management of a new venture. Students will analyze and evaluate theories related to entrepreneurial attributes, discovering and evaluating business opportunities, and developing strategies for creating new ventures.
4 Quarter Credit Hours
Prerequisite: GB 500

GB 561: SMALL BUSINESS ADMINISTRATION
This course provides an analysis and evaluation of the knowledge and skill sets necessary to effectively lead a small business. Leaders of small business enterprises face unique issues and challenges. Emphasis will be given to problem solving and decision making in the major functional areas common to small enterprises. Case study analyses will focus on the following themes: measuring economic performance, obtaining information for management decision making, developing management control systems for innovative companies, planning for the near and long term in owner-managed businesses, and examining the differences between managing start-up versus growing companies.
4 Quarter Credit Hours
Prerequisite: GB 500

GB 571: POWER AND NEGOTIATION
This course provides an analysis and evaluation of formal and informal mechanisms for managing conflicts and differences of opinion. Students analyze, evaluate, and apply theories of conflict negotiation and use of personal power in labor relations and personal relations in organizations. Students also assess their own skills and abilities related to the theoretical concepts.
4 Quarter Credit Hours
Prerequisite: GB

GB 572: INTERNATIONAL MANAGEMENT
This course provides an analysis and evaluation of the factors that create unique managerial challenges in international or multinational organizations. Students will analyze and evaluate theories and practices related
to foreign trade and investment, international monetary flow, government/business relationships, impacts of differing cultures on management and business practices, and issues related to doing business in developing countries.

4 Quarter Credit Hours
Prerequisite: GB 500

GB 599: BUSINESS STRATEGY
This course provides an integration of the functional areas of business with a focus on the use of this information for effective strategic decision making.

Students will engage in, analyze, and reflect upon an interactive business simulation. Students will also submit their completed Self-Directed Learning Plan and a plan for their continued professional growth and development.

4 Quarter Credit Hours
Prerequisite: Last term or permission of the Dean

GRADUATE FOUNDATIONS

KU 500: FOUNDATIONS OF GRADUATE LEARNING (GUIDED)
This course introduces the practical, creative, and analytical skills necessary for the successful completion of graduate school.

It examines Kaplan University’s expectations for graduate students and encourages students to develop their own unique strengths to maximize success in their chosen academic programs and professions.

0 Quarter Credit Hours
Prerequisite: None

KU 501: FOUNDATIONS OF GRADUATE LEARNING
This course introduces the practical, creative, and analytical skills necessary for the successful completion of graduate school.

It examines Kaplan University’s expectations for graduate students and encourages students to develop their own unique strengths to maximize success in their chosen academic programs and professions.

0 Quarter Credit Hours
Prerequisite: None

KU 510: FOUNDATIONS OF MATHEMATICS AND ECONOMICS
In this course students will be introduced to mathematics and economics concepts. Topics covered will include basic algebra, average and standard deviation calculations, histograms and pie charts, ratio analyses, and microeconomic demand and supply analysis. The framework of government macroeconomic approaches such as fiscal and monetary policies will also be reviewed. This course may not be applied toward degree requirements.

0 Quarter Credit Hours
Prerequisite: None

HU 100: INTRODUCTION TO LITERATURE
This course broadens the students’ understanding and appreciation of various literary forms including fiction, poetry, drama, and essays. Students read responsively and develop critical, analytical, and evaluative skills.

Online only
5 Quarter Credit Hours
Prerequisite or corequisite: CM 102
Fulfills humanities core requirement

HU 105: HISTORY OF IDEAS IN CIVILIZATION
This course offers students a window into the histories of major world religious cultures through the eyes of their modern-day practitioners. Students will analyze the experiences of assigned autobiographies’ authors and consider how the fundamental questions raised by the authors’ experiences relate to their own lives.

5 Quarter Credit Hours
Prerequisite or corequisite: CM 102 or the appropriate discipline-specific College Composition I course
Fulfills humanities core requirement

HU 201: VOICES OF WESTERN CULTURE—: ARTS AND IDEAS
This course explores the human experience as expressed through literature, painting, sculpture, music, theater, architecture, and philosophy. Students study the major historical developments and learn to critically read the classic texts of Western political, moral, and religious thought; students will also discuss the practical relevance of these texts to their own lives.

5 Quarter Credit Hours
Prerequisite or corequisite: CM 102 or the appropriate discipline-specific College Composition I course
Fulfills humanities core requirement

HU 245: ETHICS
In this course, students develop sound ethical reasoning and judgment through the study of practical applications of ethical theories. Topics studied include ethics as it relates to business, health care, society, and the environment. Emphasis is on practical applications of ethical principles and analytical methods.

5 Quarter Credit Hours
Prerequisite: CM 220
Fulfills humanities core requirement

HU 248: LITERATURE AND DEMOCRACY
This course focuses on nineteenth-century English and American literature that has helped people to imagine democracy as a noble, even ideal, way to live. Students learn the basic terms and tools of literary analysis and understand the development of the modern idea of democracy.

5 Quarter Credit Hours
Prerequisite: CM 220
Fulfills humanities core requirement

HU 280: BIOETHICS
In this course, students develop and apply sound ethical reasoning and judgment to important issues in health care. Topics studied include access to health care, medical privacy, end-of-life care, genetic screening, and emerging genetic technologies. Emphasis is on practical applications of ethical principles and analytic methods.

5 Quarter Credit Hours
Prerequisite: CM 220
Fulfills humanities core requirement

HU 330: SHAKESPEARE: THE HUMAN CONDITION
Students will be introduced to Shakespeare and examine one of his major plays from each of the genres of comedy, tragedy, and history. Students will be given the background necessary to understand these works in historical and contemporary contexts.

6 Quarter Credit Hours
Prerequisite: CM 220
Fulfills humanities core requirement

HU 345: CRITICAL THINKING
In this course, students learn how to use methods of critical thinking to evaluate arguments and claims, construct good arguments of their own, and identify and respond to fallacies, biases, ambiguities, and other aspects of bad reasoning. They then learn how to apply these concepts to real-world cases of personal significance to them.

6 Quarter Credit Hours
Prerequisite: CM 220
Fulfills humanities core requirement

HU 420: AMERICAN CITIES
This course explores the history and culture of American urban life. Its interdisciplinary approach applies the tools of literature, history, and urban studies to the city, considers how the city has changed American society,

*CM 103-107 are discipline-specific Composition I courses.
and explores the cultural fantasies and stereotypes the city has inspired.
6 Quarter Credit Hours
Prerequisite: CM 220
Fulfills history core requirement

INFORMATION SYSTEMS AND TECHNOLOGY

IT 101: INTRODUCTION TO INFORMATION TECHNOLOGY
This course introduces students to elementary concepts of computer hardware and terminology, as well as the basic use of Web browsers, email, word processing, spreadsheets, and database software applications.
5 Quarter Credit Hours
Prerequisite: None

IT 102: INTRODUCTION TO INFORMATION TECHNOLOGY II
This course continues the exploration of information technology begun in IT 101. Course topics include hardware, file management and security, network technologies, use of Web and multimedia techniques, databases, programming concepts, and basic project management. This course is designed for students preparing for careers in information technology and approaches its topics from the perspective of the skill set and knowledge base needed by IT professionals.
5 Quarter Credit Hours
Prerequisite: IT 101

IT 117: INTRODUCTION TO WEB DESIGN
An essential first step for any Web designer, this course contains a comprehensive look at HTML, the language used to create Web pages. More specifically, this course covers the creation and formatting of HTML documents, including the incorporation of graphics, multimedia, forms, and tables. Students learn how to use layout and design principles and HTML scripting.
5 Quarter Credit Hours
Prerequisite: IT 102

IT 118: INTRODUCTION TO WEB DESIGN I
This course is part one of a two-part series that explores Web design. This course instructs students in the basics of building a Web page. Coursework will include learning HTML and creating a Web page with images and formatting. The student will demonstrate work by producing and linking several Web pages that include lists, links, and form fields.
2 Quarter Credit Hours
Prerequisite: IT 102

IT 119: INTRODUCTION TO WEB DESIGN II
This course is part two of a two-part series that explores Web design. This course instructs students in the second phase of the basics of building a Web page. Coursework will include learning HTML and applying these skills to develop an attractive user-friendly page. The student will demonstrate work by producing and linking several Web pages that may include tables, frames, graphic images, and different formatting styles.
3 Quarter Credit Hours
Prerequisites: IT 102 and IT 118

IT 133: SOFTWARE APPLICATIONS
This course teaches students to use application software. Topics include an introduction to the Windows operating system and to Microsoft Office applications such as Word, Excel, PowerPoint, and Outlook. Students also learn how to apply the use of software applications within a profession.
5 Quarter Credit Hours
Prerequisite: None

IT 153: SPREADSHEET APPLICATIONS
This course examines the basic spreadsheet concepts, including calculations, formulas, built-in functions, and spreadsheet design. Students create spreadsheets and manipulate data for a variety of business applications. The course introduces charts, databases, and Web data. Students research and compare spreadsheet packages. This course prepares students for product certification.
5 Quarter Credit Hours
Prerequisite: IT 101 or IT 133

IT 163: DATABASE MANAGEMENT
This course is an introduction to database management systems. Students learn how to use a relational database management system to create, revise, and maintain a database. Other topics include creating queries, forms, and reports.
5 Quarter Credit Hours
Prerequisite: IT 102

IT 182: INTRODUCTION TO PROGRAMMING
This course introduces the fundamentals of programming. Basic concepts and syntax used to write programs including variables, input, output, looping, and program flow are introduced. The course also introduces structured programming design and development techniques and presents an overview of object-oriented programming and Visual Basic.
5 Quarter Credit Hours
Prerequisite: IT 102

IT 190: COMPUTER HARDWARE AND OPERATING SYSTEMS
This course provides students with the underlying theory of how computer hardware and operating systems work. Students receive significant instruction within the scope of personal computer design, maintenance, and operating systems.
5 Quarter Credit Hours
Prerequisite: None
It is highly recommended that students complete IT 101 or IT 113 prior to IT 190.

IT 245: WEBSITE DEVELOPMENT
This course introduces activities related to website development, including the identification of information objects; the creation of flow diagrams, text, and navigational efficiency; and the use of multimedia hyperlinks, maps, menus, and frames.
5 Quarter Credit Hours
Prerequisite: None

IT 247: WEBSITE TOOLS
In this course, students learn how to create graphics with both vector and bitmap images, apply special effects, build buttons, add rollovers, and create an animated GIF.
5 Quarter Credit Hours
Prerequisite: IT 117

IT 254: PROGRAMMING II
This course focuses on advanced programming concepts and techniques in Java. Students will expand upon their basic Java skills to develop more advanced software applications. Topics include GUI concepts, event-driven programming, serialization, multi-threading, Java beans, network programming, J2EE, XML, security, and Web applications. Students learn how to create interactive applications in Java that employ across multiple platforms.
5 Quarter Credit Hours
Prerequisite: IT 258

IT 255: E-COMMERCE DEVELOPMENT
This course explores Web-based commerce. Students learn technical and non-technical approaches and study online and traditional commerce. The course covers business solutions for small to large businesses and examines a variety of approaches to electronic commerce. Topics include security, payment systems, legal and ethical considerations, tools, and technologies. Some business principles are also covered.
5 Quarter Credit Hours
Prerequisite: IT 117

IT 258: INTRODUCTION TO JAVA PROGRAMMING
This course is an introduction to object-oriented programming in Java, where students learn analysis and design techniques of software engineering. Projects and assignments cover numerous aspects of program development. Students successfully completing the course will have the necessary background to analyze, design, and implement basic software solutions in Java.
5 Quarter Credit Hours
Prerequisite: IT 182

IT 259: JAVA PROGRAMMING II
This course focuses on advanced programming concepts and techniques in Java. Students will develop upon their basic Java skills to develop more advanced software applications. Topics include GUI concepts, event-driven programming, serialization, multi-threading, Java beans, network programming, J2EE, XML, security, and Web applications. Students learn how to create interactive applications in Java that employ across multiple platforms.
5 Quarter Credit Hours
Prerequisite: IT 258
IT 261: DESKTOP ADMINISTRATION
This course prepares networking students to install, configure, and administer a desktop operating system. Students learn to automate operating system installation, set up and manage user accounts, and configure local file systems. They learn to configure and troubleshoot both local and network printers, manage and troubleshoot access to shared folders, and recover from system failures.
5 Quarter Credit Hours
Prerequisite: IT 102

IT 273: LAN CONCEPTS
This course is an introduction to local area networks (LANs) and their uses. Topics include the fundamentals of data communications and networking, interfacing and connectivity, LAN types, components (hardware and software), planning and design, and LAN management and control.
5 Quarter Credit Hours
Prerequisite: IT 102

IT 278: NETWORK ADMINISTRATION
This course covers the major concepts and utilities involved in using current network operating systems, including administrator duties, server organization, rights, user addition, security, shared printing, login scripts, accounting, menus, and the most common network commands and files. It considers the three most widely used network platforms: Microsoft Windows, Novell Netware, and Linux.
5 Quarter Credit Hours
Prerequisites: IT 101 or IT 113

IT 283: NETWORKING CASES
This course provides a thorough using current network operating systems, transmission methods, and IEEE standards. It covers the new developments in wireless devices and the many real-world business applications available. Students learn wireless terminology, basic radio wave foundations, and the way to choose a workable wireless solution.
5 Quarter Credit Hours
Prerequisite: IT 273

IT 285: WIRELESS CASES
Wireless local area networks (WLANs) fit well into today’s business world, giving mobile workers the freedom they need to access network resources. Students in this second wireless course take a hands-on approach to implementing these WLANs. With step-by-step instructions, real-world examples, in-depth discussions, and hardware suggestions, the course teaches students how to configure wireless hardware and software and explains the best techniques for creating and managing WLANs.
5 Quarter Credit Hours
Prerequisite: IT 284

IT 289, 294, 296, AND 298: ASSOCIATE’S-LEVEL INFORMATION TECHNOLOGY EXTERNSHIP
These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer. Onsite only
IT 292: 3 Quarter Credit Hours
IT 294: 4 Quarter Credit Hours
IT 296: 5 Quarter Credit Hours
IT 298: 6 Quarter Credit Hours
Prerequisites: Permission from Registrar's Office, Program Coordinator, and Externship Coordinator

IT 293: ADVANCED VISUAL BASIC
This is an advanced course in the design and implementation of programs using Visual Basic. Topics include object-oriented programming, database access, and software component development.
5 Quarter Credit Hours
Prerequisite: IT 182

IT 297: DATA STRUCTURES AND ALGORITHMS
This course teaches students how to create data structures and algorithms using proper programming techniques. The course covers C++ programming and offers object-oriented programming exercises for students to apply concepts such as linked lists, recursion, searching and sorting, binary search, trees, and graphs. The program design process and program implementation involving multiple modules, verification of program correctness, and abstract data types are also stressed.
6 Quarter Credit Hours
Prerequisites: IT 182, IT 254, and MM 309

IT 301: OPERATING SYSTEMS CONCEPTS
This course presents the principles and concepts that govern the design of modern computer operating systems. Specific topics include the process model of computation and the related areas of mutual exclusion and process synchronization, including the use of processor scheduling, memory management, and management of secondary storage devices. Process deadlock detection, prevention, and protection are also discussed.
6 Quarter Credit Hours
Prerequisite: IT 190

IT 331: TECHNOLOGY INFRASTRUCTURE
This course provides an in-depth introduction to the concepts and purpose of a technology infrastructure. Emphasis is placed on the effective use of hardware, software, and people needed for successful communication within and the connectivity between organizations.
6 Quarter Credit Hours
Prerequisite: IT 273

IT 350: STRUCTURED QUERY LANGUAGE
This course covers more advanced concepts of the SQL programming language, in particular the skills needed to develop a business application using SQL. Students expand their programming skills by designing, creating, and managing databases using SQL.
6 Quarter Credit Hours
Prerequisite: IT 163

IT 373: GRAPHICS AND MULTIMEDIA FOR WEB DESIGN
Students learn about the use of color on the Web, Web graphic file formats, graphical text, buttons, backgrounds, and image maps. Issues pertaining to the use of graphics on the Web, including file size, graphics quality, and resolution, are explored. Students learn to use graphics programs to produce appropriate graphics for their Web projects and multimedia, including audio and video.
6 Quarter Credit Hours
Prerequisite: IT 117

IT 380: NETWORK OPERATING SYSTEMS
This course takes students from a broad, general discussion of modern operating systems concepts into a series of specific discussions of more advanced server operating systems topics and finally through a practical look at how network operating systems are used to implement those concepts in actual business situations. Students examine several operating systems along the way, noting their similarity in design principles while
becoming familiar with some of their more important implementation differences.
6 Quarter Credit Hours
Prerequisite: IT 273

IT 386: WIDE AREA NETWORKING
This course introduces the field of telecommunications and wide area network technology by examining various technologies and how applications of those technologies work together to form functioning systems and networks. The use of these technologies to meet business requirements is emphasized.
6 Quarter Credit Hours
Prerequisite: IT 354

IT 430: PROJECT MANAGEMENT
This course covers the factors necessary for successful management of system development or enhancement projects. Both technical and behavioral aspects of project management are discussed. The focus is on management of the system life cycle and managing expectations in enterprise-level systems.
6 Quarter Credit Hours
Prerequisites: MT 300 or IT 331

IT 450: PROGRAMMING LANGUAGE CONCEPTS
This course is an introduction to the fundamental concepts of programming languages. This course includes the study of the history of programming languages, programming specifications, and analysis. Problem-solving techniques are explored. Programming language design, syntax, and semantics are covered.
6 Quarter Credit Hours
Prerequisite: 100/200-level computer or math course

IT 452: ADVANCED QUERY DESIGN AND REPORTING
This course covers the advanced concepts of database query design and the use of reporting tools. Students will expand their database skills by designing and creating queries using SQL. Emphasis will be placed on the skills needed to develop reports and queries to meet business needs.
6 Quarter Credit Hours
Prerequisite: IT 354

IT 456: DATABASE ADMINISTRATION
This course covers the database administration role for relational databases, focusing specifically on the following: the approach to the installation and upgrading of software and utilities; techniques for the allocation of the database to physical devices and directories; the creation of user authorities and the control of access to data and resources; management of data storage; analyzing database performance and implementing procedures for optimizing performance; procedures for the backup and recovery operations.
6 Quarter Credit Hours
Prerequisite: IT 350

IT 460: SYSTEMS ANALYSIS AND DESIGN
This course provides an overview of the system development and modification process. Students learn to evaluate and choose a system development methodology. It emphasizes the factors for effective communication with users and team members and all those associated with development and maintenance of the system.
6 Quarter Credit Hours
Prerequisites: IT 101 or IT 133

IT 461: ADVANCED VISUAL BASIC II
This course teaches students advanced Visual Basic programming techniques for desktop applications. Upon completion of this course the student will be able to write, debug, compile, and execute Visual Basic programs for use in a desktop environment. During this course, students focus on building well-engineered and maintainable programs to meet business applications and programming standards.
6 Quarter Credit Hours
Prerequisite: IT 293

IT 464: OBJECT-ORIENTED PROGRAMMING
This course focuses on object-oriented programming (OOP). A wide range of OOP concepts and principles and their use in programming are discussed. Object-oriented, event-driven, and interactive programming techniques are presented. Emphasis is placed on design process and structure.
6 Quarter Credit Hours
Prerequisite: IT 254

IT 466: ADVANCED OBJECT-ORIENTED PROGRAMMING
This course is a continuation of IT 464. While refining the skills previously gained, students broaden their knowledge of the C++ programming language to include development, documentation, and testing programs that meet business application needs and industry standards. Students also learn to define and appropriately perform dynamic memory allocation and to use constructor and destructor functions, inheritance mechanisms, decision mechanisms, and repetition structures.
6 Quarter Credit Hours
Prerequisite: IT 464

IT 470: ADVANCED WEB LANGUAGES FOR WEB DESIGN
This course focuses on maximizing the impact and effectiveness of Web pages through the use of advanced HTML code and other Web programming tools and languages. Topics include developing and integrating complex tables, frames, style sheets, and forms and the use of DHTML, XSL, and XML.
6 Quarter Credit Hours
Prerequisites: IT 117 and IT 182

IT 476: WEB MARKETING AND E-COMMERCE
Students learn the steps needed to develop and integrate Internet communication strategies. Starting with marketing basics, they learn to plan and target a Web marketing effort. The practical logistics of establishing and maintaining an e-commerce site, including legal and regulatory issues, are also explored.
6 Quarter Credit Hours
Prerequisite: IT 430

IT 478: WEB SERVERS AND SECURITY
This course teaches students to install and configure popular Web server software including Apache HTTP Server, Microsoft Internet Information Server, and several others. Students learn to determine user access levels, as well as server authentication and server-side programming. Various issues involving Web security are discussed, including Web/client security and intrusion detection and recovery.
6 Quarter Credit Hours
Prerequisites: IT 430 and IT 470

IT 482: NETWORK DESIGN
This course provides students with the information and skills needed to design local area networks. Emphasis is placed on planning and analysis skills. Students learn to design a network solution that supports network applications based on business needs.
6 Quarter Credit Hours
Prerequisite: IT 380

IT 484: NETWORKING SECURITY
This course teaches students how to defend network assets by evaluating threats and implementing appropriate countermeasures. The combination of protecting network availability, integrity, and confidentiality is the foundation of any good network security plan. By applying security technologies using cost-effective and balanced methods, even the smallest businesses can keep their networks safe. Topics include analysis of threats, vulnerability, methods of protection, and adoption of policies and procedures to secure access for local and remote network users. The course also includes strategies for securing Internet access between private and public networks.
6 Quarter Credit Hours
Prerequisites: IT 278 and IT 380

IT 490: ANIMATION BEHAVIORS
The course incorporates the fundamentals of animation scripting for designers. Students will apply scripting to add interactivity to their websites. Topics will include programming and reusing animation code scripts, handling object collisions, and debugging and troubleshooting motion scripts. Students will work step by step through various scripts to create animation control for real-world website designs.
6 Quarter Credit Hours
Prerequisite: IT 373

IT 491, 493, 495, AND 497: BACHELOR’S-LEVEL INFORMATION TECHNOLOGY EXTERNSHIP
These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer. Onsite only
IT 491: 3 Quarter Credit Hours
IT 493: 4 Quarter Credit Hours
IT 495: 5 Quarter Credit Hours
IT 497: 6 Quarter Credit Hours
The capstone course is delivered through a comprehensive capstone project. Students learn the principles of animation and are provided with an overview of how animation fits into website architecture.

6 Quarter Credit Hours
Prerequisite: IT 490

IT 496: ANIMATION FOR GAMING
This course focuses on gaming theory using examples of single-player and multiplayer Web-based games. Students create game-like applications with advanced animation techniques and Web programming.
6 Quarter Credit Hours
Prerequisites: IT 182 and IT 490

IT 499: BACHELOR’S CAPSTONE IN INFORMATION TECHNOLOGY
The Bachelor’s Capstone in Information Technology is designed to build on the concepts of all information technology courses students have taken as a part of their degree plans. The capstone project integrates problem solving techniques and the development and implementation of viable, student-developed solutions to meet an identified technology or design need in a business or institutional environment.
4 Quarter Credit Hours
Prerequisite: Last quarter or permission of the Program Chair

INTERDISCIPLINARY STUDIES
IS 299: ASSOCIATE’S CAPSTONE IN INTERDISCIPLINARY STUDIES
This course is designed to provide students with the opportunity to integrate the knowledge and skills acquired throughout the program of study. The student will utilize critical thinking skills and synthesize previous coursework in developing an original comprehensive capstone project. The capstone course is delivered to students at the end of a program of study for the purposes of a college assessment of student achievement of program outcomes, the student’s written and oral communication skills, and knowledge of the subject matter, theories, and methods relating to interdisciplinary studies.
3 Quarter Credit Hours
Prerequisite: Last term or permission of the Dean

MANAGEMENT
HR 400: PERSONNEL ADMINISTRATION
In this course, students explore the role of personnel administration in the area of human resource management by examining the areas of employee recruiting, retention, and development. Topics focus on how an organization can implement effective recruiting and development policies. These factors will include the topics of compensation and benefits packages, recruitment sources and techniques, electronic recruitment, competency-based recruiting and interviewing, why employees leave, rewards, recognition and opportunities, and balancing work with personal life.
6 Quarter Credit Hours
Prerequisite: none

HR 410: EMPLOYEE TRAINING AND DEVELOPMENT
This course focuses on the issues related to employee training and employee development. Topics focus on how an organization’s mission and goals provide guidance for employee training and development and how to assess an organization’s job needs in terms of the knowledge, skills, and attitudes needed by employees to complete the organization’s mission and achieve its goals.
6 Quarter Credit Hours
Prerequisite: None

HR 435: EMPLOYEE COMPENSATION AND BENEFITS
This course focuses on the issues related to employee compensation and benefits. Topics focus on how an organization’s compensation program sends a strong message to its employees, how to develop compensation philosophies that are appropriate for the organization’s business objectives and corporate culture, and how to develop a flexible and comprehensive benefits program to remain competitive for attracting and retaining the top employees.
6 Quarter Credit Hours
Prerequisites: HR 400 and HR 410

HR 480: EMPLOYMENT LAW AND LABOR RELATIONS
This course focuses on the issues related to federal statutes and state regulated areas that impact the personnel function. Among topics addressed are employment relationships and procedures, employment discrimination, and employment regulations. Some specific issues covered in the course are EEO and affirmative action, OSHA, employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring), and wrongful discharge.
6 Quarter Credit Hours
Prerequisites: MT 211, HR 400, and HR 410

HR 485: STRATEGY AND CHANGE MANAGEMENT
This course focuses on the issues related to strategy and change management within organizations. This course addresses the challenges management in organizations face when implementing strategies, particularly by examining the organizational elements that must be drawn into line to support a strategy, as well as the immense difficulties of changing an organization. The primary focus of the course will be organizational alignment and managing the change process.
6 Quarter Credit Hours
Prerequisites: HR 400 and HR 410

MT 101: INTRODUCTION TO MANAGEMENT
This course examines how management functions and processes apply to work in organizations and with the individuals in those organizations. It introduces key management thinkers and schools of thought and examines what management professionals, theorists, and social scientists have to say about motivation, leadership, organization, and planning. Students also look at business challenges from the perspectives of contemporary leadership theory and business ethics.
5 Quarter Credit Hours
Prerequisite: None

MT 203: HUMAN RESOURCE MANAGEMENT
In this course, students explore the dynamic roles of management in the area of human resources by examining the internal and external environment of business. Job analysis and the functions of human resource management—including staffing, performance appraisal, training and development, compensation, and labor relations—are an integral part of the course.
5 Quarter Credit Hours
Prerequisite: MT 101

MT 209: SMALL BUSINESS MANAGEMENT
This course presents the fundamentals of organizing and operating a small business in services, retailing, wholesaling, and manufacturing. The problems of labor, marketing, location, financing, management, accounting, entrepreneurship, and research are studied. This course stresses concepts and principles of business that are utilized in successful small business operation through a balance of business and management functions.
5 Quarter Credit Hours
Prerequisites: MT 101, MT 217, and MT 219

MT 211: BUSINESS LAW
This course introduces fundamentals of the legal system as they apply to business. Specific areas of focus include contracts, torts, sales, agency, and employment law. Students will also examine the different types of business organizations, from small closely held corporations to large international conglomerates. The course also evaluates the importance of business ethics, as well as current events that impacted the community, especially the rapid advancement of technology in the business world and the impact it has on the law.
5 Quarter Credit Hours
Prerequisite: None

MT 216: FINANCE I
Finance I is the first of a two-part introductory approach to the finance area, which studies the basic concepts and techniques...
of corporate finance practices. This course, together with Finance II, provides students with the tools necessary for analyzing financial statements, time value of money, stocks and bonds valuations, short-term financial management, and long-term financial planning techniques.

2 Quarter Credit Hours
Prerequisites: AC 114 and MM 207

MT 217: FINANCE
Finance is an introductory-level course that studies the basic concepts and techniques of corporate finance practices. This course provides students with the tools necessary for analyzing financial statements, time value of money, stocks and bonds valuations, short-term financial management, and long-term financial planning techniques.

5 Quarter Credit Hours
Prerequisites: AC 114 and MM 207

MT 218: FINANCE II
This course, which studies the basic concepts and techniques of corporate finance practices, is the second of a two-part introductory approach to the finance area. Together with MT 216: Finance I, this course provides students with the necessary tools for analyzing financial statements, the time value of money, stocks and bonds valuations, and short- and long-term financial planning techniques.

3 Quarter Credit Hours
Prerequisites: AC 114, MM 207, and MT 216

MT 219: MARKETING
In this course, students analyze theoretical marketing processes and explore the strategies of product development, pricing, promotion, and distribution, and their applications to both business and the consumer. Students examine environmental influences and key analytical tools used in formulating marketing plans.

5 Quarter Credit Hours
Prerequisite: None

MT 225: ASSOCIATE’S CAPSTONE IN MANAGEMENT
This course applies management theories to real-world business environments through the study and practice of problem-solving techniques, supportive communication, team building, and self-awareness development.

4 Quarter Credit Hours
Prerequisite: Last term or permission of the Dean

MT 293–296: ASSOCIATE’S-LEVEL MANAGEMENT EXTERNSHIP
These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer. Onsite only
MT 293: 3 Quarter Credit Hours
MT 294: 4 Quarter Credit Hours
MT 295: 5 Quarter Credit Hours
MT 296: 6 Quarter Credit Hours
Prerequisites: Permission from Registrar’s Office, Program Coordinator, and Externship Coordinator

MT 299: ASSOCIATE’S CAPSTONE IN MANAGEMENT
This course applies management theories to real-world business environments through the study and practice of problem-solving techniques, supportive communication, team building, and self-awareness development.

3 Quarter Credit Hours
Prerequisite: Last term or permission of the Dean

MT 300: MANAGEMENT OF INFORMATION SYSTEMS
This course provides students with an understanding of the role of computer-based information systems in business organizations. It emphasizes management and the technical concepts essential to business application and management control of information systems. Students learn the procedures and controls used in maintaining communication channels.

6 Quarter Credit Hours
Prerequisites: IT 133 and MT 101

MT 301: OPERATIONS MANAGEMENT IN HEALTH CARE
Day-to-day operations in health care settings require the application of statistical controls, continuous improvement, process analysis, and cost accounting to ensure the successful delivery of health care services. This course provides a custom-made manager’s toolkit of techniques and practices tailored to fit the demands of frontline managers in organizations that deliver and support health care services.

6 Quarter Credit Hours
Prerequisite: 100/200-level management course.
Fulfills ethics core requirement

MT 302: ORGANIZATIONAL BEHAVIOR
This course explores human behavior in profit and not-for-profit enterprises. Students examine the perceptions, communication styles, and theories of motivation for the individual, the team, and the organization. The course also looks at corporate culture, diversity, fairness, and responsibility. Students gain a set of organizational design tools to establish training and development goals, along with an appreciation for the role of leaders and followers.

6 Quarter Credit Hours
Prerequisite: 100/200-level management course

MT 305: MARKETING RESEARCH
This course explores how an organization collects and interprets information about the marketplace to develop effective strategies. It covers the use of statistical and analytical techniques used to measure and predict consumer behavior, assist product and service developers, guide sales or service management decisions, and evaluate marketing initiatives. The use of the Internet in marketing research is an integral part of the course.

6 Quarter Credit Hours
Prerequisite: MT 219

MT 340: CONFLICT RESOLUTION AND TEAM DYNAMICS
This course addresses the dynamics of confrontation and conflict in the increasingly complex work environment. It helps students achieve professionalism, respect, and recognition in the workforce. Students develop a better understanding of individual and group interactions and learn the guidelines for building a productive team and making team decisions efficiently.

6 Quarter Credit Hours
Prerequisite: 100/200-level management course
MT 371: PATIENTS AND PROVIDERS
This course enhances the competence of health service managers from a variety of professional and vocational backgrounds. Using a combination of theory and practice, students look critically at the relationship between management and medical care. The course stresses the unique nature of the health care industry. Students also examine what drives change in health care management and the role of leaders in managing that change.
6 Quarter Credit Hours
Prerequisite: None

MT 425: MANAGERIAL FINANCE
This course introduces students to the basic concepts and principles of financial management and policy-making aspects of the general manager's responsibilities. It introduces students to the basic concepts of strategic management and explains how to formulate and implement a strategic plan proficiently. Students evaluate their research, critical thinking, and reading skills.
6 Quarter Credit Hours
Prerequisite: AC 116, MT 217, and MT 425

MT 429: POLITICAL ECONOMY
This course enhances the competence of health service managers from a variety of professional and vocational backgrounds. Using a combination of theory and practice, students look critically at the relationship between management and medical care. The course stresses the unique nature of the health care industry. Students also examine what drives change in health care management and the role of leaders in managing that change.
6 Quarter Credit Hours
Prerequisite: None

MT 450: MARKETING MANAGEMENT
This course examines the concepts and principles involved in marketing analysis and implementation of the marketing strategy in consumer, industrial, and service organizations. It explains all the elements of the marketing mix, including product, price, promotion, and distribution. Students analyze the social forces and international aspects of marketing.
6 Quarter Credit Hours
Prerequisite: MT 219 or 100/200-level management course

MT 451: BUSINESS AND TECHNOLOGICAL CHANGE
The processes surrounding the development and adoption of new technologies are embedded in complex systems with specific social, economic, political, and corporate dimensions. This course introduces the technology adoption life cycle and several methods of technology forecasting. Students trace the history and key breakthrough points of a specific technology. They describe how the technology was developed and adopted and then prepare a projection using technology forecasting methodologies.
6 Quarter Credit Hours
Prerequisite: 100/200-level accounting course, 100/200-level math course, and 100/200-level management course

MT 455: SALESFORCE MANAGEMENT
This course focuses on the management of an organization's personal selling function. Recruiting, developing, motivating, and retaining a talented salesforce are essential to an enterprise's ability to compete. Through readings and other educational activities, students learn the tactical issues and strategies for developing the salesforce into an effective sales team, the fundamentals of strategic planning, the people aspects of personal selling, and how to evaluate and control personal selling activities.
6 Quarter Credit Hours
Prerequisite: 100/200-level management course

MT 459: CONSUMER BEHAVIOR
This course provides an overview of consumer behavior and explains how it impacts marketing strategy. It covers consumer research, market segmentation, and motivation, focusing on individual personality, perceptions, attitudes, and learning, as well as the influence of groups on consumer behavior. The consumer decision-making process is highlighted.
6 Quarter Credit Hours
Prerequisite: MT 219

MT 460: MANAGEMENT POLICY AND STRATEGY
This course explores the strategic management and policy-making aspects of the general manager's responsibilities. It introduces students to the basic concepts of strategic management and explains how to formulate and implement a strategic plan proficiently. Students evaluate their research, critical thinking, and reading skills.
6 Quarter Credit Hours
Prerequisite: MT 219

MT 461: FINANCIAL MARKETS
This course examines the various types of securities and the factors that influence their value, as well as the markets in which they are traded. Students focus on how these markets work with the corporate finance function.
6 Quarter Credit Hours
Prerequisite: MT 217 and MT 425

MT 462: FINANCIAL STATEMENT ANALYSIS
This course examines the basic skills necessary for analyzing those financial statements used in corporate finance. Students learn to identify the relevant financial data used in decision contexts.
6 Quarter Credit Hours
Prerequisite: MT 217 and MT 425

MT 473: INVESTMENT MANAGEMENT
This course examines the principles and methods of investing in equity, fixed-income instruments, and derivatives. Students study types of investments, perform analysis of markets, and learn the mechanics of trading.
6 Quarter Credit Hours
Prerequisite: MT 217 and MT 425

MT 493–496: BACHELOR’S-LEVEL MANAGEMENT EXTERNSHIP
These courses provide variable credits based on the completion...
of 90 to 180 hours of hands-on experience with an area employer.

MT 493: 3 Quarter Credit Hours
MT 494: 4 Quarter Credit Hours
MT 495: 5 Quarter Credit Hours
MT 496: 6 Quarter Credit Hours
Prerequisites: Permission from Registrar’s Office, Program Coordinator, and Externship Coordinator

MT 499: BACHELOR’S CAPSTONE IN BUSINESS AND MANAGEMENT
This senior-level course builds on the concepts of all the courses taken within the program of study. The capstone course provides graduating students with an opportunity to integrate their previous coursework in a meaningful review of their learning and to assess their level of mastery of the stated outcomes of their degree program.

4 or 6 Quarter Credit Hours
Prerequisite: Last term or permission of the Dean

SA 400: BUSINESS PROCESS ANALYSIS
In this course, students will integrate their accumulated knowledge of the multiple facets of business processes and operations in order to identify industry risks. Knowledge gained from studies in accounting, finance, marketing, operations management, and law allows the student to identify the multitude of threats—both internal and external—that can undermine the ongoing viability of a business entity. This course involves the student in contemporary business case studies and written analysis that are used to accentuate the key risks faced by businesses in major industry sectors.

6 Quarter Credit Hours
Prerequisites: MT 211, MT 217, MT 219, MT 425, MT 435, and IT 273

SA 410: RISK ANALYSIS AND STRATEGY
This course guides students through risk assessment and analytical tools used to identify threats, access means to counter or avoid threats, and create countermeasures for future contingencies. The course allows the student to learn how to determine an organization’s vulnerabilities and assess ways and means to avoid threats which might compromise its mission. The student will also study copyrights, licensing, piracy, and prosecution parameters open to organizations for the protection of their proprietary assets.

6 Quarter Credit Hours
Prerequisite: SA 400

SA 411: RISK MANAGEMENT
In this course, the student will learn risk avoidance planning and disaster recovery planning. These plans include budget development, which consists of micro- and macro-level assessments, and cost benefit analysis as applied to risk management and resource allocations. The course provides a basis of knowledge that the student can apply to the strategic and operational planning needs of an organization and develops resource management skills. The student will learn the various legal means to protect corporate assets and plan countermeasures to manage future natural disasters, terror threats, fraud, and international crises influencing business assurance.

6 Quarter Credit Hours
Prerequisite: SA 410

SA 421: ETHICS AND COMPLIANCE – SARBANES-OXLEY AND SEC REGULATIONS
In this course, the student will learn about the Sarbanes-Oxley Act, how it relates to SEC regulations, and the management controls necessary to ensure ongoing compliance. The integration of ethics as the foundation for long term as well as day-to-day operations of an entity is emphasized.

6 Quarter Credit Hours
Prerequisites: MT 211 and SA 400

SA 422: ETHICS AND COMPLIANCE – HIPAA AND HEALTH INDUSTRY REGULATIONS
For the student interested in the allied health industry, this course covers national standards for the protection of individual’s health information as applied to health plans, health care clearinghouses, and health care providers. The student will also learn of other health industry regulations that protect patients and providers. The integration of ethics as the foundation for long term as well as day-to-day operations of an entity is emphasized.

6 Quarter Credit Hours
Prerequisites: MT 211 and SA 400

SA 423: ETHICS AND COMPLIANCE – FEDERAL ACTS AND REGULATIONS
This course will cover all federal acts and resulting regulations that impact the various facets of an entity’s operations and processes. Knowledge gained from this course will allow the student to make credible business decisions based on regulatory standards, such as the Privacy Act and the Federal Records Act. The integration of ethics as the foundation for long term as well as day-to-day operations of an entity is emphasized.

6 Quarter Credit Hours
Prerequisites: MT 211 and SA 400

MC 201: COLLEGE ALGEBRA
College Algebra (A) covers topics of algebra, including linear functions, equations and inequalities, systems of equations in two variables, and graphing.

Onsite only
2.5 Quarter Credit Hours
Prerequisite: SA 400

MM 201A: COLLEGE ALGEBRA
College Algebra (B) covers topics of algebra, including polynomial functions, rational and radical equations and inequalities, exponential and logarithmic functions, ratios, proportions, and variation.

Onsite only
2.5 Quarter Credit Hours
Prerequisite: MM 201A

MM 207: STATISTICS
This course examines the principles of descriptive and inferential statistics. Topics include probability concepts, measures of central tendency, normal distributions, and sampling techniques. The application of these principles to simple hypothesis-testing methods and to confidence intervals is also covered. The application of these topics in solving problems encountered in personal and professional settings is also discussed.

5 Quarter Credit Hours
Prerequisite: IT 133
Fulfills mathematics core requirement

MM 207A: STATISTICS
This course examines the principles of descriptive and inferential statistics. Topics include measures of central tendency and sampling techniques. The application of these principles to simple hypothesis testing methods and to confidence intervals is also covered. Onsite only

2.5 Quarter Credit Hours
Prerequisite: MM 201

MM 207B: STATISTICS
Topics include probability concepts, measures of central tendency, normal distributions, and sampling techniques. The application of these principles to
METHODS OF TEACHING LITERACY

LT 502: TEACHING READING ACROSS THE CURRICULUM (GRADES K–5)
This course examines research-based methods, national standards, and best practice strategies for reading instruction in grades K–5. Topics include assessing and building upon students’ prior knowledge, metacognitive strategies, reading as a constructive process, active-reading behaviors, reading comprehension, guided reading, workshop models, and strategies for integrating reading and writing. Additionally, the course explores methods for assisting struggling readers, including English language learners and children identified as having reading disabilities.
4 Quarter Credit Hours
Prerequisites: This course should be taken in alignment with the program sequence defined in the Kaplan University Catalog

LT 503: TEACHING WRITING ACROSS THE CURRICULUM (GRADES K–5)
This course explores strategies for teaching writing skills through use of the writing workshop approach and under the guidelines of NCTE writing standards. Course assignments include practice with the minilesson, cooperative learning groups, peer reviews, student/teacher conferencing, journaling, and portfolios. In addition, the course explores evaluation rubrics for assessing student achievement.
4 Quarter Credit Hours
Prerequisites: This course should be taken in alignment with the program sequence defined in the Kaplan University Catalog

LT 504: READING DIAGNOSIS AND REMEDIATION
This course will focus on the development and use of diagnostic instruments and practices that help teachers discern the nature of individual differences in literacy abilities, especially among readers and writers with special learning challenges. Methods of constructing individualized, corrective treatment plans and procedures for K-12 and adult learners will be discussed.
4 Quarter Credit Hours
Prerequisites: This course should be taken in alignment with the program sequence defined in the Kaplan University Catalog

LT 511: TEACHING WRITING ACROSS THE CURRICULUM (GRADES 6–12)
The course focuses on teaching the English language arts, including oral language, writing, reading, and literature. Degree candidates will learn how to design instructional units and assess students’ growth in literacy. Candidates will also learn about content standards, effective instructional practices, and research-based assessment strategies in the field.
4 Quarter Credit Hours
Prerequisites: This course should be taken in alignment with the program sequence defined in the Kaplan University Catalog

METHODS OF TEACHING MATHEMATICS

MH 501: DEVELOPING MATHEMATICAL PROFICIENCY: NUMBERS AND OPERATIONS (GRADES K–5)
This course provides an in-depth examination of the content and instructional strategies that help students develop mathematical proficiency in numbers and operations. Particular attention is paid to making connections
between young students' knowledge of everyday real-world mathematics and the mathematics they learn in the classroom. The course emphasizes best practices for teaching problem solving and strategies for fostering the development of conceptual understanding, as well as computational fluency. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include counting, whole number operations, estimation, and representations of whole numbers, fractions, and decimals.

4 Quarter Credit Hours
Prerequisite: None

MH 502: DEVELOPING MATHEMATICAL PROFICIENCY: GEOMETRY AND MEASUREMENT (GRADES K–5)
This course provides an in-depth examination of the content and instructional strategies that help students develop mathematical proficiency in geometry and measurement. The course examines strategies for creating engaging, hands-on student activities that test conjectures, explore geometry and measurement concepts, and foster a conceptual understanding of the subject matter. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include two- and three-dimensional geometric figures, spatial reasoning, coordinate geometry, and estimated and actual measurements.

4 Quarter Credit Hours
Prerequisite: None

MH 504: DEVELOPING MATHEMATICAL PROFICIENCY: DATA ANALYSIS AND PROBABILITY (GRADES K–5)
This course provides an in-depth examination of the content and instructional strategies that help students develop mathematical proficiency in data analysis and probability. The course presents strategies for using data collection projects to illustrate how graphs and statistical measures can be used to interpret results. Hands-on experiments that help students gain a conceptual understanding of probability are also explored. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include data collection and analysis, charts and graphs, measures of central tendency, and probability.

4 Quarter Credit Hours
Prerequisite: None

MH 511: DEVELOPING MATHEMATICAL PROFICIENCY: NUMBERS AND OPERATIONS (GRADES 6–8)
This course provides an in-depth examination of the content and instructional strategies that help middle school students develop mathematical proficiency in numbers and operations. Particular attention is paid to overcoming common obstacles to the understanding of operations with real numbers. The course emphasizes best practices for teaching problem solving and strategies for fostering the development of conceptual understanding, as well as computational fluency. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include representing and performing operations with fractions, decimals, percents, integers, and proportional reasoning.

4 Quarter Credit Hours
Prerequisite: None

MH 512: DEVELOPING MATHEMATICAL PROFICIENCY: GEOMETRY AND MEASUREMENT (GRADES 6–8)
This course provides an in-depth examination of the content and instructional strategies that help middle school students develop mathematical proficiency in geometry and measurement. The course examines strategies for creating engaging, hands-on student activities that test conjectures and explore geometry and measurement concepts using technology and other manipulatives. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include properties of two- and three-dimensional geometric figures, spatial reasoning, similarity, congruence, and measurement.

4 Quarter Credit Hours
Prerequisite: None

MH 513: DEVELOPING MATHEMATICAL PROFICIENCY: ALGEBRA (GRADES 6–8)
This course provides an in-depth examination of the content and instructional strategies that help middle school students develop mathematical proficiency in algebra. The course examines best practices for helping students in grades 6-8 explore and represent problem situations using tables, equations, and graphs. In addition, this course explores how graphing calculators and spreadsheets can help students develop algebraic thinking. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include the mathematical modeling of patterns, solving one-variable equations, and graphing linear equations.

4 Quarter Credit Hours
Prerequisite: None

MH 514: DEVELOPING MATHEMATICAL PROFICIENCY: DATA ANALYSIS AND PROBABILITY (GRADES 6–8)
This course provides an in-depth examination of the content and instructional strategies that help middle school students develop mathematical proficiency in data analysis and probability. This course presents strategies for using student-created hypotheses to design data collection projects and for utilizing computer-generated graphs and statistical measures to interpret data. Probability experiments that test conjectures are also examined. Course topics are aligned with the National Council of Teachers of Mathematics (NCTM) standards and include data collection and analysis, graphical representations of data, measures of central tendency and spread, and probability.

4 Quarter Credit Hours
Prerequisite: None

NURSING

NU 300: PROFESSIONAL LEADERSHIP TRANSITIONS
This course will facilitate the transition of the registered nurse into a professional nursing leadership role. The three professional roles are introduced, with emphasis placed on teaching and leadership. Students will examine personal values, goals, and roles to create a professional development plan. Topics covered include the history of professional nursing; characteristics of a profession; characteristics of professional nursing practice; professional nursing roles; nursing theorists and theories; diversity and health; health promotion; alternative health practices; technology; nursing databases; and NANDA, NIC, and NOC.

6 Quarter Credit Hours
Prerequisite: Admission to the program

NU 304: HEALTH/WELLNESS ASSESSMENT (LAB COURSE)
This lab course builds on previous skills and learning in nursing, the biological and social sciences, and communication and teaches the student to complete a health history, a physical, and other health assessments. Individual and collaborative interventions based on assessment data are examined. Topics covered include an overview of physical and other health assessments, obtaining and documenting a health history, performance of physical assessment strategies specific to each body system, recognition of normal and abnormal findings, cultural and population variations, health promotion theory and applications, and proper documentation of assessment data.

6 Quarter Credit Hours
Prerequisites: NU 300 and IT 133

NU 310: NURSING RESEARCH
This course introduces the student to the research process. The course investigates the scientific method as it applies to the nurse's
role. The leadership role of the professional nurse in research is explored. Ethical considerations involved in research procedures are discussed. Critical thinking skills are developed as the student gains understanding of the basic processes of research. Students develop skills to access and evaluate electronic sources of research data through projects. Application of nursing research to current practice is initiated. Topics include examination of the methodology of each step of the research process, quantitative and qualitative research designs, and critical appraisal techniques in examining research. Students learn to search for research data and complete a literature review through class projects. Students will analyze the role of research as it applies to their personal professional development.

6 Quarter Credit Hours
Prerequisites: NU 304 and MM 207

NU 350: ISSUES AND INFORMATICS
This course teaches students to develop a leadership role in the current technological arena in health care and nursing. Students examine, interpret, and evaluate current nursing issues while focusing on the ethical, legal, political, economic, and quality components within each topic. The concept of nursing informatics is investigated using existing informatics standards, tools, and technological advances. Informatics is then applied to health promotion and disease prevention. Topics covered include informatics basics, databases and data sets, security and patient records, informatics applications in nursing and health care, patient clinical information systems, telehealth, and informatics challenges and issues.

6 Quarter Credit Hours
Prerequisite: NU 310 or concurrent enrollment in NU 310

NU 410: EMERGING CONCEPTS IN AGING AND ALTERNATIVE THERAPIES
Given that the fastest growing segment of the U.S. population is 85 years and older, this course will focus on geriatric nursing. In addition, more consumers of all ages are seeking alternative forms of health care, therefore nursing care that integrates alternative and complementary medicine will be explored. Topics will include aging theory, geriatric healthcare, economic and legal concerns of the aged, age-related changes, and common issues and problems for the aged. Current developments and current trends in healthcare treatments from alternative and complementary medicine will be studied.

6 Quarter Credit Hours
Prerequisites: NU 304, NU 310, and HU 280

NU 420: LEADERSHIP AND MANAGEMENT IN THE CURRENT HEALTH CARE ENVIRONMENT
This course provides an overview of managerial principles and health policy/economic issues. An introduction to health care systems, modes of delivery, resources, economics, and contemporary local and global problems and policies influencing health care is provided to demonstrate the nursing leadership role in these issues. Topics include use of technology in the workplace, policies and procedures, job analysis and description, budgeting and financial management, styles of nursing care delivery, time management, performance evaluation, quality assurance, program evaluation, management of conflict, special needs employees, staffing needs, scheduling needs, career development issues, and health care resources and economics.

6 Quarter Credit Hours
Prerequisite: NU 410 or concurrent enrollment in NU 410

PA 101: PARALEGALISM TODAY
This introduction to paralegal studies welcomes the student to the world of the law office, as well as the United States legal system as a whole. In addition to providing context for paralegal studies by surveying the history and structure of the U.S. legal system, the course covers legal analysis, legal research and briefing, the litigation process, formal legal citation, the use of the IRAC (Issue, Rule, Application, Conclusion) method of analysis, and ethical rules and licensing requirements related to paralegal work. The course develops critical thinking and professional writing skills through individual and team assignments, including case readings and analysis, document preparation, and a variety of professional writing assignments.

5 Quarter Credit Hours
Prerequisite: None

PA 102: INTRODUCTION TO LAW
In this course, students will get an introductory overview of law as developed historically, the American legal system, and the role and influence of law in society, business and personal behavior, communication, and thought.

5 Quarter Credit Hours
Prerequisite: None

PA 105: LEGAL AND PROFESSIONAL WRITING
The course explores the elements of effective writing in the context of the paralegal profession. Participants will learn how to brief case law, draft correspondence, prepare a factual report, and draft a memorandum of law. In addition, students will have the opportunity to review, reinforce, and build their skills in the basics of standard written English.

5 Quarter Credit Hours
Prerequisite: None

PA 106: LEGAL TERMINOLOGY AND TRANSCRIPTION
This course is a comprehensive study of documents used in the legal field. Students will learn the basic procedures for transcribing, formatting, and processing legal correspondence and documents and the appropriate use of legal terms, phrases, abbreviations, symbols, and reference sources used by attorneys’ paralegals and the courts.

5 Quarter Credit Hours
Prerequisite: None

PA 110: CIVIL LITIGATION I
This course introduces students to civil litigation, the civil law process, rights, and defense procedures. Topics include informal fact gathering and investigation, case management and strategy, jurisdiction, the structure of the court systems in the United States, parties, pleadings, and motions.

5 Quarter Credit Hours
Prerequisite or corequisite: PA 101

PA 112: CIVIL LITIGATION II
In this course, students will continue to learn about the civil litigation process, with emphasis on preparing for trial, trial procedures, and post-trial procedures. Topics include provisional remedies; an introduction to evidentiary considerations, discovery, settlement, preparing for trial, trial procedures, appeals, and enforcement of judgments;
and a brief introduction to alternative dispute resolution options. 5 Quarter Credit Hours
Prerequisite: PA 110

PA 130: CONTRACTS
The basics of contract preparation and proper legal requirements are outlined in this course. Topics include elements of a contract, types of contracts, promise, breach, duty to perform, remedies to breach, damages, small claims procedures, Uniform Commercial Code (U.C.C.), Statute of Frauds, and governmental regulations. 5 Quarter Credit Hours
Prerequisite or corequisite: PA 101

PA 201: LEGAL RESEARCH
One of the basic tasks performed by the paralegal is legal research—finding the law. Accurate, concise, and up-to-date information can be the difference between winning and losing a lawsuit. Students who complete this course gain specialized skills in the area of legal research. 5 Quarter Credit Hours
Prerequisite: PA 101

PA 202: BUSINESS ORGANIZATIONS
This course focuses on the various business entities, such as corporations, sole proprietorships, and partnerships, and how they are formed, promoted, and managed; the tax liability ramifications of each business form; and other important considerations. Topics include how to form a corporation, how to distinguish among different forms of business, articles of incorporation, by-laws, stock ownership, government regulations, and more. 5 Quarter Credit Hours
Prerequisite: PA 101

PA 203: INTERVIEWING AND INVESTIGATION
This course plan presents the ethical aspects of interviewing and confidentiality, types of interviews, types of clients and witnesses, interview preparation techniques, the effective interview environment, questioning and listening skills, the interview format, problem solving, and counseling skills. The section on investigation covers the qualities of an effective investigator; how to develop a plan and find the facts; how to get information from public records, libraries, and computer sources; and how to find witnesses. 5 Quarter Credit Hours
Prerequisite: PA 101

PA 210: LEGAL RESEARCH I
One of the basic tasks performed by the paralegal is legal research—finding the law. Accurate, concise, and up-to-date information can be the difference between winning and losing a lawsuit. Students who complete this course learn about the sources of law, the legal research process, and resources available to the paralegal. 3 Quarter Credit Hours
Prerequisite: PA 110

PA 211: LEGAL RESEARCH II
One of the basic tasks performed by the paralegal is legal research—finding the law. Accurate, concise, and up-to-date information can be the difference between winning and losing a lawsuit. Students who complete this course will be able to conduct legal research effectively and compose well-written legal arguments. 2 Quarter Credit Hours
Prerequisites: PA 101 and PA 210

PA 221: WILLS, TRUSTS, AND ESTATE PLANNING
Wills divide the property a person has accumulated during his/her life; precise legal requirements must be met when preparing wills. Topics include the basic elements of a will; types of wills; responsibilities of the personal representative; contesting, revoking, and terminating a will; the role of government; classes of trusts; rules governing trusts; and purposes of estate planning, probate, guardianships, and more. Tax ramifications are also discussed. 5 Quarter Credit Hours
Prerequisite: PA 101

PA 250: FAMILY LAW
This course presents major issues in family law such as the nature of marriage, common-law marriage, ante nuptial contracts, annulments, separation, divorce, child custody, child support, alimony, tort action, adoption, property distribution, and current trends. 5 Quarter Credit Hours
Prerequisite: PA 101

PA 253: LEGAL ETHICS
Legal assistants and paralegals must always consider the duty owed to the clients. Are the clients protected against having confidential information revealed? What are the duties and responsibilities regarding the ethical conduct of the paralegal? This course discusses these areas and presents canons, codes of ethics, ethical practices in a law office, licensing and certification, and more. 5 Quarter Credit Hours
Prerequisite: PA 101

PA 260: CRIMINAL LAW
In this course, students learn about criminal law. They learn about the elements and types of crimes, including homicide, crimes against the person, crimes against habitation and occupancy, crimes against property, sexual offenses, and crimes involving more than one defendant. They also cover criminal capacity and defenses to crimes. Finally, students are introduced to criminal procedures followed in the United States and the concept of probable cause. 5 Quarter Credit Hours
Prerequisite or corequisite: PA 101

PA 261: DEBTOR–CREDITOR RELATIONS AND BANKRUPTCY
When it comes to debtors’ and creditors’ rights, it is important to know both sides. This course presents the law governing the collection of debts, the Fair Debt Collection Practices Act, the Federal Wage Garnishment Act, attachment, creditors’ remedies, the Uniform Fraudulent Conveyances Act, and exempt property. Chapters 7, 11, and 13 of the Bankruptcy Code are also presented. 5 Quarter Credit Hours
Prerequisite: PA 101

PA 293–296: ASSOCIATE’S-LEVEL PARALEGAL EXTERNSHIP
These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer. Onsite only
PA 293: 3 Quarter Credit Hours
PA 294: 4 Quarter Credit Hours
PA 295: 5 Quarter Credit Hours
PA 296: 6 Quarter Credit Hours
Prerequisites: Permission from Registrar’s Office, Program Coordinator, and Externship Coordinator

PA 299: ASSOCIATE’S CAPSTONE IN PARALEGAL STUDIES
This course builds on the concepts of all of the paralegal courses students have mastered in the associate’s program. The capstone course integrates problem-solving techniques and research skills studied in the paralegal program and applies them to fact scenarios that present legal issues. Students research the relevant secondary and primary sources in order to draft the required legal documents. 3 Quarter Credit Hours
Prerequisite: Last term or permission of the Dean

PA 300: REAL ESTATE LAW
In this course, students will become familiar with procedures and documentation of real estate transactions. The course will address a wide range of issues and functions within the field of real estate law, including ethics, types of ownership, use, possession, mortgages, financing, taxation, closings, and litigation. 6 Quarter Credit Hours
Prerequisite: PA 130

PA 301: ADMINISTRATIVE LAW
This course provides a basic overview of administrative law and procedure. In addition to identifying sources of administrative law and procedure, this course covers agency actions, controls on agency actions, administrative hearings, and appellate procedures for administrative decisions. 6 Quarter Credit Hours
Prerequisite: PA 112 or MT 310

PA 302: ENVIRONMENTAL LAW
This course provides an overview of the major regulations and acts governing environmental law and how environmental agencies function. Topics include environmental standards, markets, and common law; administrative procedure for environmental regulation; relevant environmental acts; constitutional issues; local environmental control; wetlands and waterways; and energy and power. 6 Quarter Credit Hours
Prerequisite: PA 112

PA 305: LAW OFFICE MANAGEMENT
Legal professionals are often called upon to handle office management functions. Effective law office
PA 308: LAW AND SOCIETY
The student completing this course will learn about the law as a generic entity with pervasive influence in all aspects of social interaction, formation, and change. Theories of design, enforcement, and remediation under the American system, and interacting with different global systems will provide the student the opportunity to gain appreciation of the value, reach, and utility of a well-defined legal system.
6 Quarter Credit Hours
Prerequisite: PA 253 or MT 310

PA 309: LAW AND MEDICINE
Paralegals must be familiar with medical law. This course covers an overview of medical law, including negligence, malpractice; strict liability; product liability; intentional torts; misrepresentation; miscellaneous torts; vicarious liability; joint liability; overview of insurance; automobile insurance; and bad faith.
6 Quarter Credit Hours
Prerequisite: PA 254

PA 310: TORT LAW
Paralegals must be familiar with tort law. This course includes an overview of a tort case; reading, briefing, and analyzing case law; negligence; defamation; strict liability; product liability; intentional torts; misrepresentation; miscellaneous torts; vicarious liability; joint liability; overview of insurance; automobile insurance; and bad faith.
6 Quarter Credit Hours
Prerequisite: PA 102, PA 110, PA 112, and PA 201

PA 326: PRODUCT LIABILITY
This course reviews product liability theories, including negligence theory, warranty theory, and strict liability theory. Students are instructed in how to recognize legal issues involving design defects, manufacturing defects, and warning and labeling. The course reviews cases involving drug products, medical devices, and consumer products and covers practical details, such as completing the paperwork in a case, investigation, performing research, and managing the course of these complex cases.
6 Quarter Credit Hours
Prerequisite: PA 310

PA 328: INTELLECTUAL PROPERTY
This course explores the origins and sources of intellectual property. Particular topics to be covered in this course include copyright law, the extent of trademark rights, patents, the rights of inventors, trademark infringement, trade secrets, damages, injunctions, and forms.
6 Quarter Credit Hours
Prerequisite: PA 101

PA 330: MEDICAL RECORDS SUMMARY AND REVIEW
This course provides an overview of medical records. Theories and strategies for medical record procurement and analysis are discussed and various methods of medical record summary preparation are presented. Topics include reading a medical record for legal purposes, areas of the law where medical records are used, sources of medical records, issues related to the acquisition of medical records, medical records analysis, problems encountered with medical records, and the use of expert testimony. Emphasis is placed on substantive knowledge of law and medicine with skills of legal research and medical record reading. A major component of the course is the application of knowledge to specific legal issues, real and hypothetical.
6 Quarter Credit Hours
Prerequisite: PA 101, PA 110, PA 112, and PA 310

PA 342: INSURANCE LAW
This course provides an overview of insurance law and explains various types of insurance. Also included are the nature of insurance, insurable interests, definition of risks, persons insured, procedures for filing claims, defenses of the insurer, waiver and estoppel, measure of recovery, insurer's duty to defend, subrogation, bad faith causes of action, reinsurance, bonds, and regulations.
6 Quarter Credit Hours
Prerequisites: PA 112 and PA 260

PA 360: CONSTITUTIONAL LAW THEORY
The course materials present theoretical rationales and philosophies that explain the formation of systems of laws and their evolution from primitive to present systems. The student will learn about the theory behind the rights ensured under the American legal system, as well as the enforcement model for violation of those rights.
6 Quarter Credit Hours
Prerequisites: PA 110, PA 112, PA 201, and PA 253

PA 372: CONSTITUTIONAL RIGHTS
Appreciation of our form of government and individual rights and protections is best understood in context. This course looks at each aspect of the document on which our government was built, and proceeds from there through an analysis of each of the branches established in the Constitution. The student will also explore how individuals, society, and government interact, including the scope and limitations of each.
6 Quarter Credit Hours
Prerequisite: PA 110, PA 201, and PA 253

PA 401: ADVANCED LEGAL WRITING
The course will focus on researching legal issues and drafting various documents using the results of student research. Emphasis will be placed on the drafting of documents commonly used in practice, rather than strictly legal theory. The course is intended to prepare students for the demands of a legal practice environment.
6 Quarter Credit Hours
Prerequisite: PA 201

PA 402: EMPLOYMENT LAW
This course provides students with an understanding of current legal issues in the area of employer/employee relations. This examination includes coverage of such issues as selection, discrimination, privacy, and termination in addition to federal rules and legislation related to employment.
6 Quarter Credit Hours
Prerequisites: PA 112 and PA 130 or PA 305

PA 412: ALTERNATIVE DISPUTE RESOLUTION
This course introduces alternative methods to litigation for resolving disputes, including negotiation, mediation, and arbitration. This course covers such topics as the nature and sources of conflict, the mediator's role in resolving disputes, and other adjudicative and nonadjudicative processes. Related policy, ethical, and practice issues are also covered.
6 Quarter Credit Hours
Prerequisites: PA 112 and PA 130

PA 415: FAMILY LAW AND DIVORCE MEDIATION
Many attorneys are turning to mediation, rather than arbitration, to resolve family and divorce disputes. This course provides the paralegal with an understanding of the mediation process and the skills needed to assist lawyers who mediate. It covers identifying issues in mediation, the three stages of the family and divorce mediation process, parenting issues in divorce, and cataloging resolutions resulting from the mediation.
6 Quarter Credit Hours
Prerequisite: PA 412

PA 416: EMPLOYMENT MEDIATION
Businesses are relying on various dispute resolution techniques in order to speed up the time and reduce the costs associated with resolving employment matters. This course provides paralegals with an understanding of the processes and the skills needed to assist lawyers who work in this area. The course covers criticisms of the present structure of mandatory arbitration in the nonunion sector, as well as grievance mediation, grievance procedure in workplaces with extensive union participation, and a study of the
trends in dispute resolution in the public sector. 6 Quarter Credit Hours Prerequisites: PA 101 and PA 412

PA 450: MEDICAL MALPRACTICE LITIGATION
Litigation in the medical sector continues to grow. This course is designed to give students an understanding of medical malpractice issues in the context of the health care process and the health care system as a whole. This course will cover a number of topics related to medical malpractice litigation. These topics include the importance of quality, cost, and access to health care; quality assessment and assurance strategies; the policy advantages and disadvantages of the current tort system; the significance of liability issues of long-term care providers as a growing part of the health care industry; possible defenses to a malpractice action; and the importance of causation in a medical malpractice case. 6 Quarter Credit Hours Prerequisites: PA 112 and PA 310

PA 490: LEGAL PHILOSOPHY
This course provides the student with an opportunity to look at a number of historically significant philosophical and legal thinkers and theories. The student will analyze and compare them to the American theoretical and philosophical system. Critical thinking skills and communication competence are built through the individual and collaborative discussion and analysis process. Upon completion of the final project, the student will be able to identify the most historically significant legal philosophers and assess American legal philosophy in historical context. Further, philosophical thinking that contributed directly to the design of our system will be understood in current legal context. 6 Quarter Credit Hours Prerequisites: PA 102, PA 110, PA 201, PA 253, and PA 362

PA 493-496: BACHELOR’S-LEVEL PARALEGAL EXTERNSHIP
These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer. Onsite only
PA 493: 3 Quarter Credit Hours
PA 494: 4 Quarter Credit Hours
PA 495: 5 Quarter Credit Hours
PA 496: 6 Quarter Credit Hours Prerequisites: Permission from Registrar’s Office, Program Coordinator, and Externship Coordinator

PA 499: BACHELOR’S CAPSTONE IN PARALEGAL STUDIES
This course builds on the concepts of all of the paralegal courses students have mastered in the bachelor’s program. The capstone course integrates problem-solving techniques and research skills studied in the paralegal program and applies them to fact-stenarios that present legal issues. Students research the relevant secondary and primary sources in order to draft the required legal documents. 4 Quarter Credit Hours Prerequisite: Last term or permission of the Dean

PROFESSIONAL STUDIES

CS 110: HUMAN DYNAMICS
Students develop an understanding of how attitudes toward self and others affect self-concept and enhance performance. Students examine the relationship between self-concept and motivation, work ethic, achievement, and creativity in order to expand attitudes and fulfill goals. Students also gain practical skills for facilitating personal and professional success. Onsite only 5 Quarter Credit Hours Prerequisite: None Fulfills professional studies core requirement

CS 111: ACADEMIC STRATEGIES FOR THE CRIMINAL JUSTICE PROFESSIONAL
Students develop an understanding of how attitudes toward self and others affect self-concept and enhance performance. Students examine the relationship between self-concept and motivation, work ethic, achievement, and creativity in order to expand attitudes and fulfill goals. Students also gain practical skills for facilitating personal and professional success. 5 Quarter Credit Hours Prerequisite: None Fulfills professional studies core requirement

CS 112: ACADEMIC STRATEGIES FOR THE PARALEGAL PROFESSIONAL
Students develop an understanding of how attitudes toward self and others affect self-concept and enhance performance. Students examine the relationship between self-concept and motivation, work ethic, achievement, and creativity in order to expand attitudes and fulfill goals. Students also gain practical skills for facilitating personal and professional success. 5 Quarter Credit Hours Prerequisite: None Fulfills professional studies core requirement

CS 113: ACADEMIC STRATEGIES FOR THE BUSINESS PROFESSIONAL
Students develop an understanding of how attitudes toward self and others affect self-concept and enhance performance. Students examine the relationship between self-concept and motivation, work ethic, achievement, and creativity in order to expand attitudes and fulfill goals. Students also gain practical skills for facilitating personal and professional success. 5 Quarter Credit Hours Prerequisite: None Fulfills professional studies core requirement

CS 114: ACADEMIC STRATEGIES FOR THE TECHNOLOGY AND DESIGN PROFESSIONAL
Students develop an understanding of how attitudes toward self and others affect self-concept and enhance performance. Students examine the relationship between self-concept and motivation, work ethic, achievement, and creativity in order to expand attitudes and fulfill goals. Students also gain practical skills for facilitating personal and professional success. 5 Quarter Credit Hours Prerequisite: None Fulfills professional studies core requirement

CS 115: ACADEMIC STRATEGIES
Students develop an understanding of how attitudes toward self and others affect self-concept and enhance performance. Students examine the relationship between self-concept and motivation, work ethic, achievement, and creativity in order to expand attitudes and fulfill goals. Students also gain practical skills for facilitating personal and professional success. 5 Quarter Credit Hours Prerequisite: None Fulfills professional studies core requirement

CS 210: CAREER DEVELOPMENT STRATEGIES
This course develops employment search skills and professional growth potential. Emphasis is placed on confidence building in areas of strength from education and past experience. Students prepare a portfolio that includes a resume, a cover letter, a thank you letter, and a company research document. A simulated interview activity affords the opportunity to practice interviewing skills. 2 Quarter Credit Hours Prerequisite: CM 102 or the appropriate discipline-specific College Composition I course* Fulfills professional studies core requirement

CS 220: EXTERNSHIP
This course gives students practical job experience in their chosen career field. Students apply for externships with assistance from their program advisor. Externships are for a minimum of 150 hours and are graded as pass/fail. Onsite only 5 Quarter Credit Hours Prerequisite: Last term or permission of program coordinator

CS 410: ADVANCED CAREER DEVELOPMENT STRATEGIES
In this course, students will evaluate and develop career-building strategies. Through self-exploration, students will identify their professional strengths, skills, values, and needs in order to realistically evaluate professional pathways. They will discover their core motivators, learn how to evaluate organizational culture, develop self-marketing strategies, and sharpen their interviewing and negotiating skills. Finally, students will learn how to identify and analyze professional or career distress and construct a plan of action for coping with professional changes, including job loss. 2 Quarter Credit Hours Prerequisite: CM 102 or the appropriate discipline-specific College Composition I course*
SCIENCE

SC 101: SCIENCE FOR ALL
This course introduces the fundamental concepts of the natural world, including the scientific method and the role of science in society.

SC 102: SCIENCE FOR ALL—THE ENVIRONMENT
This course explores the environmental challenges facing humanity and the scientific principles underlying environmental conservation.

SC 103-107 are discipline-specific Composition I courses.

SC 115: CHEMISTRY IN CONTEXT
Students explore the importance of chemistry as it applies to their professional and personal lives. Topics include pH balance, the chemistry of drugs and pharmaceuticals, energy production and chemical bonding, pollution, and global warming.

SC 202: FOUNDATIONS OF SCIENCE
This course introduces and explores topics in the physical and natural sciences by connecting the concepts of science to applications found in students' professional fields of practice and everyday lives. Included are selected topics in physics, chemistry, biology, and other related fields.

SC 225: ENVIRONMENTAL SCIENCE
This course introduces students to the scientific principles used to understand the environment and the interrelations among human societies and the different environments they live in. The course begins with an overview of the human, technological, and natural issues affecting the environment, including the distinct ethnocentric perspective individuals and societies have taken towards the environment. Then, following a survey of basic principles of organism life and interaction, the bulk of the course will be devoted to a study of human society and its positive and negative interrelations with the environment. The relevance of course content will be discussed in both a personal and professional context.

SOCIAL SCIENCE

SS 110: HUMAN GEOGRAPHY
This course introduces the study of world regional geography and an analysis of and research into other cultures. Discussion of religions, politics, and current problems and issues related to geographic study are included.

SS 114: CHILD DEVELOPMENT AND LEARNING
This course will survey normative and non-normative cognitive, social, and emotional development in children and adolescents. Students will use developmental theory to understand why problems occur and how they may be resolved in a particular age group. Using their understanding of how children and adolescents learn and develop, students will develop strategies to provide classroom assistance that supports the intellectual, social/emotional, and personal development of all learners.

SS 120: AMERICAN FILM AND SOCIETY—1930S THROUGH 1960S
Students examine the reciprocal relationship of film to American society from its boom in the 1930s through the 1960s. Students examine the historical, social, economic, and political factors that influenced the industry, as well as the industry's impact on society. Students will look at works selected from the early decades, examining language and images of masculinity, femininity, class, and race relations in film, to gain an understanding of how film reflects and perpetuates the culture of the times and affects our own personal and professional relationships.

SS 124: PSYCHOLOGY
Students are introduced to the major areas of psychology, the study of behavior. Students will gain knowledge of psychological theories and concepts, as well as of the history of major figures in the field. Topics will include disorders and treatments, personality and learning theories, and the internal and external forces that influence human development and behavior.

SS 144: SOCIOLOGY
In order to become effective members of society, students need to be able to recognize the social rules and patterns that will affect them, their communities, and their futures, both personally and professionally. To help students become more effective, this course explores culture and socialization, groups and social institutions, social inequality, and social change as well as examining the structure and dynamics of human society.

SS 204: MACROECONOMICS
This course includes analysis and study of macroeconomic theory, principles, and practice. Students examine topics such as national income determination, monetary and fiscal policy, and global economics.

SS 220: AMERICAN FILM AND SOCIETY—1970S TO PRESENT
This course is a continuation of SS 120: American Film and Society—1930s Through 1960s; however, it may be taken as a stand-alone course. The course is designed to expand students' knowledge of the reciprocal relationship of film to American society from the 1970s onward. Focusing on films selected from the 1970s through recent times, the course examines how the industry both reflects and perpetuates aspects of culture by examining the historical, social, economic, and political factors that influenced the industry during that timeframe and how the film industry influences all of us, both socially and in the workplace.

SS 224: MICROECONOMICS
This course is an introduction to microeconomics. The factors that affect the economy and markets, such as supply, demand, and the choices that consumers make, are emphasized.

*CM 103-107 are discipline-specific Composition I courses.
SS 236: AMERICAN GOVERNMENT AND POLITICS
Students study the theories and purposes of government, the U.S. Constitution, the branches (executive, legislative, judicial) of government, and the democratic process. The course involves study of the formation, development, and current state of the American political system. Students will develop critical thinking skills that will be of value in professional settings.
5 Quarter Credit Hours
Prerequisite: CM 102 or the appropriate discipline-specific College Composition I course* Fulfills history core requirement

SS 270: SOCIAL PROBLEMS
This course explores the problems that transcend individual solutions, such as inequality, poverty, racial and gender discrimination, and environmental pollution, as well as how social problems affect us in our homes, in our communities, and in the workforce. Analysis of topics includes local, national, and global perspectives.
5 Quarter Credit Hours
Prerequisite: CM 102 or the appropriate discipline-specific College Composition I course* Fulfills diversity and culture or social science core requirement

SS 260: GENDER AND SOCIETY
This course presents the sociology of gender in society, from the formation of childhood gender roles to socially constructed ideas of femininity and masculinity. Students explore the validity of socially accepted ideas about men and women and the contradictions inherent in these ideas; examine gender issues in the workplace; and analyze such issues as harassment, pay equity, and childcare.
5 Quarter Credit Hours
Prerequisite: CM 102 Fulfills diversity and culture core requirement

SS 265: U.S. HISTORY TO 1877
This course examines the struggles that shaped the colonies and the emerging nation, including wars over land and trade; colonial-era slave revolts, civil wars, and religious ferment; the revolutionary struggle for home rule; post-revolutionary contests over race and gender equality; and constitutional debates over governmental power and economic interests.
5 Quarter Credit Hours
Prerequisite: CM 102 Fulfills history core requirement

SS 266: U.S. HISTORY: 1877 TO PRESENT
How does American life in the early twenty-first century reflect the change and turmoil of the last century and a half? What do we have in common with the Americans of the Gilded Age, the Great Depression, or the Civil Rights Era, and how are we different? In this course, students explore the period since 1877, using the tools of the historian to draw their own connections and conclusions.
5 Quarter Credit Hours
Prerequisite: CM 102 Fulfills history core requirement

SS 325: AESTHETICS, DEMOCRACY, AND TECHNOLOGY
This course critically explores the relationship between democratic and technological values and their contributions to either increasing or diminishing cultural phenomena such as art, morality, science, and ethics.
6 Quarter Credit Hours
Prerequisite: CM 220 Fulfills humanities core requirement

SS 340: AMERICAN BUSINESS HISTORY
This course explores the growth of business in the American economy by examining the evolution of the business firm, the changing roles of and relationship between the American government and the business community, and the impact and influence of technology, transportation, communication, managerial practices, the economy, and marketing practices on the business community.
6 Quarter Credit Hours
Prerequisite: CM 220 Fulfills history core requirement

SS 350: DEVELOPMENTAL PSYCHOLOGY
This course examines developmental psychology as it relates to childhood and adolescence. Topics include theories of human development, hereditary influences, physical development, cognitive development, intelligence testing, language development, development of emotion and relationships, sex differences, aggression, altruism, moral development, and developmental contexts. Students will also explore how human interactions impact our personal and professional lives.
6 Quarter Credit Hours
Prerequisite: CM 220 Fulfills social science core requirement

SS 360: AMERICAN WOMEN
This course examines how gender shapes the experience of women in their social, political, and professional roles. The exploration includes the impact of class, religion, race, and ethnicity on gender roles for both men and women from colonial times through the present day.
6 Quarter Credit Hours
Prerequisite: CM 220 Fulfills diversity and culture or history core requirement

SS 420: CULTURE AND TECHNOLOGY
This course takes an interdisciplinary approach to the study of culture and technology and its mutual influence from the early nineteenth century to the present. Students discuss the cultural impact of innovations such as the telegraph and the Internet and the implications of such technological advances for democracy, privacy, community, and other areas of society and culture.
6 Quarter Credit Hours
Prerequisite: CM 220 Fulfills social science core requirement

SS 430: SOCIOLOGY OF WORK
This course helps students gain a deeper understanding of the phenomenon called work. Using what C.W. Mills calls “sociological imagination” to link the changes in everyday work life with the forces of world history, students gather important insights into the working life by bearing in mind how it has transformed through history.
6 Quarter Credit Hours
Prerequisite: CM 220 Fulfills social science core requirement

SS 440: ABNORMAL PSYCHOLOGY
This course presents an integrative and multidimensional perspective to the fascinating field of abnormal psychology. Students will acquire basic knowledge of various psychological disorders, including depression, anxiety, and psychotic and mood disorders. Students will be introduced to how abnormal behavior is defined, assessed, and diagnosed using the current classification system, as well as the limitations of assessment. The course will provide an overview of the various models used to understand psychological disorders and the therapeutic approaches used to treat them. Additionally, students will be given an overview of the legal, economic, and sociocultural influences on abnormal behavior and the mental health system in order to gain a greater understanding of how mental illness affects all in our society.
6 Quarter Credit Hours
Prerequisite: CM 220 Recommended: SS 124

TRAVEL AND TOURISM

TT 102: DOMESTIC GEOGRAPHY
This course presents the United States, Canada, and the Caribbean as a wide variety of destinations, providing tourist and recreational opportunities. Students explore the locations of major cities, waterways, capitals, and tourist attractions, as well as examine the cultural trends and the climates. The study also includes knowledge of government-approved codes for major airports within the United States, Canada, and the Caribbean. The purpose of this course is to present applied geography, cultures, and societies based on the destination and all that it offers. This course helps prepare students to become certified as a Travel Associate (CTA).
Onsite only
5 Quarter Credit Hours
Prerequisite: None

TT 106: METHODS AND PRINCIPLES OF RESERVATIONS
This course in travel reservations provides a comprehensive overview of career, ticket writing, reference materials, and procedures and philosophies used in

*CM 103-107 are discipline-specific Composition I courses.
professional travel and tourism facilities. Travel and tourism relationships are defined, and students are trained to function efficiently and retain genuine enthusiasm for the variety of requests and opportunities in the working world. Resource manuals found in the library, industry jargon, and codes are emphasized to help students in this fast-changing field.

Onsite only
5 Quarter Credit Hours
Prerequisite: None

TT 110: TRAVEL SALES AND MARKETING
Sales and marketing provides detailed analysis of marketing and public relations techniques utilized in the travel and tourism industry. The course approaches the subject of vacation sales as a controlled conversation (counseling) by qualifying the client. Up-sell, research, overcoming objections, and closing the sale are developed thorough role playing to obtain powerful sales techniques. Media effectiveness and advertising psychology are emphasized through customer understanding, service, and repeat business.

Onsite only
5 Quarter Credit Hours
Prerequisite: None

TT 120: COMPUTER RESERVATION I
This course introduces students to the basic knowledge of access codes and entry formats of computerized reservation systems. It involves applications of structure of passenger reservations, domestic itineraries, access to airline availability, and tariffs, with concentration on practical skills and complete passenger histories and recaps.

Onsite only
5 Quarter Credit Hours
Prerequisite: TT 106

TT 180: COMPUTER RESERVATION II
This course is designed to enhance knowledge and proceeds into the specific areas of car rental, cruises, hotel reservations, and additional information accessible through the airline reservation system. In addition, students acquire the expertise to follow international reservations itinerary functions, stars, and queues. Upon completion of this course, students have a thorough knowledge of all phases of the reservation system and are able to complete a perfect international PNR.

Onsite only
5 Quarter Credit Hours
Prerequisite: TT 106

TT 202: INTERNATIONAL GEOGRAPHY
This course studies the location of international countries and capital cities, major tourist attractions, the principal points of interest in each major destination, transportation systems, forms of government, requirements for entry, and climate.

Onsite only
5 Quarter Credit Hours
Prerequisite: None

TT 220: TRAVEL INTERNET RESEARCH
This course familiarizes students with current issues and industry trends that change the travel industry. Students learn to properly probe and research using the Internet, negotiate with suppliers, and price the final independent tour, and how to become environmentally and socially responsible in giving the client exactly what was requested by analyzing preferences, spending trends, technological advances, and emerging markets. Destination knowledge is applied matching products to client needs. This course helps prepare students to become certified as a Travel Associate (CTA).

Onsite only
5 Quarter Credit Hours
Prerequisite: TT 106

TT 280: GLOBAL CLASSROOM
Students use team building and critical thinking skills to analyze destinations. This course is designed to educate students to understand and experience the planning, destination, and evaluation of a preplanned familiarization trip by working as a flexible team. Students complete a well-defined, detailed journal of their experiences and complete the USTOA tour certification. This course helps prepare students to become certified as a Travel Associate (CTA).

Onsite only
5 Quarter Credit Hours
Prerequisite: TT 102 and TT 120

TT 293–296: ASSOCIATE’S-LEVEL TRAVEL EXTERNSHIP
These courses provide variable credits based on the completion of 90 to 180 hours of hands-on experience with an area employer.

Onsite only
TT 293: 3 Quarter Credit Hours
TT 294: 4 Quarter Credit Hours
TT 295: 5 Quarter Credit Hours
TT 296: 6 Quarter Credit Hours
Prerequisites: Permission from Registrar’s Office, Program Coordinator, and Externship Coordinator

TT 299: ASSOCIATE’S CAPSTONE IN TRAVEL
This training enables students who have already learned the intricacies of the travel industry to apply this knowledge in a live environment (externship) that includes comprehensive employability skills and professional image. Students are prepared for positions with airlines, travel agencies, hotels, cruise lines, car rental companies, tour operators, and convention and tourism bureaus. Course instruction is based on conditions similar to those encountered on the job. Class discussion and realistic role-playing form an integral part of the customer service relations learning. Students learn to promote and maintain positive customer relations and goodwill. This assessment course helps to prepare students to become certified with national standards (ICTA) as a Travel Associate (CTA).

Onsite only
3 Quarter Credit Hours
Prerequisite: Last term or permission of the Dean

Please Note: All programs included in this Catalog prepare students for any of a number of job opportunities and are not meant to lead to any particular outcome, regardless of the program’s title. Although Kaplan University assists students with job placement, finding a job is ultimately the responsibility of the student. Kaplan University does not guarantee that any student will be placed in any particular job, or at all.
ANDREW S. ROSEN — PRESIDENT
J.D., Yale Law School
A.B., Duke University
Mr. Rosen is president and chief operating officer of Kaplan University. He has led the institution’s efforts into the burgeoning online higher learning market through Kaplan University and Concord Law School. Previously, Mr. Rosen served as a staff attorney for The Washington Post newspaper, then moved to Newsweek as assistant counsel in 1988 before coming to Kaplan, Inc., in 1992. He served as center administrator, regional director, and vice president of field management prior to assuming the role of chief operating officer in early 1997. He currently serves on the Board of Trustees of The Children’s Aid Society in New York City.

RONALD BLUMENTHAL — SENIOR VICE PRESIDENT, ADMINISTRATION
M.S.W., Washington University
B.A., University of Missouri
Mr. Blumenthal is a 30-year veteran of the Kaplan organization. His primary responsibility is for the regulatory and accreditation areas of Kaplan University’s educational endeavors.

DAVID CLINEFELTER — VICE PRESIDENT FOR ACADEMIC AFFAIRS AND PROVOST
Ph.D. and M.A., Ohio State University
B.A., Graceland University
Prior to joining Kaplan University, Dr. Clinefelter was the president of Graceland University, where he also served as chairman of the board of directors of SkillPath Seminars, a Graceland subsidiary. He has also worked in K-12 education as a teacher, high school principal, and superintendent of schools.

JEFF CONLON — SENIOR VICE PRESIDENT, ACADEMIC AFFAIRS/ACTING PROGRAM VICE PRESIDENT FOR BUSINESS AND INFORMATION SYSTEMS AND TECHNOLOGY
M.B.A., Northwestern University
B.A., Brown University
Mr. Conlon has been with Kaplan since January 1993. He most recently served as chief executive officer at Score!, and previously managed test prep centers in Chicago before serving as regional director in South Florida and later Washington, D.C.

LISA GEFEN SICILIAN — VICE PRESIDENT, LEGAL
J.D., Emory University School of Law
B.A., Goucher College
Ms. Gefen Sicilian is responsible for all Kaplan Higher Education Online legal matters as well as the human resource functions. Prior to joining Kaplan, Ms. Gefen Sicilian served as vice president and corporate secretary of United States Sugar Corp., where she was responsible for the development and implementation of strategic legal decision making. She has significant experience in both litigation and corporate legal matters. She began her legal career clerking for three judges at the Federal Energy Regulatory Commission and went on to practice law at the Washington, D.C., offices of Sidley & Austin and Verner, Lyipfert, Bernhard, McPherson & Hand. She is a member of the Maryland and District of Columbia Bar Associations.

Tom West — Chief Information Officer
M.B.A., Florida Institute of Technology
B.S., University of North Carolina at Charlotte
Mr. West has extensive experience leading complex information systems organizations. He previously spent 25 years in information technology within Pfizer, General Electric, and Cigna. His background includes operations, telecommunications, mergers and acquisitions, application development/migration, call center integration, and e-commerce implementation. He has regional experience in Asia, Australia, South America, Mexico, and Europe.

GREGORY MARINO — SENIOR VICE PRESIDENT, ADMISSIONS
MCSE
Mr. Marino is responsible for admissions. Since joining Kaplan, Inc., in 1993 as an intern, Mr. Marino has been instrumental in many different roles. After a three-year tenure at two of the Kaplan Test Prep centers in Long Island and Queens, New York, he was project manager in technology, then director of technology operations. In 2001, he was named vice president of operations for then Kaplan College.

JANE SMALEC — VICE PRESIDENT, FINANCE AND CFO
M.B.A., Harvard University
B.A., University of Manchester
B.A., University of Liverpool
Ms. Smalec has over 20 years of experience in directing the accounting, finance, and planning functions for technology-based business and service operations.

CORE FACULTY
ALLIED HEALTH

BECKY BONEFAS
M.A., Saint Mary’s University of Minnesota
B.S., University of Iowa

CARMENE GRANGER
B.A., University of Northern Iowa

THERESA L. LEPPERT
B.S., Kaplan University
RHIT, CMT
G.H. "MAC" MCNEAL
Ph.D. and M.N., University of Washington
B.S., Northern Illinois University
A.A.S., Black Hawk College

ROALD MOYERS
B.A., St. Ambrose University

ARTS AND SCIENCES

CONNIE BOSSE — PROGRAM VICE PRESIDENT FOR ARTS AND SCIENCES
M.B.A. and B.S., Boston University
Prior to joining Kaplan University in 2000, Ms. Bosse was dean of undergraduate administration for Babson College. Her previous employment includes Boston University, where she was the assistant dean for graduate and undergraduate programs, and Interactive Data Corporation, where she was a marketing field consultant.

SARA SANDER — DEAN, COLLEGE OF ARTS AND SCIENCES
M.A. and B.A., University of Arkansas at Fayetteville
Ms. Sander began her career with Kaplan University in 1977. She has served in a variety of positions including professor of communications and languages and program coordinator for the College of Arts and Sciences. Her experience includes over a decade of teaching adult learners, with a focus in the last six years in online education and administration.

DIANNE FOWLER — ASSISTANT DEAN OF CURRICULUM, SCHOOL OF ARTS AND SCIENCES
M.B.A. and B.S., Wichita State University
Ms. Fowler has specialized training and certifications in instructional design theory, corporate training, and legal studies, as well as doctorate work in economics. Ms. Fowler has over seven years experience in curricular and instructional design, online course delivery, and curriculum measurement in a higher education environment. She has taught both campus-based and online courses for over eight years. Ms. Fowler also has over 20 years professional business experience. In her current position, she is responsible for overseeing the curriculum of the School of Arts and Sciences, as well as course development, curriculum measurement and monitoring, and for ensuring compliance with specific accreditation requirements.

ANDREW N. CARPENTER — CHAIR OF HUMANITIES DEPARTMENT
Ph.D., University of California, Berkeley
B.Phil., University of Oxford
B.A., Amherst College
Dr. Carpenter teaches philosophy and chairs the humanities department. His academic specialty is the history of early modern philosophy, especially Immanuel Kant's theoretical philosophy.

JON EADS — CHAIR OF MATHEMATICS AND SCIENCES DEPARTMENT
Ph.D., Purdue University
B.A., Central College
Dr. Eads is the Chair of the Mathematics and Sciences Department at Kaplan University. Prior to joining the Kaplan University online, Dr. Eads served as a mathematics instructor and Arts and Sciences Onsite Program Coordinator for Kaplan University's Davenport campus.

ALAN GOUSIE — INTERIM CHAIR OF COMPOSITION DEPARTMENT
M.A., University of Rhode Island
M.A. and B.A., Rhode Island College
Mr. Gousie has taught at Kaplan University since early 2004. He joined the full-time faculty in the Composition Department in January 2005, after 22 years of corporate training and development. Recently promoted to Assistant Department Chair, he has since assumed the Interim Chair position. Mr. Gousie has also taught writing and literature courses for other on-ground colleges in Rhode Island.

MELINDA ROBERTS — CHAIR OF SOCIAL SCIENCES DEPARTMENT
Ph.D. and M.S., The Pennsylvania State University
B.S., Montana State University - Bozeman
Dr. Roberts is the chair of social sciences for Kaplan University. Prior to coming to Kaplan University, Dr. Roberts taught both online and on-site for the UC Berkeley Extension Online and Penn State University. She recently wrote a psychology text, *Introductory Guide to Psychology*, and contributed a chapter for the book *Adolescence in America*. Additionally, Dr. Roberts has co-authored two articles on harm prevention in the journals *Evaluation Review* (2002) and *Drug and Alcohol Research* (2004).

CAROLYN N. STEVENSON — CHAIR OF COMMUNICATIONS DEPARTMENT
Ed.D., Roosevelt University
M.S., Governor’s State University
B.A., Northern Illinois University
Dr. Stevenson is the department chair of the communications department for Kaplan University. Her research interests include qualitative research methods, interpersonal communications, assessment, distance education, and experiential learning.

KARA VAN DAM — ASSISTANT DEAN OF FACULTY AND INTERIM CHAIR OF SOCIAL SCIENCES DEPARTMENT
Ph.D., ABD, and M.A., University of North Carolina at Chapel Hill
B.A., University of Michigan
Ms. Van Dam has taught writing and gender studies at Kaplan University and writing, linguistics, and communication at the University of North Carolina. Her research interests include rhetoric and composition, linguistics, and history. She is currently completing her Ph.D. in historical sociolinguistics.

YASMEEN ALEEM
M.S., Illinois State University
B.S., Loyola University Chicago

JUDY C. ARCHER
Ed.D. and M.S., University of Kentucky
B.M.E. and B.A., Greenville College

MARSHA BASS
M.S.Ed. and B.A., Indiana University

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M.B.A. and B.S.B.A., State University of New York at Buffalo

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M.A., Montclair State University
B.A., Rutgers University

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M.S., North Carolina Agricultural and Technical State University
M.I.S. and B.S., Bryant College

MARLA CARTWRIGHT
M.A. and B.S., Middle Tennessee State University

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M.Ed., Rhode Island College

BETSY DUKE
Ph.D. and M.A., University of Alabama at Tuscaloosa
B.S. and B.S.Ed., Athens State University

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M.A.T., Chatham College
B.S.Ed., Millersville University

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M.Ed. and B.A.Ed., University of North Carolina at Charlotte

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Ph.D. and M.S., Colorado Technical University
M.A., Western State College of Colorado

CAROL FORREY
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B.A., University of Florida

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M.F.A., Sarah Lawrence College
B.A., Queens College

CHAIRIE FULLER
M.S., Troy State University
B.A., Auburn University

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M.A.T., Wayne State University
M.S., University of Wisconsin-Stout

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M.S. and B.S., Murray State University
A.A., University of Kentucky, Henderson Campus
JENNIFER HARRISON  
M.A., University of Richmond  
B.A., Virginia Wesleyan College

DIANE L. HENDRIX  
M.A. and B.S., New Mexico State University

SEDGWICK HESKETT  
Ph.D., ABD, Northwestern University  
Ph.D., Union Institute & University  
B.A., University of Illinois at Chicago

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M.A., Hardin-Simmons University  
B.A., University of Central Florida

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M.A. and B.A., Saint Xavier University

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LISA PETTY  
M.A., Chapman University  
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Ph.D. and A.B.A., Brandeis University  
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M.A., Western State College  
B.A., Immaculata College

GRETCHEN REXACH  
M.S., Florida International University  
B.A., University of Miami

JULIE RILEY  
M.S. and B.A., Mount Saint Mary College

CATHY RODRIGUEZ  
M.Ed., University of Phoenix Online  
M.A., Old Dominion University  
B.A., Florida Atlantic University

DARCY SCHULTZ  
Ph.D., University of Nebraska - Lincoln  
M.A., University of Nebraska - Kearney  
B.S.Ed., Central Missouri State University

MICHAEL SOMERS  
M.A., Northern Michigan University

LILLIAN CHRISTINE TAYLOR  
M.S., Capella University  
B.S., Wichita State University

JAMIE THORNTON  
M.A., Texas Christian University  
B.A., University of Texas

KEITH VALENZA  
M.Ed., Purdue University  
B.S., Indiana University

ALLISON WOODS  
M.A., Bowling Green State University  
B.S., Ohio University

BUSINESS

JEFF CONLON — ACTING PROGRAM  
VICE PRESIDENT FOR BUSINESS  
M.B.A., Northwestern University  
B.A., Brown University

Mr. Conlon has been with Kaplan since January 1993. He most recently served as chief executive officer at Score!, and previously managed test prep centers in Chicago before serving as regional director in South Florida and later Washington, D.C.

CHRIS DUNHAM — DEAN, UNDERGRADUATE SCHOOL OF BUSINESS  
M.B.A., Webster University  
B.S., Southwest Missouri State

Mr. Dunham brings 20 years of experience in business and technology to Kaplan University. This experience gives him a perspective on academic curriculum that makes practical sense in today’s complex job markets. Previously, he was campus president of Common-wealth Business College and prior to that was director of online learning for Argosy University’s Chicago campuses. He is currently working on his Doctor of Business Administration degree at Argosy University.

PAULA NYSTROM — ASSOCIATE DEAN OF STUDENTS, SCHOOL OF BUSINESS  
M.B.A., University of Miami  
B.S., Lock Haven University

Ms. Nystrom is the associate dean of students for the School of Business. Previously, she held operations management positions with Federal Express and American Express. In addition, she has extensive experience in the performance engineering and project management arenas. Ms. Nystrom began her career as a communications officer in the U.S. Marine Corps.

JANE BRAVO — ASSISTANT DEAN OF CURRICULUM, SCHOOL OF BUSINESS  
Ed.D., Nova Southeastern University  
M.Ed., Florida Atlantic University  
B.A., University of South Florida  
B.A., Marycrest International University  
A.A., Scott Community College

Ms. Millam is currently the assistant dean of faculty for the School of Business at Kaplan University. Previously, she taught with the Davenport Community School District, was an educational advisor at Black Hawk College, and has more than 15 years of business experience.

DAVID BOUVIN — CHAIR OF MANAGEMENT DEPARTMENT  
D.B.A. and M.B.A., Argosy University, Sarasota  
B.A., Roberts Wesleyan College

Dr. Bouvin works as a department chair and faculty member for Kaplan University, where he manages faculty, development, and curriculum and teaches courses in business administration and management. His experience and education include more than a 10-year career with the federal government, teaching and research as a professor of systems management, and numerous journal articles and contributions to conference proceedings.
HARPOOL is also an analyst for NBC and CNN.

M.S., University of Southern California

Dr. Scaramella has been a faculty professor Ed.D., Northern Illinois University

SCHOOL OF CRIMINAL JUSTICE

GENE SCARAMELLA — DEAN, GRADUATE OF Traditional and For-Profit Colleges. Dr. Harpool is the program vice president for Kaplan University, where he manages faculty, development, and curriculum for health care management, strategic planning, and business ethics courses. His experience and education include 30 plus years in the health care industry and teaching in higher education.

JIM DESENO

M.F.A., Tufts University

B.A., Southern Illinois University

CATHY HOCANADEL

M.B.A., Rockhurst University

B.S., St. Louis University

ANA MACHUCA

M.B.A., Webster University

B.S., Florida Southern College

THERESA PAVONE

Ph.D., Capella University

B.S., Eastern Michigan University

ERNESTO SABORIO

M.B.A., Florida International University

B.S., University of Michigan

THOMAS SCHAFFER

B.A., University of Sarasota

M.B.A., Florida Southern College

DenniS STROUBLe

Ph.D. and J.D., Texas Tech University

M.S., University of South Florida

CRIMINAL JUSTICE

DAVID HARPOOL — PROGRAM VICE PRESIDENT FOR CRIMINAL JUSTICE

Ph.D., Saint Louis University

J.D., University of Missouri - Columbia

B.S., Southwest Missouri State University

Dr. Harpool is the program vice president for paralegal studies and criminal justice and the dean of graduate studies. Previously, he was president of Argosy University and regional vice president of Education Management. He is the author of Survivor College: Best Practices of Traditional and For-Profit Colleges. Dr. Harpool is also an analyst for NBC and CNN.

Gene SCARAMELLA — DEAN, GRADUATE SCHOOL OF CRIMINAL JUSTICE

Ed.D., Northern Illinois University

M.A. and B.S., Western Illinois University

Dr. Scaramella has been a faculty professor at Western Illinois University and Lewis University; an adjunct professor for the Department of Criminal Justice at both the University of Illinois at Chicago and Moraine Valley Community College; and a research director for the Office of International Criminal Justice at the University of Illinois at Chicago. Dr. Scaramella is also a former member of both the Chicago Police Department and the Cook County Sheriff’s Office, and spent most of his career in the organized crime units of both agencies.

ALLEN R. LOWERY — DEAN, UNDERGRADUATE SCHOOL OF CRIMINAL JUSTICE

Ph.D., Bowling Green State University

M.B.A., Tiffin University

B.S., University of Findlay

Dr. Lowery is a U.S. Army veteran and previously served as a police officer, detective, undercover narcotics officer, and deputy sheriff. Dr. Lowery is also a certified law enforcement academy instructor and has served as a captain in a reserve military police battalion. He previously taught in the School of Criminal Justice of Tiffin University as an associate professor, and also held the positions of director of the graduate program and regional director for all programs. Additionally, he has taught at the University of Findlay, Owens State Community College, and Rhodes State Community College. Dr. Lowery has authored and co-authored several articles that appear in magazines, journals, and text books.

R ay mond Ron iguez — ASSISTANT DEAN, GRADUATE SCHOOL OF CRIMINAL JUSTICE

Ed.D. (ABD), Northern Illinois University

M.A., Western Illinois University

B.A., Northeastern Illinois University

SCSA

Mr. Rodriguez currently serves as an assistant dean for the Graduate Criminal Justice Program. Prior to coming to Kaplan University, he served 20 years with the DuPage County, Illinois Sheriff’s Police, primarily as a crime scene investigator. His academic expertise lies in the areas of research methods and statistical analysis.

M i ke Lorenz — ASSOCIATE DEAN OF STUDENTS, SCHOOL OF CRIMINAL JUSTICE

M.A., Indiana University

B.A., Knox College

Mr. Lorenz taught high school before entering higher education administration. His first experience with distance learning was as a graduate student, grading Latin 101 correspondence courses. Since then, he has served in and/or supervised departments of academic advising, course development, registrar, prior learning assessment, and career services.

Deborah WOODWARD RHYNE — INTERIM ASSISTANT DEAN OF CURRICULUM

Ed.D., M.A., B.S., and A.A., University of Central Florida

M.S., Rollins College

Dr. Rhyne is the Interim Assistant Dean of Curriculum in the Undergraduate School of Criminal Justice. She spent 14 years in active law enforcement before starting her teaching career. Dr. Rhyne had been teaching 18 years – seven years at the university/college level. Currently Dr. Rhyne is an Auxiliary Trooper with the Florida Highway Patrol and does community volunteer work with Alpha Delta Kappa.

Larysa DOLYNIUK — CHAIR OF 300- AND 400-LEVEL COURSES

LL.M. and J.D., DePaul University

LL.M., University of Illinois at Urbana-Champaign

B.A., Northwestern University

Ms. Dolyniuk is chair of the 300- and 400-level courses in the School of Criminal Justice. Prior to joining Kaplan University, she worked as an attorney and CPA for various firms, including LaSalle Bank, Arthur Andersen, and Blackman Kallick Bartelstein, LLP in Chicago.

Brian Frank — CHAIR OF 100- AND 200-LEVEL COURSES

M.S., Lynn University

B.S., Rowan University

Mr. Frank is chair of the 100- and 200-level courses in the School of Criminal Justice. He is formerly an intelligence analyst for the U.S. Military Intelligence and Army Criminal Investigation Division. Mr. Frank has been teaching in higher education or training police officers for the past ten years in South Florida.

Mario GIANNONI — CHAIR OF INTERNSHIP PROGRAM

Ed.D., Northern Illinois University

M.S. and B.A., Lewis University

A.A.S., Chicago City Colleges

Dr. Giannoni is chair of the internship program for the School of Criminal Justice. Previously, he was a professor of criminal justice at Lewis University and an adjunct instructor of criminal justice at the University of Illinois at Chicago. Dr. Giannoni, a retired Chicago police officer with 32 years of experience, also served as an instructor at the Chicago Police Academy.

Tricia HOVIS — ACADEMIC CHAIR AND FACULTY COORDINATOR

M.P.A. and B.S., Columbus State University

M.Ed., Troy University

Ms. Hovis is chair and faculty coordinator for the School of Criminal Justice. She has over three years of teaching experience at the university level, which includes a position as director of an online program for U.S. Army soldiers. She has been a parole officer and a volunteer K9 search and rescue dog handler. Currently, she is compiling statistics on domestic violence for the State of Georgia’s Victims’ Witness program.

Raymond TURANO — CHAIR OF CERTIFICATE PROGRAMS

M.A., Western Illinois University

B.S., Aurora University

Mr. Turano is chair of certificate programs for the School of Criminal Justice. He is the commander of detectives with the Elmhurst, Illinois Police Department. He is also a
detective supervisor with the DuPage County Illinois Major Crimes Task Force. His 27-year law enforcement career includes experience in homicide, narcotics, and gang-related investigations. Mr. Turano is pursuing his doctorate, with a research concentration in police ethics. He has extensive teaching experience at the university and continuing professional education levels.

TERRY L. CAMPBELL
M.P.A., University of Arkansas (Little Rock)
B.S., University of Arkansas (Pine Bluff)
FRANK DIMARINO
J.D., Case Western Reserve School of Law
LL.M., George Washington University
ROBERT HANSER
Ph.D. and M.A., Sam Houston State University
TIMOTHY KOZYRA
J.D., South Texas College of Law
B.S., Niagara University
CLOUD MILLER
Ph.D., Florida State University
J.D., Atlanta Law School
CHERYL L. S. SARNA
J.D. and B.A., Loyola University Chicago
M.A., DePaul University
EDWARD SHANNON
Ed.D., Northern Illinois University
M.S., Lewis University
ERIC THOMPSON
M.S. and B.S., California State University, Long Beach
DENA WEISS
M.S., Virginia Commonwealth University
B.A., Mary Baldwin College
WILLIAM WESTON
Ph.D., Rutherford University
J.D., University of Maryland
ROBERT WINTERS
J.D. and B.S., Western State University
A.S., Moraine Valley Community College
MARC ZUCKER
Psy.D. and M.S., Nova Southeastern University
M.A., John Jay College of Criminal Justice

EDUCATION

SUSAN E. SAXTON — PROGRAM VICE PRESIDENT FOR EDUCATION
Ph.D.s, Capella University
M.B.A., Boston University
B.A., Wellesley College
Dr. Saxton previously held positions as dean of the College of e-Learning at Lynn University and as dean of the School of Business at Capella University in Minneapolis. She previously served as faculty for the University of Maryland and Central Texas College. She is a consultant and evaluator for the North Central Association Commission on Institutions for Higher Education.

BECKY L. SHERMIS — DEAN, GRADUATE SCHOOL OF EDUCATION
M.A., University of Texas
B.S., University of Tennessee
Mrs. Shermis brings 25 years of teaching and school administrative experience to Kaplan University. She most recently served as executive director of the School Board of Broward County, Florida. In this capacity, she managed development and professional quality for approximately 300 schools and 30,000 employees. Her prior work includes administrative consulting in both Florida and Indiana, where she also served as principal of a magnet school. Mrs. Shermis has taught and developed curriculum for gifted programs at the elementary level in Texas and Indiana. She has a Gifted Education Endorsement from the Texas Education Agency and an Elementary Administration and Supervision License from Indiana.

ALICIA M. DAHLING — ASSOCIATE DEAN OF STUDENTS, GRADUATE SCHOOL OF EDUCATION
M.B.A., Nova Southeastern University
B.B.A., Florida International University
Ms. Dahling is the Associate Dean of Students for the Graduate School of Education. Previously, she has held managerial positions in accounting and finance with Cingular Wireless, Burger King Corp., and Commercebank,NA. Additionally, she has extensive experience in premerger strategies and corporate reengineering. Ms. Dahling began her career as a credit officer in the financial services arena.

LYNN MASSENZIO — ASSISTANT DEAN OF FACULTY AND CHAIR OF MASTER OF EDUCATION PROGRAM
Ph.D., Georgia State University
M.S., Georgia Institute of Technology
B.A., Rutgers University
Dr. Massenzo is the Assistant Dean of Faculty and Chair of the Master of Education program for Kaplan University. She was previously Assistant Professor of Education at LaGrange College in Georgia, where she trained both traditional and nontraditional students for entry into the teaching profession. She held a similar role as clinical instructor at Georgia State University, preparing nontraditional graduate students to teach science in middle and secondary schools.

KATARA STARKEY — ASSISTANT CHAIR OF GRADUATE SCHOOL OF EDUCATION
M.A., University of Florida
B.S., University of Florida
Ms. Starkey assists the chairs and Deans in the Graduate School of Education as the Assistant Chair. She previously served as a team leader for the School of Business and as a Coordinator for Academic Partnerships. Her other career experiences include being a graduate student advisor, graduate research assistant, and assisting instructing at the University of Florida.

RICHARD RUANE — DIRECTOR OF CURRICULUM MANAGEMENT FOR GRADUATE SCHOOL OF EDUCATION
M.A., University of North Texas
B.S., Hardin-Simmons University
Mr. Ruane is the Director of Curriculum Management for the Graduate School of Education. He has been with Kaplan University since 2001 and has served as instructional designer, editorial lead, and course production associate. In his career, he has also worked as an editorial assistant and technical editor and as an instructor for higher education institutions.

CAROL RUBEL
Ed.D., Nova Southeastern University
M.A., Fordman University
B.S., City College of New York

INFORMATION SYSTEMS AND TECHNOLOGY

JEFF CONLON — ACTING PROGRAM VICE PRESIDENT FOR INFORMATION SYSTEMS AND TECHNOLOGY
M.B.A., Northwestern University
B.A., Brown University
Mr. Conlon has been with Kaplan since January 1993. He most recently served as chief executive officer at Score!, and previously managed test prep centers in Chicago before serving as regional director in South Florida and later Washington, D.C.
MARTHA SPENCER — ASSOCIATE DEAN OF STUDENTS, SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY
M.B.A., Pennsylvania State University
B.A., Fort Lewis College
Ms. Spencer is the associate dean of students for the School of Information Systems and Technology. Previously, she worked in several operations management positions at QVC.

NICHOLE KARPEL — ASSISTANT DEAN OF CURRICULUM, SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY
M.Ed., Pennsylvania State University
Ms. Karpel is the assistant dean of curriculum for the School of Information Systems and Technology. Prior to joining Kaplan University in 2003, Ms. Karpel worked overseas as a project manager. She has over 10 years experience in higher education and the corporate environment.

GREG ROSE — ASSISTANT DEAN OF FACULTY, SCHOOL OF INFORMATION SYSTEMS AND TECHNOLOGY
M.S., Western Illinois University
B.A., Loyola University
Mr. Rose has designed and built numerous websites, including database-driven portals and e-commerce sites for local and national companies. He has written, designed, and directed numerous video, print, and multimedia productions. He has held training and teaching positions at Western Illinois University, Xerox Connect, and Microsoft Corp. He is currently pursuing a doctoral degree at Capella University.

L. WARD ULMER — ACADEMIC CHAIR OF PROGRAMMING AND DATABASE MANAGEMENT
Ph.D., Walden University
Ph.D., ABD, Clemson University
M.A., Webster University
B.S., Charleston Southern University
Dr. Ulmer is a former information technology director who began teaching computer science in 1966. He served as the Department Chair of Computer Technology at Orangeburg-Calhoun Technical College from 2000 to 2004. He was a visiting professor of management information systems at High Point University during 2004 to 2005 academic year. Dr. Ulmer also served as the Area Mentor of Computer Resources and Information management at Webster University, where he taught the capstone course for graduate students in computer science.

DIANNE TAYLOR — DEAN, SCHOOL OF NURSING AND HEALTH CARE
Ph.D., University of Colorado at Boulder
M.S., University of Colorado at Boulder
Dr. Taylor serves as professor and chair for the School of Nursing and Health Care. She is a member of various professional organizations, including the Academy of Management, where she serves on the Executive Committee of the Organization Development and Change Division.

DIANN L. MARTIN — DEAN, SCHOOL OF NURSING AND HEALTH CARE
D.N.S. and M.S.N., Rush University College of Nursing
M.B.A. and M.S., Georgia State University
Dr. Martin previously held positions as dean of the College of e-Learning at Lynn University and as dean of the School of Business at Capella University in Minneapolis. She previously served as faculty for the University of Maryland and Central Texas College. She is a consultant and evaluator for the North Central Association Commission on Institutions for Higher Education.

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Dr. Taylor previously held positions as dean of the College of e-Learning at Lynn University and as dean of the School of Business at Capella University. She previously served as faculty for the University of Maryland and Central Texas College. She is a consultant and evaluator for the North Central Association Commission on Institutions for Higher Education.

JANE E. HENDERSON — ASSISTANT DEAN OF FACULTY
Ed.D. and M.H.R.O.D., University of San Francisco
B.A., Marshall University
Professor Henderson has wide-ranging experience in academic and business environments. She is a Certified Management Consultant and has held leadership positions in major banking institutions, health care organizations, and insurance companies. Dr. Henderson won the University’s Teacher of the Year Award in 2005.

DIANN L. MARTIN — DEAN, SCHOOL OF NURSING AND HEALTH CARE
D.N.S. and M.S.N., Rush University College of Nursing
M.B.A. and M.S., Georgia State University
Dr. Martin previously held positions as dean of the College of e-Learning at Lynn University and as dean of the School of Business at Capella University in Minneapolis. She previously served as faculty for the University of Maryland and Central Texas College. She is a consultant and evaluator for the North Central Association Commission on Institutions for Higher Education.

DIANN L. MARTIN — DEAN, SCHOOL OF NURSING AND HEALTH CARE
D.N.S. and M.S.N., Rush University College of Nursing
B.S.N., Loyola University of Chicago
Dr. Martin brings 28 years of health administration and executive leadership experience to Kaplan University. Previously she was director of clinical operations for Patient Care, Inc., administrator for Elmhurst Memorial Home
Health and Hospice, and executive vice president for CareMed in Chicago.

ALICIA M. DAHLING — ASSOCIATE DEAN OF STUDENTS, SCHOOL OF NURSING AND HEALTH CARE
M.A., University of North Texas
B.S., Hardin-Simmons University
Ms. Dahling is the Associate Dean of Students for the School of Education and the School of Nursing and Health Care. Previously, she has held managerial positions in accounting and finance with Cingular Wireless, Burger King Corp., and Commercebank, NA. Additionally, she has extensive experience in premerger strategies and corporate reengineering. Ms. Dahling began her career as a credit officer in the financial services arena.

RICHARD RUANE — DIRECTOR OF CURRICULUM MANAGEMENT FOR SCHOOL OF NURSING AND HEALTH CARE
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Mr. Ruane is the Director of Curriculum Management for the School of Nursing and Health Care. He has been with Kaplan University since 2001 and has served as instructional designer, editorial lead, and course production associate. In his career, he has also worked as an editorial assistant and technical editor and as an instructor for higher education institutions.

KAREN CUMMINS
M.S.N., University of Illinois at Chicago
B.S.N., Marycrest College

BARBARA GUNDERSON
M.S.N., University of Iowa
B.S.N., St. Olaf College
R.N., B.C.P.N.P.

DORIS PARRISH
Ph.D., University of Texas at Austin
M.S.N., Russell Sage College
B.S.N., State University of New York

CHERYL WAGNER
M.S.N. and M.B.A., University of Iowa College of Nursing
B.S.N. and B.A., Marycrest College

PARALEGAL STUDIES

DAVID HARPOOL — PROGRAM VICE PRESIDENT FOR PARALEGAL STUDIES
Ph.D., Saint Louis University
J.D., University of Missouri - Columbia
B.S., Southwest Missouri State University
Dr. Harpool is the program vice president for paralegal studies and criminal justice and the dean of graduate studies. Previously, he was president of Argosy University and regional vice president of Education Management. He is the author of Survivor College: Best Practices of Traditional and For-Profit Colleges. Dr. Harpool is also an analyst for NBC and CNN.

Ben H. Wilcox — DEAN, SCHOOL OF PARALEGAL STUDIES
J.D., Oklahoma City University School of Law
B.S., Oklahoma State University
Mr. Wilcox brings a wealth of legal and academic experience to Kaplan University. He has been an academic chair at Texas Women's University, Jones International University, Western Oklahoma State College, and Odessa College. Prior to becoming an educator, Mr. Wilcox was an attorney and paralegal for law firms in Oklahoma City. He is a member of both the Oklahoma and Washington, D.C. Bar Associations.

PATRICIA JONES — ASSOCIATE DEAN OF STUDENTS, SCHOOL OF PARALEGAL STUDIES
M.B.A., Northwestern University, Kellogg School
B.A., Saint Xavier University
Ms. Jones is the associate dean of students for the School of Paralegal Studies. Previously, she held operations management positions with TheScientificWorld, an Internet start-up company, Reader's Digest, and Time Warner.

KAREN EVANS — ASSISTANT DEAN OF CURRICULUM, SCHOOL OF PARALEGAL STUDIES
Ph.D., University of Virginia
M.A., University of South Florida
B.A., University of California, Davis
Dr. Evans serves as the director of curriculum development for Kaplan University. Previously, she was a vice president of product development at LessonLab.

SHEREE PACE — ASSISTANT DEAN OF FACULTY, SCHOOL OF PARALEGAL STUDIES
J.D., Ohio Northern University, Pettit College of Law
B.S., Green Mountain College
Dr. Pace is the assistant dean of faculty for the School of Paralegal Studies. Prior to joining Kaplan University, Dr. Pace was the director of education at Platt College in Cerritos, California, where she managed all programs including the ABA approved paralegal program. She has over six years of teaching experience in traditional and online paralegal programs.

RANDY SHOCHET — DEPARTMENT CHAIR
J.D., University of Miami
D.D.S., University of Florida
B.A., Temple University
Dr. Shochet is an academic department chair for the School of Paralegal Studies and is licensed to practice law in Florida. Prior to joining Kaplan University, he was the executive vice president of online products for SSI Securities, Inc. He has taught continuing education courses in malpractice law for dentists since 1995 and taught in public schools.

John Berube — DEAN, SCHOOL OF PARALEGAL STUDIES
J.D., University of Maine School of Law
B.A., Bowdoin College

MARTIN CONNOR
J.D., University of North Dakota
B.A., University of Arizona

ALLY HOWELL
J.D., Thomas Goode Jones School of Law, Faulkner University
B.A., Huntingdon College

RONALD P. KERN
Ph.D., University of North Texas
M.A., University of Texas at San Antonio
B.S., University of Central Oklahoma

JANE MCELLEGGOTT
J.D., Suffolk University Law School
B.A., University of Massachusetts Lowell

THOMAS NGUYEN
J.D., University of Miami
B.A., University of California, Santa Barbara

TRAVEL AND TOURISM

JANN KOERT
B.A., Augustana College

LISA ZERBONIA
B.A., North Texas State University

UNIVERSITY ADMINISTRATORS

KRISTINA BELANGER — PROGRAM VICE PRESIDENT FOR CONTINUING AND PROFESSIONAL STUDIES
J.D., University of Miami School of Law
B.A., Marietta College
Ms. Belanger has practiced law and developed curriculum for paralegal studies, criminal justice, and legal nurse consulting. Over the last 12 years, she has held several academic, administrative, and marketing positions for online education institutions.

WILLEM BROOKE-DEBOCK — DIRECTOR, FIRST-TERM EXPERIENCE/DEPARTMENT CHAIR, PROFESSIONAL STUDIES
M.S. and B.A., Marlboro College
Mr. Brooke-deBock has been involved in higher education for 20 years in a variety of capacities. He has taught sociology at the undergraduate level, as well as worked in student affairs, institutional development, and grant writing. In the late 1990s his career shifted toward work in Internet technologies. He has managed teams that developed a learning platform for Massachusetts General Hospital, as well as interactive websites for various educational services companies. He has been with Kaplan University since 2000 in various roles, including academic advisor, director of curriculum development, and dean of students for the continuing education programs.
SHARON CARRINGTON — DIRECTOR, MANAGEMENT DEVELOPMENT  
M.S., University of Bridgeport  
B.A., Berea College  
Ms. Carrington is the director of management development for Kaplan University and supports 240 directors, deans, and managers in Florida and Chicago through training, coaching, and mentoring.

CLAIRE GALLICANNO — DIRECTOR OF COMPLIANCE  
M.A., University of Phoenix  
B.S., Kutztown University of Pennsylvania  
Ms. Gallicanno’s previous posts include director of admissions at Moore College of Art, director of student services at the Pennsylvania Academy of Fine Arts, assistant director of the St. Joseph’s University M.B.A. program, and director of student management at American InterContinental University.

RUBEN GARCIA, JR. — VICE PRESIDENT, FINANCIAL AID  
M.S., Texas A&M University - Kingsville  
B.A., Texas A&M University  
Mr. Garcia began his career in education as a work study at Texas A&M University. He continued his career at Texas A&M - Kingsville as a financial aid counselor. He managed all technology processing within the office, as well as the customer service division. He worked at Indiana University – Purdue University Fort Wayne as an associate director of financial aid, where he successfully led the effort to automate the financial aid office. In 2000, Mr. Garcia became the director of financial aid at Vincennes University in Vincennes, Indiana. Prior to coming to Kaplan University, Mr. Garcia was vice president of student finance at two online universities, where he managed both student accounts and financial aid.

SCOTT KILGORE — VICE PRESIDENT, ADMISSIONS  
M.B.A., University of Iowa  
B.A., University of Nebraska  
Mr. Kilgore received his commission in the U.S. Army as a cavalry officer. For the past 12 years, he has worked in all capacities of the teleservices industry, assisting Fortune 500 companies achieve their marketing objectives. He is leveraging this experience to integrate contact center disciplines to the admissions arena of Kaplan’s for-profit education division.

VANESSA NAZARIO — REGISTRAR  
B.S., Loyola University  
Prior to joining Kaplan University, Ms. Nazario worked on leading large-scale implementations of student information systems for institutions of higher learning such as Brandeis University, Jersey City University, University of Kansas, and University of Massachusetts. She also held positions as associate and assistant director of student information systems at DePaul University and Loyola University. She is currently pursuing a master’s degree at Loyola University.

RONALD TRAUTMAN — VICE PRESIDENT OF MARKETING AND BUSINESS DEVELOPMENT  
B.A., Florida Atlantic University  
Mr. Trautman is vice president of marketing and business development for Kaplan University. Prior to joining Kaplan University, he was chief executive officer for Cyberads, Inc., and previously worked with MediaOne for 15 years.

GREG VIGIL — DIRECTOR OF ACADEMIC INFORMATION SYSTEMS  
M.B.A., Harvard University  
B.S., University of Colorado at Boulder  
Prior to his current role at Kaplan University, Mr. Vigil was the business unit manager for Concord Law School and the Kaplan University School of Continuing and Professional Studies. He has experience in public accounting and the financial services industry.

JENNYCE ARREOLA — STAFF DEVELOPMENT  
B.A., Antelope Valley College  
Ms. Arreola started her career at the Kaplan University Online Campus and developed staff development materials for the office. Ms. Arreola also has experience as an account manager.

RACHEL CARRINGTON — DIRECTOR OF MANAGEMENT DEVELOPMENT  
M.S., University of Phoenix  
B.A., Pepperdine University  
Ms. Carrington has worked in the for-profit education industry for over 20 years. She has served in various executive positions for several domestic multinational HVAC companies.

SCOTT ERVIN — DIRECTOR OF HIGH SCHOOL ADMISSIONS  
Graduate of the American Institute of Commerce  
Mr. Ervin worked both as a high school admissions representative and a high school presenter in the proprietary school business before joining Kaplan University as the director of high school admissions. Mr. Ervin has also coached middle school football for the past five years.

BRANDI FARNUM — BUSINESS MANAGER  
B.S., Kaplan University  
A.A.S., Black Hawk College  
Ms. Farnum has been with Kaplan University for over six years. She previously worked for the residential admissions department and also served as the online student accounts manager for Kaplan University.

B.J. FLAHERTY — STUDENT SERVICES AND TRAVEL PROGRAM COORDINATOR  
B.S., California Coast University  
Ms. Flaherty has been involved in education since April 1985, when she was an instructor in the Travel and Tourism Department. In addition to teaching, she was offered and accepted the opportunity to train for the Pacific Institute Goal Training World Wide. She has facilitated training for several colleges and companies for about eight years.

JANET GEHRLS — REGISTRAR  
B.A., Augustana College  
Diploma, American Institute of Commerce  
Ms. Gehrls has been with the University for the past 15 years. Prior to her work with Kaplan University, she worked as a substitute teacher, a preschool teacher, and daycare provider. She also has experience as a sales associate and assistant manager.

JENNIFER CHRISTIANSEN — DIRECTOR OF ACADEMIC RESOURCE CENTER  
M.L.S., University of Illinois at Urbana-Champaign  
B.A., University of Illinois at Chicago  
Ms. Christiansen has over nine years of experience providing reference services in public and academic libraries. Previously, she was the Internet department supervisor for Stanislaus County Library in Modesto, California.

ROBERT COX — NETWORK ADMINISTRATOR  
B.S.E.E., Northern Illinois University  
A.A.S., Waubonsee Community College  
MCSE Certified  
Mr. Cox has taught information technology and math courses at Kaplan University. He has also worked for John Deere’s IT support division.

ED DEJAEGHER — CAMPUS PRESIDENT  
E.D.M., Case Western Reserve University  
E.M.B.A., University of Notre Dame  
M.A., Marquette University  
B.B.A., St. Ambrose University  
Prior to joining Kaplan University, Dr. Dejaegher was the dean of graduate studies at the Indiana Institute of Technology. He has also taught courses in the Executive M.B.A. program and Executive Continuing Education Division at the University of Notre Dame and has served in various executive positions for several domestic multinational HVAC companies.
ROBERT HOFFMANN — DIRECTOR OF ADMISSIONS
Mr. Hoffmann began his career in college admissions in 1988. Initially hired at a private college as an outside representative to meet with prospective students, he was promoted to director of admissions and stayed in that role for four years before starting at Kaplan University in 2001.

SUE MCCABE — DIRECTOR OF FINANCIAL AID
A.A., Black Hawk College
Diploma, Scott Community College
Ms. McCabe has developed a strong background in federal student aid through her experience at Palmer College of Chiropractic and as financial aid director of Hamilton College. She has spent three years working in special education and was instrumental in the development of a program to prepare and place students in the workforce. She is currently pursuing her bachelor’s degree in business management.

DON WILSKE — DIRECTOR OF FINANCE
M.B.A., St. Ambrose University
Prior to joining Kaplan University, Mr. Wilske was the chief financial officer for the Illinois Community College Board in Springfield, Illinois, where he was responsible for the operating and capital budgets for the Illinois community college system and also for the agency’s technology services operations. He previously held the position of chief financial officer at Black Hawk College and worked in public accounting and the automobile industry.
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<tr>
<td>4205 San Pedro Avenue</td>
<td>6315 Bren Mar Drive</td>
<td>6363 Richmond, Suite 300</td>
<td></td>
</tr>
<tr>
<td>San Antonio, TX 78212</td>
<td>Alexandria, VA 22312</td>
<td>Houston, TX 77057</td>
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JONATHAN N. GRAYER

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